

Dispositions Rubric

This rubric was developed by the Dispositions Task Force. Each disposition is evaluated on a 3-point scale where:

Cluster 1: SELF

Self-Reflection			
<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate is not demonstrating the ability to observe and reflect on their own process in the context of an educational environment.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Does not engage in self-reflection and self-examination, or to use these to inform self-awareness, responsibility, learning and growth • Does not articulate own process including personal strengths and growth edges • Does not articulate personal responses, the motivations behind them, and their impact on others • Does not articulate an awareness of own biases 	<p>The candidate is developing the ability to observe and reflect on their own process in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Engages in ongoing reflection to inform own learning and growth • Examines feelings, beliefs, values, attitudes, behaviors, and motivations • Tracks and recognizes verbal and non-verbal personal responses • Can articulate own process including personal strengths and growth edges • Recognizes own biases • Recognizes own impact on others 	<p>The candidate consistently demonstrates the ability to observe and reflect on their own process in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Engages in ongoing reflection to inform own learning and growth • Examines feelings, beliefs, values, attitudes, behaviors, and motivations • Tracks and recognizes verbal and non-verbal personal responses • Can clearly articulate own process including personal strengths and growth edges • Recognizes own biases • Recognizes own impact on others 	
Rating and Feedback			
<p>Rater:</p> <p>Rating:</p> <p>Feedback:</p> <p>Goals:</p> <p>Resources:</p>			

Emotional Regulation

<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate does not demonstrate the ability to regulate their emotions.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Does not apply strategies to regulate nervous system (e.g., calming or self-soothing) • Does not recognize or acknowledge internal reactions and responds with anger, fear, or judgement. • Does not display effective coping strategies in response to fight, flight, and freeze reactions in self 	<p>The candidate is developing the ability to regulate their emotions in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Applies strategies to regulate nervous system and remains present and calm in tense, stressful, or volatile situations • Recognizes and acknowledges internal reactions (i.e., anger, fear, and judgement) in order to self-regulate and better respond with empathy, warmth, compassion, and acceptance • Uses effective coping strategies in response to fight, flight, and freeze reactions in self 	<p>The candidate consistently regulates their emotions in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Applies strategies to regulate nervous system and remains present and calm in tense, stressful, or volatile situations • Recognizes and acknowledges internal reactions (i.e., anger, fear, and judgement) in order to self-regulate and better respond with empathy, warmth, compassion, and acceptance • Uses effective coping strategies in response to fight, flight, and freeze reactions in self 	

Rating and Feedback

<p>Rater:</p> <p>Rating:</p> <p>Feedback:</p> <p>Goals:</p> <p>Resources:</p>

Empathy, Warmth, & Compassion

<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate DOES NOT exhibit empathy, warmth, compassion, and acceptance.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Does not exhibit empathy, warmth, compassion, and acceptance • Does not recognize and is not responsive to the needs of others • Displays apathy or indifference in learning more about others • Displays difficulty listening to others and/or appears to be self-focused. • Displays judgement and/or biases toward others • Displays a lack of awareness of own positionality and/or maintains own positionality in listening to and working with others 	<p>The candidate demonstrates empathy, warmth, compassion, and acceptance in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Exhibits empathy, warmth, compassion, and acceptance as important qualities in counseling • Recognizes and is responsive to the needs of others • Conveys a genuine interest and curiosity in learning more about others • Engages in active listening 	<p>The candidate consistently demonstrates empathy, warmth, compassion, and acceptance in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Exhibits empathy, warmth, compassion, and acceptance as important qualities in counseling • Recognizes and is responsive to the needs of others • Conveys a genuine interest and curiosity in learning more about others • Engages in active listening 	

Rating and Feedback

Rater:
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 Goals:
 Resources:

Cluster 2: OTHER

Responsibility for Self and to Others			
<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate does not demonstrate a sense of responsibility for self and to others.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Does not address concerns and/or engage in constructive dialogue • Lacks accountability for own behavior (e.g., blames others for one’s responses, actions, and behaviors) • Avoids responsibility or acts aggressively when conflict arises and/or is unwilling to engage in efforts to repair • Fails to adhere to the ethical and professional standards • Fails to adhere to the institutional policies as stated in the College Catalog 	<p>The candidate is developing a sense of responsibility for self and to others in SOME contexts.</p> <p>Observable behaviors include:</p> <ul style="list-style-type: none"> • Addresses concerns by engaging in constructive dialogue • Holds oneself accountable for one’s own thoughts, actions, and behaviors. • Exhibits integrity, honesty, kindness, empathy, and compassion while readily engaging in efforts to remedy or repair when conflict arises • Abides by institutional policies as stated in the College Catalog • Abides by the ethical standards for the profession 	<p>The candidate consistently demonstrates a sense of responsibility for self and to others in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Addresses concerns by engaging in constructive dialogue • Holds oneself accountable for one’s own thoughts, actions, and behaviors. • Exhibits integrity, honesty, kindness, empathy, and compassion while readily engaging in efforts to remedy or repair when conflict arises • Abides by institutional policies as stated in the College Catalog • Abides by the ethical standards for the profession 	
Rating and Feedback			
<p>Rater:</p> <p>Rating:</p> <p>Feedback:</p> <p>Goals:</p> <p>Resources:</p>			

Boundaries

<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate does not demonstrate the ability to maintain appropriate boundaries.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Does not recognize own need for physical and psychological space and does not display sensitivity to these same needs in others • Does not engage in dialogue with others to negotiate and maintain boundaries or is inconsistent in communicating one’s needs • Does not exhibit respect for the boundaries of others • Does not exhibit an awareness of own limitations and does not seek out resources for support • Does not demonstrate a practice of self-care 	<p>The candidate is developing the ability to maintain appropriate boundaries in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Recognizes own need for physical and psychological space and is sensitive to these same needs in others • Engages in dialogue with others to negotiate and maintain boundaries • Respects, upholds, and advocates for the boundaries of others regarding communication, touch and proximity • Recognizes own limitations (i.e., knowledge, experience, skillset, scope of practice) and seeks out resources and support • Engages in self-care by maintaining healthy boundaries around time, personal space, and commitments 	<p>The candidate consistently maintains appropriate boundaries in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Recognizes own need for physical and psychological space and is sensitive to these same needs in others • Engages in dialogue with others to negotiate and maintain boundaries • Respects, upholds, and advocates for the boundaries of others regarding communication, touch, and proximity • Recognizes own limitations (i.e., knowledge, experience, skillset, scope of practice) and seeks out resources and support • Engages in self-care by maintaining healthy boundaries around time, personal space, and commitments 	

Rating and Feedback

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Self-Disclosure			
<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 1 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate is not demonstrating the ability to self-disclose appropriately in the context of an educational environment.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Personal disclosure does not fit the nature and purpose of the interaction (lacks relevance) • Lacks discernment of when and how to disclose personal information • Personal disclosure is disruptive, monopolizing, or harmful 	<p>The candidate is developing the ability to self-disclose appropriately in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Is able to discern when to disclose personal information within academic and therapeutic settings • Recognizes the impact of transference, adjusts boundaries accordingly, and seeks out resources for support • Shares information about self that is fitting to the nature and purpose of the interaction • Personal sharing is relevant and compassionate to self and others • Maintains appropriate boundaries in self-disclosing 	<p>The candidate consistently demonstrates the ability to self-disclose appropriately in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Is able to discern when to disclose personal information within academic and therapeutic settings • Recognizes the impact of transference, adjusts boundaries accordingly, and seeks out resources for support • Shares information about self that is fitting to the nature and purpose of the interaction • Personal sharing is relevant and compassionate to self and others • Maintains appropriate boundaries in self-disclosing 	
Rating and Feedback			
<p>Rater:</p> <p>Rating:</p> <p>Feedback:</p> <p>Goals:</p> <p>Resources:</p>			

Cluster 3: COMMUNITY

Openness to the Learning Process			
<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate does not exhibit openness to participating in the learning process.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Lacks presence and engagement in the educational process • Is consistently late to and/or is unprepared to contribute to the educational process • Withdraws or becomes defensive in response to discomfort, ambiguity and/or uncertainty • Is unresponsive and/or disrespectful to what others bring to the learning environment (e.g., identities, perspectives, experiences, world view) • Does not enact a community/partnership approach learning – is only focused on own learning and does not consider the learning of the collective and/or does not contribute to the learning of the collective 	<p>The candidate is developing openness to participating in the learning process in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Thoughtfully, authentically, and intentionally participates, engages, and maintains presence in all aspects of the educational process (classes, practicum, internship, etc.) • Is punctual and prepared to fully contribute to the educational process • Exhibits curiosity and openness in the face of discomfort, ambiguity, and uncertainty as part of the learning process • Is responsive to and respects what others bring to the learning environment (e.g., identities, perspectives, experiences, world view) • Enacts a community / partnership learning approach 	<p>The candidate is consistently open to and participates in the learning process in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Thoughtfully, authentically, and intentionally participates, engages, and maintains presence in all aspects of the educational process (classes, practicum, internship, etc.) • Is punctual and prepared to fully contribute to the educational process • Exhibits curiosity and openness in the face of discomfort, ambiguity, and uncertainty as part of the learning process • Is responsive to and respects what others bring to the learning environment (e.g., identities, perspectives, experiences, world view) • Enacts a community / partnership learning approach 	
Rating and Feedback			
<p>Rater:</p> <p>Rating:</p> <p>Feedback:</p> <p>Goals:</p>			

Giving and Receiving Feedback

<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate does not exhibit the ability to give, receive and integrate feedback. Observable behaviors may include:</p> <ul style="list-style-type: none"> • Is not open to, deflects, or avoids feedback • Blames others when giving or receiving feedback • Does not take responsibility when expressing one’s own perceptions, feelings, ideas, and experiences (does not use “I” statements) • Does not engage in active listening • Does not integrate attitudinal, behavioral, changes in responsive to feedback 	<p>The candidate is developing the ability to give, receive and integrate feedback in SOME contexts.</p> <p>Observable behaviors include:</p> <ul style="list-style-type: none"> • Uses “I” statements when expressing perceptions, feelings, ideas, and experiences • Seeks out and is open to feedback • Engages in active listening when giving and receiving feedback • Integrates attitudinal, behavioral, and changes in response to feedback 	<p>The candidate consistently demonstrates the ability to give, receive, and integrate feedback in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Uses “I” statements when expressing perceptions, feelings, ideas, and experiences • Seeks out and is open to feedback • Engages in active listening when giving and receiving feedback • Integrates attitudinal and behavioral, changes in response to feedback 	

Rating and Feedback
<p>Rater: Rating: Feedback: Goals: Resources:</p>

Cultural Humility			
<input type="checkbox"/> 1 - Areas of Concern & Plan to Address	<input type="checkbox"/> 2 – Emerging/Developing	<input type="checkbox"/> 3 – Applying/Proficient	<input type="checkbox"/> Not Observed
<p>The candidate does not exhibit cultural humility.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Does not practice self-evaluation and evaluation of own intersectional identity and positionality and/or has limited or no self-awareness • Does not suspend own personal interests, biases, and feelings and is not open to or respectful of the reality systems of others. • Is unable to bracket own judgement, assumptions, and positionality in working with others • Lacks an interest in understanding others' intersecting identities and lived experiences • Does not recognize or address power and privilege imbalances • Does not recognize own personal history, experiences, and conditioning, and how these create bias and influence one's work with diverse clients 	<p>The candidate is developing cultural humility in SOME contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Practices self-reflection and self-evaluation to deepen awareness of own intersectional identity and positionality • Suspends own personal interests, biases, and feelings in order to remain open to, respect, and honor the reality systems of others • Is able to bracket own judgement, assumptions, and positionality in working with others • Strives to understand others' intersecting identities and lived experiences more authentically through cultural curiosity and humility • Recognizes and addresses power and privilege imbalances • Recognizes own personal history, experiences, and conditioning, and how these create bias and influence one's work with clients 	<p>The candidate consistently demonstrates cultural humility in MOST contexts.</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Practices self-reflection and self-evaluation to deepen awareness of own intersectional identity and positionality • Suspends own personal interests, biases, and feelings in order to remain open to, respect, and honor the reality systems of others • Is able to bracket own judgement, assumptions, and positionality in working with others • Strives to understand others' intersecting identities and lived experiences more authentically through cultural curiosity and humility • Recognizes and addresses power and privilege imbalances • Recognizes own personal history, experiences, and conditioning, and how these create bias and influence one's work with clients 	
Rating and Feedback			
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