

Professional Characteristics and Dispositions

Overview: This Professional Characteristics and Dispositions Rubric was developed by faculty representatives across programs who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold students' efforts and professional development. The Professional Characteristics and Dispositions Rubric is used by cooperating teachers and university supervisors to rate teacher candidates on 15 evaluation categories based upon and tagged with InTASC standards.

The Professional Characteristics and Dispositions Rubric is completed by both the cooperating teacher and the university supervisor, and it is typically completed and discussed four times throughout field experience: once at the midterm evaluation of the early field experience; once at final evaluation of the early field experience; once at midterm evaluation of student teaching; once at the final evaluation of student teaching. Candidates also complete the rubric as a self-assessment and during the evaluation meetings they compare their self-assessment to those of the cooperating teacher and university supervisor to facilitate discussion about areas of strength and areas for growth. The results of these assessments will inform candidates' practice and also foster a culture of continuous improvement. Ultimately, this process empowers the candidates to make data-informed decisions related to their own professional characteristics and dispositions and to cultivate behaviors "that are consistent with the ideal of fairness and the belief that all students can learn."¹

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).² This release stipulates that the InTASC standards no longer apply to only "beginning" teachers, but are instead intended as "professional practice standards" (p. 6). Therefore, these standards and the associated learning progressions describe a teacher's professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more "emerging" ratings in earlier phases and progressing toward "satisfactory" or "proficient" in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. To reiterate, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean's Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach's alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric³ and the CAEP Evidence Guide.

¹ <http://www.ncate.org/LinkClick.aspx?fileticket=GnbHOHe0xgl%3D&tabid=738>

² http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

³ <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Professional Characteristics and Dispositions
Rubric**

Note: The specific levels of observed behavior reflecting each disposition are included beneath each disposition category below. Even though you may not observe each of the following dispositions to the same degree, please select the statement that MOST characterizes the candidate based on your observations.

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<i>The candidate...</i>					
Oral communication skills <input type="checkbox"/> N/A	Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively	Expresses self but not regularly; makes some errors; or does not consistently use voice effectively	Expresses self regularly; uses Standard English grammar; uses voice effectively	Expresses self very well; communicates ideas very well; is adept in using voice effectively	
<i>The candidate...</i>					
Written communication skills <input type="checkbox"/> N/A	Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well-developed	Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed	Writing includes very few minor errors; clear, well-organized, well-developed	Writing is error-free and is very clear, organized and highly developed	
<i>The candidate...</i>					
Attendance and punctuality <input type="checkbox"/> N/A	Unacceptable absenteeism or tardiness	Frequently absent, tardy, or leaves early	Rarely absent or tardy	Perfect attendance	
	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<i>The candidate...</i>					

Work habits / Commitment to Excellence <input type="checkbox"/> N/A	Work or performance does not meet minimal requirements or expectations	Work or performance meets minimal requirements or expectations	Work and performance indicates significant effort and care	Work and performance consistently demonstrates commitment to candidate's own high standards for professional work	
<i>The candidate...</i>					
Quality of work <input type="checkbox"/> N/A	Consistently hands in work that is of poor quality, incomplete or late; does not make use of available resources, help, or suggestions to develop or improve work	Often submits work that is of poor quality, incomplete or late; does not consistently use resources, help, or suggestions to develop or improve work	Submits work that meets minimum requirements on time	Reaches beyond the minimum, and turns in excellent work	
<i>The candidate...</i>					
Professional dress <input type="checkbox"/> N/A	Consistently dresses inappropriately	Sometimes dresses inappropriately	Usually dresses professionally	Consistently dresses professionally	
<i>The candidate...</i>					
Quality of Interactions and Participation (classroom and field experiences) (InTASC 10c, e, k) <input type="checkbox"/> N/A	Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared	Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and	Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared	Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared	

		colleagues; not well-prepared			
	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<i>The candidate...</i>					
Critical thinking skills <input type="checkbox"/> N/A	Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded	Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner	Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his her thinking; open-minded	Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead	
<i>The candidate...</i>					
Collegiality (InTASC 10a) <input type="checkbox"/> N/A	Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)	Sometimes demonstrates collaborative skills	Responsibly engages in group/team efforts	Strong contributor to group/team efforts	
	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<i>The candidate...</i>					

Respect for others <input type="checkbox"/> N/A	Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions	On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions	Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions	Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations	
<i>The candidate...</i>					
Initiative <input type="checkbox"/> N/A	Passive, depends on others	Needs supervision to implement ideas	Demonstrates self-initiative and independence	Creative, resourceful and self-directed	
<i>The candidate...</i>					
Attitude toward learners (InTASC 10j) <input type="checkbox"/> N/A	Lacks interest in or is negative toward students; does not demonstrate an attitude that all students can learn; does not view own responsibility in motivating students; lacks knowledge and skills in establishing rapport motivating students	Makes minimal efforts to establish rapport with students; does not always demonstrate an attitude that all students can learn; makes minimal effort to motivate students	Develops rapport with students; demonstrates an attitude that all students can learn; demonstrates knowledge and skills in motivating students	Effectively develops professional /personal connections with students which contribute to student development; acts on a strong belief that all students can learn; uses many strategies that effectively motivate students	
	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<i>The candidate...</i>					

Response to constructive feedback <input type="checkbox"/> N/A	Defensive / non-responsive and does not make changes to subsequent performances or behaviors	Defensive and/or non-responsive; subsequent performances or behaviors show some changes	Receptive; subsequent performances show some productive changes	Receptive; subsequent performances consistently show productive changes	
		<i>The candidate...</i>			
Ability to handle stress and to manage workload <input type="checkbox"/> N/A	Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with teaching.; often sick, tired, or lacks stamina	Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of teaching.	Handles stress in productive manner; manages the demands/workload associated with teaching	Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with teaching very well	
		<i>The candidate...</i>			
Commitment to diversity and equity (InTASC 2a, d) <input type="checkbox"/> N/A	Ethnocentric; considers only personal perspective	Demonstrates awareness of diversity issues and of multiple perspectives	Demonstrates emerging commitment to learning more about diversity and teaching from multiple perspectives	Consistently demonstrates a commitment to understanding diversity; teaches or plans to teach from multiple perspectives	