

Professional Qualities Rubric – Teaching
(for supervisors of teacher candidates in practicum and student teaching)
Department of Education
Wesley College

Teacher Candidate _____ Co-operating Teacher _____

Placement _____ Observer _____ Date _____

Key

1= no evidence of indicator

2= some evidence of indicator

3= acceptable evidence of indicator

3.5 Cut score for programs

4= regular evidence of indicator

5= exceptional evidence of indicator

1. Benchmark: Tolerance of Ambiguity

Demonstrates respect for multiple perspectives and accepts uncertainty.

Indicators:

A. Maintains effectiveness and professionalism in the face of change in the classroom environment	1	2	3	4	5
B. Shows flexibility in planning and delivery	1	2	3	4	5
C. Reacts constructively to critique	1	2	3	4	5
D. Avoids use of labels for students, parents, other professionals in the setting	1	2	3	4	5
E. Discourse and actions reflect respect for all students regardless of background, culture, or ability	1	2	3	4	5

2. Benchmark: Self Directed Learner

Intrinsically motivated; pro-active in setting

Indicators:

A. Continuously works toward professional improvement with a minimum of direction	1	2	3	4	5
B. Develops acceptable lesson and unit plans independently in all content areas	1	2	3	4	5
C. Consistently teaches from lesson plan and alters in response to student assessment	1	2	3	4	5

D. Schedules own assignments pro-actively	1	2	3	4	5
E. Actively seeks opportunities for interacting with students in multiple contexts	1	2	3	4	5
F. Assumes a pro-active role in the school for collaboration and seeks opportunities for professional growth in the setting	1	2	3	4	5
G. Consistently finds ways to involve parents in student learning	1	2	3	4	5
H. Understands the roles of other professional in the setting, and consults them appropriately	1	2	3	4	5

3. Benchmark: Persistence

Not defeated by failure; responds pragmatically and positively to problems

Indicators:

A. Produces quality work despite obstacles	1	2	3	4	5
B. Works through obstacles with student behavior	1	2	3	4	5
C. Meets deadlines and expectations despite obstacles	1	2	3	4	5
D. Always looks for a better way to do something	1	2	3	4	5
E. Willing to repeat something to improve it	1	2	3	4	5

4. Benchmark: Work Ethic

Consistently demonstrates professional demeanor with all stakeholders in the educational setting

Indicators:

A. Dress is always appropriate for setting	1	2	3	4	5
B. Always at work on time and ready to begin	1	2	3	4	5
C. Consistently prepared for instruction	1	2	3	4	5
D. Teacher to student discourse is appropriate and respectful	1	2	3	4	5
E. Professional discourse is appropriate and respectful	1	2	3	4	5

F. Interactions with parents, community stakeholders are appropriate and respectful	1	2	3	4	5
G. Demonstrates a professional and caring demeanor when interacting with parents over student concerns	1	2	3	4	5
H. Demonstrates the ability to prioritize and balance personal and professional responsibilities	1	2	3	4	5

Professional Qualities Scoring Guide for Teaching

	1	2	3	4	5
Tolerance of Ambiguity	Often flustered and ineffective in the face of change; Limited flexibility in planning and delivery; personalizes and deflects critique; consistently labels students and demonstrates limited ability to view students as individuals	Sometimes handles change effectively; Shows some flexibility in planning and delivery; Often personalizes critique, but occasionally uses critique as basis for change; sometimes demonstrates ability to view students as individuals	Often effective and professional in the face of change; Often demonstrates flexibility in planning and delivery; Often accepts critique and uses as a basis for change; often avoids labels and views students as individuals.	Usually effective and professional in the face of change; Usually demonstrates flexibility in planning and delivery; usually accepts critique and uses as a basis for change; generally avoids use of labels; and demonstrates ability to view students as individuals	Energized by change and can seamlessly shift instructional approach; actively seeks professional input and constructive critique, and uses as a basis for improvement; celebrates individual differences and creates and maintains an egalitarian classroom environment
Self Directed Learning	Routinely depends on classroom teacher for direction in lesson plan development, scheduling, working with students, and other professional interactions	Sometimes develops own lessons; sometimes initiates interactions with students and other professionals.	Often develops own lessons, schedules, assignments, assuming leadership role in the classroom.; Often initiates interactions with students and other professionals;	Usually develops own lessons, schedules assignments, assuming the leadership role in the classroom, initiates interactions with students and other professionals and sometimes assumes a leadership role in the school	Actively seeks leadership opportunities in the classroom and school; demonstrates the ability to work as an equal partner with the teacher in planning, scheduling and instruction of students
Persistence	Views obstacles as insurmountable barriers to their work and uses barriers and obstacles as an excuse for lack of improvement.	Sometimes works around barriers and obstacles. Sometimes takes responsibility to problem solve.	Often attempts to solve problems and work around obstacles. Often continues to try.	Usually attempts to solve problems and work around obstacles. Willing to repeat something in order to improve	Demonstrates a pragmatic approach to practice. Energized by problems, and uses them as opportunities to “think outside the box”.
Work Ethic	Frequently unprepared and unprofessional in dress or discourse. Often late or absent.	Sometimes is prepared. Dress and discourse are acceptable. Very few tardies or absences.	Often is prepared. Dress and discourse are usually appropriate. No issues of tardiness or absence	Consistently prepared and professional in dress and discourse.	Exceptional level of professional maturity in interactions with all stakeholders