

PNC Education Dispositions Rubric

PNC Education faculty and institutional professionals use this rubric to assess a candidate's dispositions during field experiences and student teaching.

Dispositions/ Point values	Performance Ratings			
	Does Not Meet Expectations 1.00	Meets Expectations 2.00	Exceeds Expectations 3.00	Score
Learner Development & Learning PNC S1	Demonstrates limited or no interest in understanding learners' strengths & needs. Does not take responsibility for promoting learners' growth & development. Does not value the input of families, colleagues, and other professionals in understanding each learner's development.	Respects learners' differing strengths and needs, and demonstrates commitment to using this information to further learners' development. Takes responsibility for promoting learners' growth and development. Values the input of families, colleagues, and other professionals in understanding each learner's development.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to fulfill responsibility for promoting each learner's growth and development based upon the input of families, colleagues, and other professionals.	
Diverse Learners PNC S2	Demonstrates little or no respect for learners' backgrounds and no commitment to help all learners reach their potential. Demonstrates negative attitude towards non-English speakers.	Respects learners as individuals with differing personal & family backgrounds. Demonstrates commitment to helping all learners reach their potential. Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage learners in learning.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to integrate learners' diverse languages and dialects into his/her instructional practice to engage diverse learners in learning.	
Motivation & Learning Environment	Demonstrates limited or no attempts and efforts to work with students to establish positive & supportive learning environments.	Demonstrates commitment to working with learners to establish positive & supportive learning environments.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to work with learners, families, colleagues, and/or other professionals to establish	

Dispositions/ Point values	Performance Ratings			
	Does Not Meet Expectations 1.00	Meets Expectations 2.00	Exceeds Expectations 3.00	Score
PNC S3			positive & supportive learning environments.	
Making Content Meaningful PNC S4	Shows limited or no interest in seeking new ideas and understandings in the field. No attempt to address biases and to present multiple perspectives.	Keeps abreast of new ideas and understandings in the field. Appreciates multiple perspectives and facilitates learners' critical analysis of these perspectives.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to research new ideas in the field, and present multiple perspectives.	
Application of Content PNC S5	Does not value critical/creative thinking and collaborative problem solving skills related to local and global issues.	Values critical/creative thinking and collaborative problem solving skills related to local and global issues.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to promote each learner's critical/creative thinking and collaborative problem solving skills related to local and global issues.	
Assessment of Learning PNC S6	Does not acknowledge or value the role of assessment in the learning and teaching process.	Is committed to actively engaging learners in varied assessment processes and using assessment results to promote learner growth. Is committed to providing timely & effective descriptive feedback to learners on their progress.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to actively engage learners in varied assessment processes and use assessment results to improve instruction and promote learner growth.	

Dispositions/ Point values	Performance Ratings			
	Does Not Meet Expectations 1.00	Meets Expectations 2.00	Exceeds Expectations 3.00	Score
Instructional Planning PNC S7	Demonstrates little or no interest in using long and short-term planning as a means of assuring learner learning.	Takes professional responsibility to use long and short-term planning as a means of assuring learning.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to seek varied resources to improve long and short-term planning as a means of assuring learning.	
Instructional Strategies PNC S8	Is resistant or not willing to adapt instruction based upon learner responses, ideas, and needs. Demonstrates little or no interest in seeking effective strategies that can enhance learning.	Provides evidence of researching and implementing effective instructional strategies to enhance diverse learning. Values student responses, ideas, and needs for adapting instruction.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to seek effective strategies to enhance learning. Always adapts instruction based upon learner responses, ideas, and needs.	
Professional Development & Ethical Practice PNC S9	Does not value teaching reflection and professional growth. Does not understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. No involvement in professional development activities.	Uses reflection to improve teaching and professional growth. Demonstrates understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. Participates in required professional development activities.	Provides significant and consistent evidence that demonstrates extra efforts and attempts to use reflection to improve teaching and to engage in professional activities. Always meets the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	
Leadership & Collaboration	Does not respect school and families' cultures and norms. Does not work collaboratively with peers, school	Respects school and families' cultures and norms. Works collaboratively with school professionals, families, and	Provides significant and consistent evidence that demonstrates extra efforts and attempts to work	

Dispositions/ Point values	Performance Ratings			Score
	Does Not Meet Expectations 1.00	Meets Expectations 2.00	Exceeds Expectations 3.00	
PNC S10	professionals, families, and students in enhancing teaching and supporting learning. Is unwilling to take a leadership role to make changes and/or take risks to ensure learner success.	students in enhancing teaching and supporting learning. Is willing to take a leadership role to make changes and/or take risks to ensure learner success.	collaboratively with peers, school professionals, families, and students in enhancing teaching and supporting learner learning. Actively takes a leadership role in making appropriate changes to ensure learner success.	