



## UNC Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates

Teacher Candidate to be evaluated: \_\_\_\_\_

Course: \_\_\_\_\_; Practicum: \_\_\_\_\_; Student Teaching \_\_\_\_\_.

Completed by: \_\_\_\_\_ Title/Role: \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate’s progress throughout a professional development sequence.

**Teacher Candidate:** Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

**Cooperating Teacher and University/School Supervisor:** Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate’s qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environments.
- Standard #9: Professional Learning and Ethical Practice.
- Standard #10: Leadership and Collaboration.

General Comments about teacher candidate’s progress may be inserted here after collaborative review:

Note - **Unacceptable:** Not meeting the requirements; **Approaching:** Generally meeting the requirements; **Target:** Consistently meeting the requirements

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/ Commendations
1. Professional appearance	<input type="checkbox"/> Inconsistently meets the school dress code	<input type="checkbox"/> Generally meets the school dress code and maintains professional appearance	<input type="checkbox"/> Consistently meets the school dress code and maintains professional appearance	
2. Attendance	<input type="checkbox"/> Chronic absence/excessive tardiness; or absence(s) without prior notice	<input type="checkbox"/> Generally punctual with no absences without prior notice	<input type="checkbox"/> Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	<input type="checkbox"/> Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	<input type="checkbox"/> Generally meets deadlines and keeps professional commitments to colleagues and students	<input type="checkbox"/> Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	<input type="checkbox"/> Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	<input type="checkbox"/> Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	<input type="checkbox"/> Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	<input type="checkbox"/> Asks only procedural questions; shows resistance to critique and input regarding performance	<input type="checkbox"/> Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted	<input type="checkbox"/> Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice	
6. Reflective practitioner	<input type="checkbox"/> Does not take responsibility with integrity; blames others	<input type="checkbox"/> Self-evaluates and makes small changes that are generally procedural	<input type="checkbox"/> Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	
7. Collaboration	<input type="checkbox"/> Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	<input type="checkbox"/> Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	<input type="checkbox"/> Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth	

Professional Disposition Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/ Commendations
8. Professional Initiative	<input type="checkbox"/> Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	<input type="checkbox"/> Generally demonstrates initiative and enthusiasm for various endeavors	<input type="checkbox"/> Demonstrates initiative; is enthusiastic about a variety of endeavors	
9. Respect for diversity	<input type="checkbox"/> Demonstrates lack of respect for diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	<input type="checkbox"/> Presumes that most learners can learn and be successful	<input type="checkbox"/> Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	<input type="checkbox"/> Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	<input type="checkbox"/> Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	<input type="checkbox"/> Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	<input type="checkbox"/> Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	<input type="checkbox"/> Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	<input type="checkbox"/> Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	<input type="checkbox"/> Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations	

Total \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/36

Teacher Candidate Signature and Date: \_\_\_\_\_

Evaluator Signature and Date: \_\_\_\_\_