

Candidate Dispositions Performance Assessment Rubric

Purpose

The Candidate Disposition Performance Assessment Rubric is designed for use during clinical practice by both the university supervisor and the cooperating teacher as a summative evaluation of the candidate's behavior and performance in the field. Nevertheless, it is recommended that it be also reviewed with the candidates earlier in the program, and used at the beginning of clinical practice, to provide baseline and formative data for the candidate and supervisor prior to the final administration of the assessment. If implemented prior to clinical practice, it may be helpful to allow for an option such as "Not observed;" however, the summative implementation of the form should require the candidate is assessed on all 24 indicators. It is also recommended that it be used in conjunction with the corresponding Candidate Beliefs Self-Assessment, which should be administered at program entry as an additional data point for determining cohort dispositional learning needs.

Score Interpretation

The rubric is on a 4-point developmentally sequenced performance level scale. It has 24 indicators identified by stakeholders in Georgia as essential for assessing teacher candidate dispositions. Using the working definition from the Council for the Accreditation of Educator Preparation (CAEP), which is based on the Interstate Teacher Assessment and Support Consortium's (InTASC) claim regarding the role of "critical dispositions" (CCSSO, 2011, p. 6), dispositions are defined in this work as "the habits of professional action and moral commitments that underlie an educator's performance" (CAEP, 2016, p. 180). Performance criteria in this instrument are samples of behaviors that reflect potential underlying beliefs and attitudes of teacher candidates, and, thus, the behaviors identified at each performance level in the rubric are not exhaustive. Nevertheless, based on the experiences of the authors, reviewers, and pilot-test institutions, this rubric provides a sufficient frame for adequately evaluating candidates' dispositions.

The four levels are (1) Unacceptable, (2) Needs Development, (3) Proficient, and (4) Exemplary. Individual institutions may determine consequences for "Unacceptable" behaviors. A candidate at Level 3 is considered classroom ready or proficient. It is up to the EPP using this instrument to require that a candidate performs at a minimum of Level 3 on every criterion, for a minimum average score of 3 or to allow no more than 25% of the dispositions to be scored at level two for an overall average score of 2.75. If cooperating teachers also rate the candidates, an average of the university supervisor(s) and cooperating teacher may be used.

Directions

Please use the following rubric to evaluate the dispositions of your candidate. Use your professional knowledge and experiences with the candidate to make a decision of the candidate's progress toward demonstrating the attitudes, behaviors, and beliefs deemed essential for being a classroom teacher in your state. The four levels are (1) Unacceptable, (2) Needs Development, (3) Proficient, and (4) Exemplary. A candidate at Level 3 is considered classroom-ready.

Rubric

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
1. Integrity - Teacher candidate abides by professional codes of ethics for teaching and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of good reputable character. S/he always maintains confidentiality. [InTASC 9o]	Teacher candidate behaves in such a way that initial certification would be denied or suspended, such as failure to report potential child abuse, inappropriate conduct with students, use of alcohol on school premises (see <i>state's code of ethics</i> for relevant state(s) for complete list).	Teacher candidate behaves in such a way to warrant a reprimand, warning, or monitoring.	Teacher candidate abides by professional codes of ethics of the state(s) in which he/she plans to teach and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of good reputable character. S/he always maintains confidentiality.	Teacher candidate abides by professional codes of ethics of the state(s) in which he/she plans to teach and demonstrates ethical conduct and integrity in his/her actions. S/he is a person of reputable character. S/he always maintains confidentiality, and candidate exemplifies behavior that represents the education profession with dignity and integrity.
2. Interaction with Students - Teacher candidate interacts positively and maintains appropriate relationships with students. *Reference your state's code of ethics for teaching if clarification on "appropriate relationships with students" is needed. [InTASC 9o]	Teacher candidate interacts negatively with students, such as yelling or screaming at a student and/or belittling students.	Teacher candidate may struggle with managing a class of students and possibly resort to yelling at the class. Or, s/he fails to maintain an appropriate relationship with students, such as taking on a "friend role" without maintaining a sense of authority.	Teacher candidate interacts positively and maintains appropriate relationships with students.	Teacher candidate interacts positively and maintains appropriate and caring relationships with students and has good rapport with all students.
3. Attitude & Demeanor - Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.	Teacher candidate is negative about the school, administration, and/or students. S/he is resistant to changes, causing complications by word or actions.	Teacher candidate is professional in attitude and demeanor, but does not exhibit enthusiasm. Candidate may seem apathetic or speak freely of discontent with the	Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.	Teacher candidate maintains a positive attitude and demeanor and encourages others to do so as well. S/he is flexible, professional, and enthusiastic.

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
	S/he demonstrates an unprofessional attitude.	school, administration, and/or students.		
4. Communication - Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact. [InTASC 8q]	Teacher candidate communicates unprofessionally or without tact, or does not communicate at all. Candidate does not use accepted conventions or vocabulary when communicating.	Teacher candidate fails to contact parents or guardians for needed intervention or only communicates with parents or guardians solely about students' poor performance or behavior. Candidate may use technology for communication but uses it ineffectively (e.g. teacher website is not updated regularly). Candidate may not speak clearly or loudly, or may be inconsistent with use of accepted conventions and vocabulary.	Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. Candidate may choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Candidate is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas needing improvement and areas of progress or excellence. S/he communicates with a personal tone and care when interacting with parents or guardians and students.	Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. Candidate may choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Candidate is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas needing improvement and areas of progress or excellence. S/he communicates with a personal tone and care when interacting with parents or guardians and students.
5. High Expectations for All Students - Teacher candidate is committed to student learning and believes all students can learn. S/he holds	Teacher candidate has low expectations for some students, demonstrated in ways such as attitude toward students, lowering	Teacher candidate expresses a belief that all students can learn but limits teaching style primarily to one method.	Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all	Teacher candidate is committed to student learning and believes all students can learn. S/he holds high expectations for all students and tailors learning opportunities to capitalize on all

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
high expectations for all students. [InTASC 2l]	standards for some students, spending less time assisting lower achieving students, etc.		students, demonstrated by effort to plan and provide instruction to reach a variety of learners.	students' academic abilities, cultural experiences, and backgrounds.
6. Attendance/Punctuality - Teacher candidate is always present and on time to work/school, meetings, and events.	Teacher candidate is tardy to school or class more than twice in a semester; is absent without an excuse or permission; exceeds the number of allowable absences; and/or is tardy to or does not attend school meetings.	Teacher candidate is tardy to school/class no more than twice in a semester and/or only attends or is tardy to required meetings.	Teacher candidate is always present and on time to work/school, meetings, and events.	Teacher candidate is always present and on time to work/school, meetings, and events. Candidate also attends non-mandatory supporting activities or events, such as school dances or sporting events.
7. Dependability & Reliability -Teacher candidate demonstrates consistency in tasks and responsibilities; s/he is considered to be reliable and dependable by peers, professors, and mentor teachers.	Teacher candidate leaves tasks unfinished; s/he has developed a reputation of being unreliable.	Teacher candidate is inconsistent with completion of tasks and responsibilities.	Teacher candidate demonstrates consistency and follow-through in tasks and responsibilities; s/he is considered to be reliable and dependable by peers, professors, and mentor teachers.	Teacher candidate demonstrates consistency and follow-through in tasks and responsibilities; s/he is regarded as an example of reliability and dependability in all dealings with peers and the entire school community.
8. Interaction with Adults - Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.). [InTASC 10q]	Teacher candidate interacts in an unacceptable manner with adults; for example, s/he might use vulgar or inappropriate language in a professional setting, yell	Teacher candidate appears uncomfortable around parents, colleagues, etc. and interacts at a minimal level.	Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues etc.).	Teacher candidate interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.). S/he seeks out opportunities to foster a positive and professional relationship

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
	at or harass another adult, or have inappropriate physical contact with another adult.			with adults within the school community.
9. Collaboration - Teacher candidate works collaboratively with colleagues and is a valuable member to the team. S/he is cooperative and a team player who is willing to assist and accept responsibilities. [InTASC 10q]	Teacher candidate is unwilling to work with other candidates, mentor teacher(s), or school personnel. Or, s/he is aggressive toward other candidates.	Teacher candidate has difficulty working collaboratively. Issues of gossip, pettiness, or other poor team-member characteristics may be present. S/he inconsistently or may not carry his/her weight on collaborative projects/work.	Teacher candidate works well with other candidates, mentor(s), or school personnel. S/he is a responsible and cooperative team member. S/he carries his/her weight on collaborative projects/work.	Teacher candidate works well with other candidates and mentor(s). S/he is a responsible and cooperative team member and actively contributes to an atmosphere of collegiality. S/he initiates collaboration, carries his/her weight on collaborative projects/work, and is willing to take on a reasonable amount of responsibility to help the team accomplish its goals.
10. Organization & Preparedness - Teacher candidate organizes classroom to optimize learning and provides academically challenging learning environment. S/he is well-prepared for teaching. [InTASC 3p]	Teacher candidate does not have lessons planned prior to teaching. Or, candidate's organization of the lesson or classroom is chaotic in such a way that impedes student learning and/or leads to boredom.	Teacher candidate has lessons loosely planned. Structure of lesson, classroom management, and/or classroom organization may lead to a loss of instructional time or boredom. Candidate may not have all supplies needed for lesson.	Teacher candidate organizes classroom to optimize learning. S/he is well-prepared for teaching and always has lessons planned beforehand. S/he always has needed supplies for activities and instruction, and candidate plans for an academically challenging learning environment.	Teacher candidate organizes classroom to optimize learning. S/he is well-prepared for teaching and always has lessons planned beforehand. S/he always has needed supplies for activities and instruction, and organizes and implements lessons that ensure learning opportunities provide students with an academically challenging and engaging learning environment.
11. Teachability and Adaptability - Teacher candidate demonstrates a	Teacher candidate does not acknowledge or accept feedback from	Teacher candidate has difficulty in receiving feedback from professors	Teacher candidate demonstrates a willingness to learn	Teacher candidate maintains a positive and teachable attitude that is contagious and impacts

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
willingness to learn and/or grow professionally and has a commitment to improving his/her practice. S/he adapts to change and accepts constructive criticism and feedback well. [InTASC 9n; 10t]	professors or mentor(s) and/or is rude upon receiving constructive criticism. And/or, s/he resists changes implemented by school administration or mentor and is unwilling to change/grow as a professional.	or mentor(s). And/or, s/he is not openly receptive of changes implemented by school administration or mentor.	and/or grow professionally and has a commitment to improving his/her practice. S/he is open to consulting relevant literature and reflects upon his/her own practice. S/he adapts to change and accepts constructive criticism and feedback well.	classmates and colleagues in a way that boosts morale. S/he consults relevant literature, reflects upon his/her own practice, and shares what he/she learns with peers and/or mentor. S/he accepts constructive criticism and feedback well, considers feedback thoughtfully and critically, and modifies practice with feedback in mind.
12. Content Knowledge - Teacher candidate stays current in field and understands potential biases within his/her content areas. S/he values critical thinking. [InTASC 4: 4o, 4p, 4q]	Teacher candidate uses outdated teaching materials or biased materials intentionally. S/he is uncompromising about his/her opinion about or selections/ choices of the content.	Teacher candidate uses outdated teaching materials or biased materials unintentionally, without questioning and/or expressing concern. S/he fails to appreciate that knowledge is dynamic and shows little evidence of critical thinking.	Teacher candidate is proficient in content knowledge, stays current in field and understands potential biases within his/her content area, expressed in the consistent selection of current and unbiased materials. S/he values critical thinking.	Teacher candidate stays current in field and understands potential biases within his/her content areas, demonstrated by intentional curriculum material selection and robust lessons that challenge students to think critically about the content. S/he values critical thinking, and is, thus, eclectic in practice.
13. Cultural Sensitivity - Teacher candidate shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and sexuality. [InTASC 2m]	Teacher candidate discriminates against certain student(s); s/he makes racial/religious/other slur or demeaning joke(s); s/he does not work with a particular demographic of students.	Teacher candidate interacts more frequently with students who identify with or look/believe like s/he; or gender inequity might be present within the classroom (e.g., boys may be called on more than girls and vice versa).	Teacher candidate shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and sexuality.	Teacher candidate creates an atmosphere that models and teaches students to appreciate and respect differences among people, including a respect for and understanding of differences in race, class, gender, ability, culture, religion, and/or sexuality.

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
14. Assessment - Teacher candidate uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments with his/her students. [InTASC 6u]	Teacher candidate does not make necessary accommodations on assessments, or s/he uses unfair or unethical assessment practices.	Teacher candidate uses assessments that do not align exactly with the learning objectives, or uses inconsistent assessment practices, or does not use multiple assessment measures. S/he struggles with implementing approved accommodations for assessments. Candidate does not always follow school policies when reporting grades to students and parents.	Teacher candidate uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments, including formative assessments, with his/her students. Candidate reports assessment results to students and parents/guardians based on school policy.	Teacher candidate uses assessments ethically, makes appropriate accommodations, uses a variety of assessments, including formative assessments, with his/her students, and follows school policies for reporting grades. Candidate also uses assessment results to help students set goals for their learning.
15. Fairness - Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably. [InTASC 6v]	Teacher candidate treats some student(s) unfairly based on stereotypes.	Teacher candidate treats all students equally without reference to available data/evidence; and/or does not provide equitable educational opportunities tailored to students' needs. Candidate assumes fair means equal.	Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs.	Teacher candidate makes fair decisions based on data/evidence; s/he treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs. S/he is an advocate for equity and fairness within his/her school, encouraging colleagues and students to treat all students fairly.
16. Use of Technology - Teacher candidate understands and practices legal and ethical boundaries	Teacher candidate uses technology in a way that violates school's policies; allows students	Teacher candidate uses cell phone for calls or texting during	Teacher candidate understands and observes legal and ethical boundaries for	Teacher candidate understands and observes legal and ethical boundaries for technology. S/he uses technology to enhance

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
for technology. S/he uses technology to enhance student learning and communicates efficiently. Misuse of cell phone and/or social media is not an issue with the candidate. [InTASC 9o]	to access non-lesson related websites; and/or teacher candidate hosts a social media forum that violates the school's policy.	instructional time or time with students.	technology. S/he uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate.	student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate. S/he maintains a professional and ethical demeanor in all technological platforms or all media s/he uses and teaches students and/or peers how to use technology safely and ethically.
17. Time management - Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines. [InTASC 7p]	Teacher candidate submits work late or not at all, or misses deadlines more than twice in a semester. Planned lessons are poorly executed, with significant instructional time lost and/or wasted.	Teacher candidate submits work late or misses a deadline no more than twice in a semester. Time management of lessons are weak at the start or end of lessons, with some instructional time lost getting the lesson started or with students ending early without clear instructions of how to use any extra time.	Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines. Lesson transitions are paced efficiently, with minimal to no loss of instructional time.	Teacher candidate plans effectively, manages time well, and is proactive in meeting deadlines by turning in work early. Lesson transitions are planned and paced efficiently, maximizing instructional time. S/he assists peers in organizing and managing time.
18. Self-Control - Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress. [InTASC 9o]	Teacher candidate has an outburst of anger, walks out of the class/meeting/school in anger or frustration, or displays behaviors indicative of inability to handle stress.	Teacher candidate discusses frustration and stress in front of students or demeans students, mentor, school, university, or colleagues.	Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress. S/he may discuss frustration or struggles with mentor.	Teacher candidate displays composure and self-control and demonstrates the capacity to handle stress in a productive manner, and may discuss frustration or struggles with mentor. S/he is quick to listen and look for a positive solution

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
				and does not react rashly. S/he assists peers in managing the stress that comes with teaching.
19. Professional Appearance - Teacher candidate dresses according to school policy and presents him/herself in a professional manner.	Teacher candidate violates the school dress code more than twice in a semester or after being reprimanded. S/he is unkempt, wears t-shirts or clothes that support inappropriate content for the school setting (e.g. messages of hate, drugs, sex, etc.).	Teacher candidate breaks school dress code policy no more than twice in a semester; for example, candidate may wear a skirt, dress, or shirt that is too short; wrinkled clothes; shoes not allowed in the policy.	Teacher candidate dresses according to school policy and presents him/herself in a professional manner.	Teacher candidate dresses according to school policy and presents him/herself in a professional manner, and is considered a role model for professional appearance and presentation of self.
20. Initiative - Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated. [InTASC 10r]	Teacher candidate is unable to get started on a task, even with support. S/he is unable to find a solution to a problem, even with support. Candidate appears to lack motivation.	Teacher candidate needs support in getting started on tasks. S/he appears to be extrinsically motivated.	Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated.	Teacher candidate displays initiative, creativity, and resourcefulness. S/he is intrinsically motivated, voluntarily assisting mentor teacher. Candidate helps peers think creatively and involves them in resolving issues and becoming more resourcefulness in finding solutions.
21. Professional Judgement - Teacher candidate demonstrates professional judgement and makes professional decisions consistently. [InTASC 9o]	Teacher candidate makes a questionable professional decision more than twice in a semester. S/he is unprofessional among classmates, teachers, and mentors.	Teacher candidate makes a questionable professional decision no more than twice in a semester.	Teacher candidate demonstrates professional judgement and makes professional decisions consistently.	Teacher candidate demonstrates professional judgement, makes professional decisions consistently, and is a role model for peers with regard to professional judgement; s/he may be sought out by others for wise counsel/guidance.

	1-Unacceptable	2-Needs Development	3-Proficient	4-Exemplary
22. Passion for Teaching - Teacher candidate is committed, passionate, and enthusiastic with regard to teaching. [InTASC 10p]	Teacher candidate is apathetic toward teaching and his/her students.	Teacher candidate demonstrates passion or commitment to teaching, but may not exhibit both. Candidate may also lack enthusiasm for the profession.	Teacher candidate is committed, passionate, and enthusiastic with regard to teaching.	Teacher candidate is committed, passionate, and enthusiastic with regard to teaching. S/he exhibits the passion in such a way that is contagious to peers. Students and mentors comment on the passion and/or positive impact of the teacher candidate.
23. Commitment to School - Teacher candidate supports the school mission and vision, is dedicated to the employer/school, and understands and follows policies, procedures, and rules. [InTASC 10p]	The candidate openly complains and speaks negatively about the school- and/or breaks a policy, procedure or rule more than twice in a semester.	The teacher candidate's commitment to the school's mission and vision is not evident; his/her actions are ambiguous and inconsistent. Candidate might break a minor policy, procedure or rule, but no more than twice in a semester.	Teacher candidate supports the school mission and vision, is loyal to the employer/school, and understands and follows policies, procedures, and rules.	Teacher candidate supports the school mission and vision; is loyal to the employer/school, and understands and follows policies, procedures, and rules. His/her commitment is seen in an outward display of enthusiasm for the school mission and students. For example, candidate might assist in fundraiser activities, community events, and activities to improve public relations.
24. Problem Solving Ability - Teacher candidate is an active problem solver. [InTASC 10t]	Teacher candidate exacerbates existing problems and/or does not contribute to solutions.	Teacher candidate has a tendency to overlook problem and/or avoid working toward a solution to problems when presented.	Teacher candidate is an active problem solver.	Teacher candidate is an active problem solver. S/he is known as a go-to person among peers for good ideas and solutions.

Permissions

The Candidate Dispositions Performance Assessment Rubric may be used without permission within individual teacher preparation programs, but with appropriate credit accorded to the authors. The authors retain the copyright to the instrument.

© 2017 COMFORT AFOLABI; WINIFRED NWEKE; TASHA PERKINS -- ALL RIGHTS RESERVED

Authors' Contact Information

Comfort Afolabi, Ph. D. - Comfort.Afolabi@usg.edu

Winifred Nweke, Ph. D. - Winifred.Nweke@clayton.edu

Tasha Perkins, Ph. D. - Tperkins@shorter.edu

References

Council for the Accreditation of Educator Preparation [CAEP]. (2016). *CAEP Accreditation Handbook, Version 3*. Retrieved from the CAEP website: <http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-handbook>

Council of Chief State School Officers [CCSSO]. (2011). *InTASC Model Core Teaching Standards: A Resource for State Dialogue*. Retrieved from the CCSSO website:

[http://www.ccsso.org/Resources/Publications/InTASC Model Core Teaching Standards A Resource for State Dialogue \(April 2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)