

CU Boulder Teacher Education Professionalism Rubric (Applied to Practicum Experiences)

		Rarely Demonstrated/Concern	Developing	Strongly Demonstrated
Interactions with People at Practicum Sites (e.g., K-12 Students, Mentor Teachers, Administrators, etc)	Timeliness & Punctuality	Candidate was absent/late for the scheduled teaching time or late for observations on more than one occasion. Or, candidate failed to communicate in a timely or appropriate manner if an emergency arose.	Candidate arrived late to the school for observation on one occasion, but arrived on time for all teaching lessons. Candidate communicated in a timely and appropriate manner if an emergency arose.	Candidate arrived to school on time for all observations. Candidate arrived at the school with ample time to make preparations for teaching lesson(s). Candidate communicated in a timely and appropriate manner if an emergency arose.
	Written Communication	Correspondence with mentor teachers was consistently unprofessional, even after feedback was provided as a reminder.	Occasionally correspondence with mentor teachers was either too casual in its tone/word choice or contained multiple errors in punctuation & usage.	All correspondence with mentor teachers, communication for k-12 students or families (e.g., on board, on handouts, on tests, on notes home) was professional; that is, text maintained a relatively formal tone/word choice and almost never included errors in punctuation & usage.
	Dress	Candidate did not dress neatly or appropriately or did not pay attention to safety and modesty. Or, candidate was not receptive/responsive to feedback about inappropriate or distracting dress.	Candidate dressed neatly and appropriately for most School visits. On one occasion, inadequate attention was paid to neatness, safety, modesty, and/or dress was distracting to students' learning.	Candidate dressed neatly and appropriately for all school visits. Attention was paid to safety and modesty; thus, candidate's dress did not distract from students' learning.
	Collegial Interactions	Communications between the candidate's mentor teacher and/or administrators were often disrespectful or inappropriate. On more than one occasion, candidate was not pro-active or was unresponsive in essential communication with mentor.	Communications between the candidate mentor teacher and/or administrators were mostly respectful and appropriate, but occasionally candidate was disrespectful or inappropriate, or candidate was not pro-active in essential communication and/or problem solving with mentor.	Communications between the candidate mentor teacher and/or administrators were always respectful and appropriate. Candidate was pro-active and responsive in essential communication and/or problem solving when an issue arose.
	Respect for Students	The candidate was often disrespectful to the students and/or failed to attend to the dignity of all students and/or acted in a way that demonstrated a lack of commitment to fairness, and/or was discriminatory.	Candidate's interactions were mostly respectful, non-discriminatory, and candidate consistently demonstrated a commitment to fairness, but candidate may have unintentionally demonstrated inappropriate or disrespectful attitude toward students, or failed to act in a way that preserved the dignity of all.	Candidate's interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness.
	Responsibility for Student Learning	Candidate failed to demonstrate one or more of the aspects in the "Strongly Demonstrated" box.	Candidate demonstrates all aspects listed in the "Strongly Demonstrated" box, but some were less consistent or not exhibited in some situations, and therefore in need of additional attention and work.	Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners.