

SHSU Dispositions/Diversity Proficiencies for Graduate Programs Rubric for Assessment

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little awareness of or commitment to understanding and exhibiting respect for diverse populations.	Exhibits progress and growing dedication to understanding and exhibiting respect for diverse populations.	Clearly demonstrates a strong, consistent commitment to understanding and exhibiting respect for diverse populations.

Comments/Observations:

2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little awareness of or commitment to professional growth and instruction.	Exhibits progress towards an attitude of reflection and thoughtfulness about professional growth and instruction.	Clearly demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.

Comments/Observations:

3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little commitment to literacy, inquiry, and reflection.	Exhibits progress towards demonstrating a commitment to literacy, inquiry, and reflection.	Clearly demonstrates a commitment to literacy, inquiry, and reflection.

Comments/Observations:

4. Practices ethical behavior and intellectual honesty. (CF 3)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little commitment to ethical behavior and intellectual honesty.	Exhibits progress towards demonstrating ethical behavior and intellectual honesty.	Clearly demonstrates ethical behavior and intellectual honesty.

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Comments/Observations:

5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little thoughtfulness in communication or awareness and appreciation of varying voices.	Exhibits progress towards demonstrating thoughtfulness in communication and an awareness and appreciation of varying voices.	Clearly demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.

Comments/Observations:

6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little commitment to learners' individual needs	Exhibits progress towards a commitment to adapting instruction or programs to meet the needs of diverse learners.	Clearly demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.

Comments/Observations:

7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little commitment to learners' individual needs.	Exhibits progress towards demonstrating knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners	Clearly demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.

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Comments/Observations:

8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little awareness of or commitment to leading students to higher level thinking in cognitive, affective and psychomotor domains.	Exhibits progress towards a belief in leading students to higher level thinking in cognitive, affective and/or psychomotor domains.	Clearly demonstrates a belief in leading students to higher level thinking in cognitive, affective and psychomotor domains.

Comments/Observations:

9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little awareness of the purpose of assessment.	Exhibits progress towards demonstration that assessment is viewed as a tool to evaluate learning and improve instruction.	Clearly demonstrates, through documentation, that assessment is viewed as a tool to evaluate learning and improve instruction.

Comments/Observations:

10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

0 Rarely (Unsatisfactory)	1 Sometimes (Exhibits Progress)	2 Consistently (Proficient)
Exhibits little commitment to technology use.	Exhibits progress towards a commitment to use technology.	Clearly demonstrates a strong, consistent commitment to use of technology.

Comments/Observations:

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