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

G. Demonstrates a professional and caring demeanor when interacting with parents over student concerns

H. Demonstrates the ability to prioritize and balance personal and professional responsibilities
<table>
<thead>
<tr>
<th>Professional Qualities Scoring Guide for Teaching</th>
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<tbody>
<tr>
<td><strong>Tolerance of Ambiguity</strong></td>
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<tr>
<td>1. 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.</td>
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<tr>
<td>2. 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.</td>
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<tr>
<td>3. 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.</td>
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<tr>
<td>4. 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.</td>
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<td>5. 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.</td>
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<tr>
<td><strong>Self Directed Learning</strong></td>
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<tr>
<td>1. Routinely depends on classroom teacher for direction in lesson plan development, scheduling, working with students, and other professional interactions.</td>
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<td>2. Sometimes develops own lessons; sometimes initiates interactions with students and other professionals.</td>
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<tr>
<td>3. Often develops own lessons, schedules, assignments, assuming leadership role in the classroom.; Often initiates interactions with students and other professionals;</td>
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<tr>
<td>4. 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.</td>
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<td>5. 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.</td>
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<td><strong>Persistence</strong></td>
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<tr>
<td>1. Views obstacles as insurmountable barriers to their work and uses barriers and obstacles as an excuse for lack of improvement.</td>
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<td>2. Sometimes works around barriers and obstacles. Sometimes takes responsibility to problem solve.</td>
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<td>3. Often attempts to solve problems and work around obstacles. Often continues to try.</td>
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<tr>
<td>4. Usually attempts to solve problems and work around obstacles. Willing to repeat something in order to improve.</td>
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<td>5. Demonstrates a pragmatic approach to practice. Energized by problems, and uses them as opportunities to “think outside the box”.</td>
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<tr>
<td><strong>Work Ethic</strong></td>
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<tr>
<td>1. Frequently unprepared and unprofessional in dress or discourse. Often late or absent.</td>
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<td>2. Sometimes is prepared. Dress and discourse are acceptable. Very few tardies or absences.</td>
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<tr>
<td>3. Often is prepared. Dress and discourse are usually appropriate. No issues of tardiness or absence.</td>
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<td>4. Consistently prepared and professional in dress and discourse.</td>
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<td>5. Exceptional level of professional maturity in interactions with all stakeholders.</td>
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