

Professional Behavior Rubric

Purdue University Fort Wayne School of Education measures how our candidates' professional knowledge, skills, and dispositions grow as candidates progress through our programs. Please use the tool below to tell us how our candidates are doing at this time. This Professional Behavior Rubric is designed to specifically measure how our candidates exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and certain field placements. The form is also used as the basis for a Professional Improvement Plan (PIP) for low-performing teacher candidates.

Use the rubric to describe the behaviors you have observed. At the end, you will be asked to provide a brief narrative.

This form has been slightly modified from EDCI Dispositional Audit F13 form developed by the education faculty at Purdue Northwest. Permission has been granted to modify and use this form. Items are aligned to InTASC Standards, with emphasis on Professional Responsibility in Standards 9 and 10.

	Exceeds Standards (3)	Meets Standards (2)	Approaches Standards (1)	Does not meet Standards (0)	Score
Attendance (InTASC 9)	Goes beyond minimum requirements for attendance, investing more hours in field experience or service learning than required. Follows all attendance policies for class, field experience, and/or service learning, etc.	Meets all requirements and follows all attendance policies for the course or field placement. Is ready to engage in class, field experience, and/or service learning, etc., before the scheduled time.	Some attendance issues (e.g., tardies, frequent reschedules, and/or early departures) that do not yet impact their professionalism.	Attendance issues (e.g., tardies, frequent reschedules, early departures, and/or absences from class, field experience, and/or service learning, etc.) distract from their professionalism.	
Preparation (InTASC 3, 9)	Goes beyond expected preparation for class, field experience, and/or service learning, etc.	Comes prepared for all class, field experience, and/or service learning, etc. Has evidence of completed and submitted assignments, written notes, questions, lesson plans, and other responsibilities.	Experiences two or fewer instances of being unprepared for class, field experience, and/or service learning, etc., but remediates the issue.	Candidate arrives unprepared or attempts to finish preparation after the start of class, field experience, and/or service learning, etc. Does not remediate issue by end of semester.	
Adaptation to Changes (InTASC 9)	Positively and proactively approaches requests for flexibility in response to changes in class, field experience, or service learning, scheduling, and	Demonstrates flexibility regarding changes in field experience or service learning, scheduling, and other changes deemed necessary by faculty or supervisor.	May initially resist, but is willing to accept changes regarding class, field experience, and/or service learning, etc., deemed necessary by faculty or supervisor.	May be negative or resentful, or remains inflexible regarding changes to class, field experience, and/or service learning, etc., deemed necessary by faculty or supervisor.	

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	other changes deemed necessary by faculty or supervisor.				
Use of Feedback (InTASC 9)	Solicits feedback from targeted others, in addition to the faculty or supervisor, to supplement self-evaluation. Responds with appropriate adjustments to enhance personal growth.	Accepts feedback and personal evaluations from others, reflects on these, and makes adjustments that lead to personal growth.	Accepts feedback from others and attempts reflection with adjustments, but process may not lead to personal growth.	Does not welcome feedback to make adjustments to enhance personal growth.	
Open Mindedness (InTASC 10)	Actively seeks out multiple perspectives before committing to a well-considered opinion.	Demonstrates flexibility of thought and consideration of others' perspectives before committing to an opinion.	Needs prompting to consider others' views. -or- Initially resists expressing their own opinion.	Can be dismissive or disparaging of others' perspectives.	
Collaboration (InTASC 10)	Seeks out collaboration with others (peers, faculty, or supervisors) to promote exceptional productivity.	Works well with others (peers, faculty, or supervisors) to accomplish necessary tasks.	Does minimal work to ensure groups' success. Actions do not enhance nor detract from desired outcomes in class, field experience, and/or service learning, etc.	Does not work well with others; may dominate or may not participate. Actions detract from or conflict with desired outcomes in class, field experience, and/or service learning, etc.	
Respect (InTASC 3)	Demonstrates sensitivity in language use; practices professional etiquette with peers and others in the field, including supervisors, families, and students. Encourages respect in others.	Demonstrates sensitivity in language use; practices professional etiquette with peers and others in the field, including supervisors, families, and students.	May initially demonstrate insensitivity with respect to language use but catches and corrects it. Endeavors to practice professional etiquette with peers and others in the field.	Uses language that is disrespectful; demonstrates a lack of courtesy and consideration for people and multiple perspectives.	
Approach to Learning (InTASC 9)	Proactively seeks out new and rigorous learning opportunities. Goes beyond focus of class, field experience, or service learning, etc., to demonstrate intellectual curiosity, creativity, and interest.	Meets intellectual requirements of class, field experience, or service learning, etc. Demonstrates intellectual curiosity, creativity, and interest in specific or narrow aspects of the experience.	Passively approaches intellectual requirements of class, field experience, or service learning, etc.	Appears unmotivated to engage intellectually in the requirements of the class, field experience, or service learning, etc. May complete requirements but is not engaged intellectually in the experience.	

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Application of Critical Thinking Skills (InTASC 9)	Suspends judgments and asks questions to seek more information (e.g., “How did you know to ...”) or understand multiple perspectives (e.g., “What informed ...”) when making decisions.	Utilizes available resources to reason, problem-solve, and make well-informed decisions independently.	Is hesitant to utilize available resources to make independent decisions.	Constantly seeks support to make decisions without employing their own critical thinking.	
Integrity (InTASC 9)	Is a model of ethical behavior in every area of classroom practice, crediting others for their work and protecting individuals’ privacy.	Accurately acknowledges the work of others when presenting information. Actively protects confidential information, and does not engage in activity that has been deemed unethical.	Does not appropriately cite sources of information. May inadvertently reveal confidential information to someone who should not have access to it.	Uses others’ ideas without acknowledging the source. Communicates confidential information to someone who should not have access. May engage in activities that have been deemed unethical or a misrepresentation of the truth.	
Professional Behavior (InTASC 9, 10)	Regularly follows course and school/center expectations and policies for professional behavior (e.g., appropriate dress, cell phone policies, conversation topics, etc.) without reminders. Also helps others develop professional behavior.	Regularly follows course and school/center expectations and policies for professional behavior (e.g., appropriate dress, cell phone policies, conversation topics, etc.) without reminders.	Was reminded once or twice about professional behaviors (e.g., appropriate dress, cell phone policies, conversation topics, etc.), and made efforts to correct behavior.	Had more than two reminders about professional behaviors (e.g., appropriate dress, cell phone policies, conversation topics, etc.).	

Additional Comments or Concerns: