

UNC Teacher Candidate Dispositions Rubric

Name: _____

Date: _____

Completed by: _____

Class: _____

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
ENGAGEMENT	Teacher candidate: <ul style="list-style-type: none"> is late or absent <i>three or more times</i>. 	Teacher candidate: <ul style="list-style-type: none"> is late or absent <i>twice</i>. 	Teacher candidate: <ul style="list-style-type: none"> is late or absence only <i>once</i> 	Teacher candidate: <ul style="list-style-type: none"> is always present and on time. 	
	<ul style="list-style-type: none"> fails to contact instructor or cooperating teacher when absent and/or gives no or suspicious reason for absence. 	<ul style="list-style-type: none"> gives short notice to instructor or cooperating teacher or provides a reason after the absence. 	<ul style="list-style-type: none"> notifies instructor or cooperating teacher in advance and makes arrangements (i.e. sub plans, assignments emailed). 	<ul style="list-style-type: none"> only misses class for a true emergency, provides documentation for absences (jury summons, doctor note, etc.), and makes arrangements well in advance when possible (e.g., sub plans, assignments emailed). 	
	<ul style="list-style-type: none"> does not participate, is not engaged in learning and/or teaching, seems lackadaisical or negative. 	<ul style="list-style-type: none"> is respectful but <i>does not</i> necessarily engage or participate in learning and/or teaching. 	<ul style="list-style-type: none"> is <i>actively engaged</i> and participates in the classroom with learners and/or colleagues. 	<ul style="list-style-type: none"> initiates active engagement and participation in the classroom with learners and/or colleagues. 	
	<ul style="list-style-type: none"> is unprofessional (e.g., reads newspaper, text messages, uses cell phone, has side conversations). 	<ul style="list-style-type: none"> is professional in behavior most of the time. 	<ul style="list-style-type: none"> is professional in behavior. 	<ul style="list-style-type: none"> is unfailingly professional in behavior and builds professional relationships. 	
	<ul style="list-style-type: none"> dresses unprofessionally for the situation (i.e. sloppy, cleavage showing, wrinkled, under-dressed). 	<ul style="list-style-type: none"> dress is questionable in terms of appropriateness. 	<ul style="list-style-type: none"> dresses appropriately for the situation. 	<ul style="list-style-type: none"> dresses professionally and appropriately for the situation. 	
	<ul style="list-style-type: none"> demonstrates negative interactions with learners, colleagues, and/or instructors (e.g., unprofessional comments, peculiar demeanor with others). 	<ul style="list-style-type: none"> usually interacts positively and appropriately with all learners, colleagues, and/or instructors. 	<ul style="list-style-type: none"> always interacts positively and appropriately with all learners, colleagues and/or instructors. 	<ul style="list-style-type: none"> interacts appropriately <i>and builds positive relationships</i> with learners, colleagues and/or instructors. 	

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EFFORT	<p>Teacher candidate:</p> <ul style="list-style-type: none"> pays little attention to quality; sloppy or multiple errors (work is not proofed). 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> generally completes adequate work with some revisions needed. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> completes work of high quality – does what is expected . 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> completes exceptionally high quality work; goes beyond expectations. 	
	<ul style="list-style-type: none"> lacks initiative; shows little interest in learning or improving skills. 	<ul style="list-style-type: none"> at times, demonstrates initiative suitable to the context. 	<ul style="list-style-type: none"> demonstrates initiative suitable to the context most of the time. 	<ul style="list-style-type: none"> demonstrates high level of initiative suitable to the context. 	
	<ul style="list-style-type: none"> is uncertain and lacks confidence when interacting with learners, peers, and/or colleagues in a large group situations. 	<ul style="list-style-type: none"> inconsistently conveys confidence when interacting with learners, peers, and/or colleagues in a large group situations. 	<ul style="list-style-type: none"> conveys confidence when interacting with learners, peers, and/or colleagues in a large group situations. 	<ul style="list-style-type: none"> conveys a high level of confidence when interacting with learners, peers, and/or colleagues in small and/or large group situations. 	
	<ul style="list-style-type: none"> does not seek out new resources when preparing materials or assignments, lacks organizational skills. 	<ul style="list-style-type: none"> prepares and organizes materials. 	<ul style="list-style-type: none"> is somewhat creative when preparing & organizing materials. 	<ul style="list-style-type: none"> seeks resources and is creative in preparing and organizing materials. 	
	<ul style="list-style-type: none"> is apathetic about commitments and does not meet due dates. 	<ul style="list-style-type: none"> inconsistently follows through with commitments and due dates. 	<ul style="list-style-type: none"> demonstrates reliability by following through with most commitments and due dates. 	<ul style="list-style-type: none"> demonstrates a high level of reliability by following through with due dates and commitments. 	
	<ul style="list-style-type: none"> does not meet timelines for task completion – work is consistently late or missing. 	<ul style="list-style-type: none"> follows most timelines and due dates for tasks. 	<ul style="list-style-type: none"> follows timelines and due dates. 	<ul style="list-style-type: none"> follows all timelines and due dates – has many tasks completed prior to date needed. 	
	<ul style="list-style-type: none"> is resistive to feedback and reflections are very surface level. 	<ul style="list-style-type: none"> needs reminders to use feedback in order to improve skills; some reflection is evident. 	<ul style="list-style-type: none"> uses feedback constructively and routinely reflects on work to improve skills. 	<ul style="list-style-type: none"> seeks feedback and uses it constructively; reflects on teaching and assignments. 	

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	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
	<ul style="list-style-type: none"> displays limited or no ability to motivate and engage all learners; creates static learning environments that have minimally or do not address the needs of all learners. 	<ul style="list-style-type: none"> attempts to motivate and engage all learners; creates learning environments to adequately meet the needs of all learners. 	<ul style="list-style-type: none"> motivates and engages all learners in learning by creating flexible learning environments to meet the needs of all learners including those from diverse backgrounds and with exceptional learning needs. 	<ul style="list-style-type: none"> creates flexible and engaging learning environments with innovative materials and strategies to motivate all learners including those from diverse backgrounds and with exceptional learning needs. 	
INITIATIVE	<p>Teacher candidate:</p> <ul style="list-style-type: none"> displays little to no evidence of attempt to learn course content. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> fulfills minimum requirements. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> strives to exceed basic requirements of class or field placement. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> puts forth great effort of own initiative, without the regard of grades. 	
	<ul style="list-style-type: none"> cannot articulate personal goals 	<ul style="list-style-type: none"> has personal goals to complete requirements satisfactorily. 	<ul style="list-style-type: none"> willingly accepts and occasionally exceeds goals set by others (e.g. cooperating teacher, instructor). 	<ul style="list-style-type: none"> asks questions when material, concepts, or expectations are not clear; sets individual goals and evaluates own learning. 	
	<ul style="list-style-type: none"> Unaware of professional organizations or publications; demonstrates little interest in growing professionally; shows little or no interest in professional activities, publications or events. 	<ul style="list-style-type: none"> aware of professional organizations and publications; occasionally participates in professional activities and understands the importance of professional growth. 	<ul style="list-style-type: none"> uses or references professional organizations and publications; belongs to professional organizations; participates in professional events when available; values professional growth. 	<ul style="list-style-type: none"> actively involved with professional organizations and publications; seeks opportunities to be involved in professional activities; takes leadership roles in professional organizations when available; makes professional growth a high priority 	
	<ul style="list-style-type: none"> appears unaware of rules, restrictions & policies; occasionally disregards them even with reminders. 	<ul style="list-style-type: none"> aware of rules, restrictions, and policies; usually follows them without being reminded. 	<ul style="list-style-type: none"> knows rules, restrictions and policies and dependably follows them. 	<ul style="list-style-type: none"> dependably follows rules, restrictions, and policies and encourages others to do the same. 	

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	<ul style="list-style-type: none"> wants exceptions to be made for him/her, or tries to get around established rules of behavior, dress, etc; thinks rules were made for others; blames others for mistakes or errors. 	<ul style="list-style-type: none"> does not habitually attempt to circumvent policies in patterns of behavior, dress, language, etc.; periodically needs reminders to take responsibility for own actions. 	<ul style="list-style-type: none"> accepts responsibility for behavior and dress, language, emotions, etc. 	<ul style="list-style-type: none"> exemplary patterns of behavior and dress; takes responsibility for errors and seeks ways to improve. 	
FAIRNESS AND EQUITY	Teacher candidate: <ul style="list-style-type: none"> shares learner information with individuals not in a “need to know” position. 	Teacher candidate: <ul style="list-style-type: none"> attempts to maintain confidentiality of information and records. 	Teacher candidate: <ul style="list-style-type: none"> maintains confidentiality of all learner records and information. 	Teacher candidate: <ul style="list-style-type: none"> maintains confidentiality of all learner records and information; advocates for the maintenance of confidentiality with others. 	
	<ul style="list-style-type: none"> has little regard for others or their ideas. 	<ul style="list-style-type: none"> accepts ideas of others. 	<ul style="list-style-type: none"> incorporates ideas of others and credits others for their work. 	<ul style="list-style-type: none"> encourages the use of ideas from all; willingly acknowledges others’ ideas. 	
	<ul style="list-style-type: none"> demonstrates a limited lack of respect when speaking with learners, families, peers and colleagues; uses poor or negative judgment during interactions. 	<ul style="list-style-type: none"> attempts to communicate respectfully and effectively with learners, families, peers and colleagues; minimal use of positive statements and good judgment and discretion during interactions. 	<ul style="list-style-type: none"> communicates respectfully and effectively when speaking with learners, families, peers and colleagues including those from diverse backgrounds and with exceptional learning needs; demonstrates good judgment and discretion during interactions. 	<ul style="list-style-type: none"> communicates respectfully and positively when speaking with learners, families, peers & colleagues including those from diverse backgrounds and with exceptional learning needs; uses exceptional judgment during interactions. 	
	<ul style="list-style-type: none"> uses minimal or no effective communication strategies when presenting and/or teaching. 	<ul style="list-style-type: none"> attempts to utilize a variety of communication strategies to present peers to or teach all learners. 	<ul style="list-style-type: none"> uses a variety of effective communication strategies to present to peers or teach all learners. 	<ul style="list-style-type: none"> uses and promotes various effective communication strategies to present to peers or teach all learners. 	
	<ul style="list-style-type: none"> demonstrates favoritism to some peers, colleagues, or learners. 	<ul style="list-style-type: none"> presumes that most learners can learn and be successful. 	<ul style="list-style-type: none"> expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs. 	<ul style="list-style-type: none"> expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs. 	
	<ul style="list-style-type: none"> is concerned with self not others, rarely listens to others, 	<ul style="list-style-type: none"> relates adequately with others, uses discretion in keeping 	<ul style="list-style-type: none"> maintains confidentiality of conversations where 	<ul style="list-style-type: none"> creates a safe learning environment where concerns are 	

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	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
	is unprofessional in addressing issues, pattern of dishonesty or deceitful behavior.	confidences, attempts to address issues in a professional manner, is truthful and honest in dealing with others.	appropriate, communicates issues directly with individuals involved and those within a professional hierarchy; respects differences of opinion.	addressed and resolved following a professional hierarchy. Respects others with differing opinions and discusses issues in a professional manner.	
	<ul style="list-style-type: none"> • may sacrifice truth for personal advantage, exhibits questionable integrity. 	<ul style="list-style-type: none"> • strives to be trustworthy and keep his/her word, exhibits personal integrity. 	<ul style="list-style-type: none"> • demonstrates strong personal character; is a good role model of personal integrity. 	<ul style="list-style-type: none"> • demonstrates impeccable character and is held in high regard as a role model by others. 	

Adapted from the UNC Sport and Exercise Program Dispositions Rubric.