

Professional Characteristics and Dispositions Rubric

Revised 2021

The purpose of this form is for University Supervisors and Cooperating Teachers to assess candidates on their professional dispositions within the classroom. The dispositions are based on InTASC standards, the level of guidance and feedback required of University Supervisors and Cooperating Teachers, and best practices in P-12 education. Proficiency levels do not translate into A – C grades. Instead, the rubrics are designed to generate data that will reveal patterns of candidate performance at various stages of development across the learning progressions.

Please use the following scale as you assess candidates:

- *Unacceptable*. Language in this category includes questionable capacity for, and limited or no evidence of, the described disposition, despite having significant guidance and feedback from the cooperating teacher and university supervisor.
- *Developing*. Language in this category includes capacity for, but incomplete evidence of, the described disposition. The candidate performs tasks with significant guidance and feedback from the cooperating teacher and university supervisor.
- *Proficient*. Language in this category includes demonstrated evidence of the described disposition. The candidate performs tasks with minimal guidance and feedback from the cooperating teacher and university supervisor.
- *Exemplary*. This category includes the “proficient” description plus language indicating evidence of advanced capacity for the described disposition. The candidate independently performs tasks exceptionally well at the level of an experienced educator.

	Unacceptable	Developing	Proficient	Exemplary
Oral communication -Appropriate use of language -Clearly expresses ideas -Tone and volume of voice -Formal and informal	Unable to use appropriate language across a variety of settings. Tone and/or volume of voice is often ineffective. Lacks clarity when expressing ideas. Fails to model Standard English grammar for students.	Uses appropriate language across a variety of settings, but tone or volume of voice is ineffective at times. Sometimes lacks clarity when expressing ideas. Inconsistently models Standard English grammar for students.	Uses appropriate language, as well as tone and volume of voice, across a variety of settings. Expresses ideas clearly. Models Standard English grammar for students.	...and smoothly transitions between formal and informal situations. Consistently adapts language to the audience and situation.
Oral Communication notes:				

Written Communication -Appropriate (Professional, formal/informal) and clear use of language -Effective in both handwritten and electronic communication -Professionally organized and well-developed -Error-free writing (e.g., spelling, grammar, and mechanics)	Handwritten and electronic communications frequently include: -confusing language and/or unclear messaging -poor organization and/or incomplete development of thoughts and ideas -unprofessional or informal/conversational language -errors that distract from message content	Handwritten and electronic communications sometimes include: -confusing language and/or unclear messaging -poor organization and/or incomplete development of thoughts and ideas -unprofessional language -errors that distract from message content	Handwritten and electronic communications include: - straightforward language that conveys meaning -organized, well-developed thoughts and ideas -appropriate and professional language -few, if any, errors	...and smoothly transitions between formal and informal correspondence. Consistently adapts language to the audience and situation.
	Fails to model Standard English grammar for students.	Frequently models Standard English grammar for students.	Models Standard English grammar for students.	

Written Communication notes:

Attendance and Punctuality -Shows up and is on time or early when required or expected -Communicates effectively when unable to attend or be punctual	Frequently misses or is late to required activities. Poor or no communication about absences or tardiness. Fails to prepare or share materials in advance of planned lessons, resulting in the CT having to do unexpected tasks.	At times, is absent or late to required activities and/or does not provide acceptable excuses. Communicates absences or tardiness in a timely and professional manner (e.g., emails or texts CT). Is occasionally unprepared, or fails to share materials, far enough in advance to ensure responsibilities are met.	Regularly attends and is punctual to required activities. Rarely misses, but provides acceptable excuses. Communicates absences or tardiness in a timely and professional manner (e.g., calls CT, and/or follows up until certain absence or tardiness is confirmed). Prepares and shares materials in advance to ensure responsibilities are met, regardless as to whether absence or tardiness is known or unknown.	...and proactively makes up for any missed time or missed responsibilities without prompting. Near-perfect attendance and punctuality.
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Attendance and Punctuality notes:

Professional Presence -Dress and overall appearance -Digital presence (e.g. social media)	There is a frequent pattern of inappropriate dress, overall appearance, social media content (e.g., Snapchat, Instagram, Facebook, etc.), and/or other digital representations (e.g., images, comments, "likes").	Very rarely, dress, overall appearance, social media (e.g., Snapchat, Instagram, Facebook, etc.), and other digital representations (e.g., images, comments, "likes") lack professionalism.	Dress, overall appearance, social media (e.g., Snapchat, Instagram, Facebook, etc.), and other digital representations (e.g., images, comments, "likes") are befitting of a professional educator.	...and both physical presence and digital platforms are a model for future and current professional educators.
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Professional Presence notes:

Ability to Manage Workload -Prioritizes tasks efficiently -Manages time well -Seeks help -Uses available resources when needed	Has frequent issues maintaining effective prioritization and time management practices. Does not request or readily accept input on strategies for workload management. Fails to take advantage of available resources. Personal life is in constant conflict with professional responsibilities.	Occasionally, has issues maintaining effective prioritization or time management practices. When offered, accepts input on strategies for workload management. Uses available resources, but sometimes needs prompting. At times, personal life is in conflict with professional responsibilities.	Prioritizes tasks and manages time efficiently. Anticipates challenges and proactively seeks input on strategies for workload management. Uses available resources as needed. Balances personal and professional responsibilities effectively.	...and effectively modifies workload management strategies, adapting to unanticipated challenges (e.g., long-term schedule and location changes, new school policies and procedures).
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Ability to Manage Workload notes:

Work habits / Commitment to Excellence -Maintains high standards for professional and scholarly work -Consistently focuses on improving practice -Self-motivated toward high-quality performance goals	Fails to complete some assigned professional and scholarly tasks, misses key details, and appears indifferent toward these deficiencies. No evidence that new knowledge is being incorporated into professional practice. Appears uninterested in developing or meeting performance goals.	Completes assigned professional and scholarly tasks, but at times misses key details. Some evidence of incorporating new learning into professional practice. Works to develop and meet performance goals with some prompting.	Maintains high standards for professional and scholarly work, approaching every task with appropriate effort and attention to detail. Incorporates new learning into instructional practice and subsequent work. Self-motivated to develop and meet performance goals.	...and seeks out best practices for professional work when setting performance goals.
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Work habits / Commitment to Excellence notes:

Critical Thinking -Shows the ability to interpret, analyze, and explain effectively -Uses good judgement and reason -Fair and equitable decision-making across a variety of situations	Does not fully questions, analyzes, interprets, explains, and evaluates. Does not practice effective judgement or reasoning. Does not make fair or equitable decisions.	Often questions, analyzes, interprets, explains, and evaluates. Judgement and reasoning are sometimes underdeveloped. Occasionally makes decisions without full consideration of fairness or equity.	Thoughtfully questions, analyzes, interprets, explains, and evaluates. Uses effective and appropriate judgement and reasoning. Demonstrates fair and equitable practices in decision-making.	...and anticipates and prepares well thought out strategies to best address imminent challenges and opportunities.
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Critical Thinking notes:

Initiative to Learn -Interested in learning new things -Applies new learning contextually -Finds answers when unclear	Is not creative, resourceful or self-directed. Uninterested in seeking out new information/content knowledge. Frequently acts without asking questions or seeking answers.	Shows frequent, but inconsistent evidence of creativity, resourcefulness and/or self-direction. Seeks out new information/content knowledge, and applies it contextually when prompted to do so. Asks questions frequently, sometimes without independently seeking answers.	Creative, resourceful and self-directed. Independently seeks out new information/content knowledge, and applies it contextually. Asks measured questions, and seeks answers whenever unclear.	...and is adept at reflecting on new learning from multiple perspectives, in particular those different from own.
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Initiative to Learn notes:

Social Emotional Learning Competencies -Cognitively, emotionally, and self-aware -Reflective about how personal challenges could impact instruction -Shows an ability to develop and sustain self-care strategies	Consistently fails to regulate emotions and thoughts. Is uninterested in, or unaware of need for, self-care strategies. Reluctant to seek or accept support, or does so at highly inappropriate times. Lacks awareness or resistant in attending to emotional needs such that planning, preparation, teaching, and learning are negatively impacted.	Attempts to regulate emotions and thoughts. Implements self-care strategies when prompted to do so. Occasionally seeks support at inappropriate times. Attends to emotional needs, but planning, preparation, teaching, and learning are impacted at times.	Regulates emotions and thoughts. Implements self-care strategies. Seeks support at appropriate times (e.g., does not leave classroom at inappropriate times). Attends to emotional needs such that planning, preparation, teaching, and learning are minimally impacted.	...and anticipates when thoughts or emotions could become challenging, developing effective strategies to mitigate impact on instruction.
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Social Emotional Learning Competencies notes:

Engagement in the Learning Environment -Well-prepared -Intentionally and positively engages in any and all activities -Willingness and ability to contribute	At times, appears disengaged in classroom activities and with students and school personnel. Is frequently unprepared and responds poorly during unanticipated situations.	Positively contributes to classroom activities and engages students and school personnel, though sometimes needs prompting. Is mostly prepared and adapts to unanticipated situations when coached to do so.	Proactively and positively contributes to all classroom activities and intentionally engages students and school personnel. Is always prepared and consistently adapts to unanticipated situations.	...and takes initiative to reinforce learning and development beyond baseline expectations (e.g., volunteers for school-wide activities, adds value to basic lesson plans, offers own expertise in school community)
Engagement in the Learning Environment notes:				
Collaboration -Works and shares responsibilities well with all stakeholders regardless of the context -Is willing and able to switch seamlessly among roles as needed	Is unwilling to collaborate during group/team efforts to support the learner, families, colleagues, or other school professionals. Is often not engaged during collaborative work.	Frequently collaborates, but sometimes works independently during group/team efforts to support the learner, families, colleagues, or other school professionals. Typically serves in the same role(s) during collaborative work..	Collaborates during group/team efforts to support the learner, families, colleagues, or other school professionals. Seamlessly switches among roles during collaborative (e.g., facilitating, assisting, etc.) as needed and without prompting.	...and when the opportunity presents itself, successfully takes on facilitation and leadership roles effectively, and in ways that contribute to learner success.
Collaboration notes:				
Respect for others -Shows concern for others, including consideration of beliefs and customs different from one's own -Acts in the best interests of others -Managing conflict effectively	Acts in the best interests of self over others. Is frequently unable to maintain self-control during interactions. Handle conflicts poorly, leading to negative relationships and amplified conflict. Uninterested in beliefs and customs different from own.	Attempts to act in the best interests of others, but sometimes neglects to consider perspective other than own. Occasionally lacks self-control during interactions. Focuses on conflict resolution, sometimes missing opportunities to understand other perspectives. Demonstrates awareness of beliefs and customs different from own.	Acts in the best interests of others without compromising self. Demonstrates self-control during interactions. Uses conflict as an opportunity to understand and seek productive resolution. Values beliefs and customs different from own.	...and is skillful at modifying language and behaviors to meet individual and group needs across a variety of interactions and scenarios.
Respect for others notes:				

Commitment to Diversity and Equity -Consistently supports Diversity, Equity, and Inclusion (DEI) efforts and practices -Considers multiple perspectives -Reflects on own identities, beliefs, and biases	Resists or is unsupportive of DEI efforts and practices.	Supports DEI efforts and practices with coaching.	Supports DEI efforts and practices.	...and pursues DEI learning and engagement beyond being involved at the classroom level (e.g., DEI-related professional development opportunities, intentional conversations with school personnel).
	Unaware of how own identities, beliefs, and biases may influence their work as a professional educator.	When prompted to do so, reflects upon how own identities, beliefs, and biases may influence their work as a professional educator.	Consistently reflects upon own identities, beliefs, and biases, and can articulate how these may influence their work as a professional educator.	
	Does not consider multiple perspectives during classroom activities.	Allows for multiple perspectives during classroom activities.	Encourages multiple perspectives during classroom activities.	
	Does not consider accessible and inclusive instructional strategies in both planning and lessons.	Occasionally plans for accessible and inclusive instructional strategies, but frequently misses opportunities to incorporate them into the lesson.	Incorporates accessible and inclusive instructional strategies during lesson (e.g., universal examples, awareness of sensitive topics/triggers, prepared to facilitate difficult dialogue as appropriate).	

Commitment to DEI notes:

Attitude toward Learners -Values all learners -Provides opportunities for unique, individualized learning experiences -Motivates students to learn	Inattentive to developing teacher-learner relationships with students.	Maintains positive, teacher-learner relationships with most students.	Maintains positive, teacher-learner relationships with all students.	...and is able to effectively adapt instructional and motivational strategies when new challenges arise.
	Follows prescriptive learning design, generalized to all students.	Creates learning opportunities that are designed to meet the learning needs of most students.	Ensures that learning opportunities are individualized in response to students' learning needs.	
	Does not attempt to motivate students to learn.	Demonstrates an interest in motivating students to learn, but sometimes has trouble doing so.	Articulates a strong belief that all students can learn and demonstrates knowledge and skills in motivating students to learn.	

Attitude toward Learners notes:

Response to Feedback -Receptive to feedback from multiple sources -Applies feedback to future efforts -Focuses on feedback as a tool for personal and professional improvement	Non-receptive and defensive toward feedback from supervisors, colleagues, and other school personnel. Rarely uses feedback to adapt future instruction.	Receptive to feedback from supervisors, colleagues, and other school personnel. Uses feedback to adapt future instruction when prompted to do so.	Independently requests feedback from supervisors, colleagues, and other school personnel. Uses feedback to adapt future instruction.	...and regularly articulates how feedback is being used for both personal and professional improvement.
Response to Feedback notes:				