

PFW Professional Behavior Checklist Effective Fall 2017 semester

	Exceeds Standard: 4 value: 4.00	Meets Standard: 3 value: 3.00	Approaches Standard: 2 value: 2.00	Does Not Meet Standard: 1 value: 1.00	Score/Level
Attendance	Goes beyond minimum requirements for attendance, investing more hours in field experience or service learning than required. Follows all attendance policies outlined in course syllabus.	Meets all requirements and follows all attendance policies outlined in course syllabus. Ready to engage in class, field experience, and/or service learning before scheduled time.	Minimally meets attendance policies as outlined in syllabus: e.g., tardies, reschedules, and/or early departures for field experience, service learning, and/or course begin to impact the learning process.	Does not meet attendance policies as outlined in syllabus: e.g., number of tardies, reschedules, early departures, and/or absences for field experience, service learning, and/or course distract from the learning process.	
Preparation CAEP 3.3	Goes well beyond expected preparation for class and/or field experience; e.g., evidence of completed and submitted assignments, written notes, questions, lesson plans, and other responsibilities.	Comes prepared for class and/or field experience all the time.	Majority of the time candidate comes prepared for class and/or field experience.	Majority of time candidate arrives unprepared or attempts to finish preparation after the start of class and/or field experience.	
Adaption to Changes CAEP 3.3	Positively and proactively approaches requests for flexibility in response to changes in course content and field experience, class scheduling, and other changes deemed necessary by faculty.	Demonstrates flexibility regarding course content and field experience, class scheduling, and other changes deemed necessary by faculty.	May initially grumble but flexes to accept changes regarding course content and field experience, class scheduling, and other changes deemed necessary by faculty.	May be negative, resentful, or remains inflexible regarding course content and field experience, class scheduling, and other changes deemed necessary by faculty.	
Use of Feedback CAEP 3.3	When necessary, solicits feedback from targeted others, in addition to the CT, and responds with appropriate adjustments to enhance personal growth.	Invites feedback and personal evaluations from others and make adjustments.	Welcomes feedback from others and attempts adjustments, but they may not lead to personal growth.	Does not welcome feedback to make adjustments to enhance personal growth, or relies on external feedback rather than engaging in self-reflection.	
Application of Critical Thinking Skills InTASC 10 CAEP 1.1	Suspends judgments and asks questions to seek more information (e.g., How did you know to ... or What informed ...).	Suspend judgments by considering multiple perspectives or information.	Makes initial judgments but then considers other perspectives or information when presented.	Makes judgments based on observations or previous experiences alone.	
Collaboration CAEP 3.3	Takes a leadership role to promote exceptional group interaction and productivity.	Works well in group situations; evenly distributes responsibility.	Does minimal work to ensure groups' success.	Does not work well with others, may dominate or may not	

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				participate; may rely on others to take responsibility for the work.	
Respect InTASC 3 CAEP 1.1	Demonstrates sensitivity in language use and when interacting with others; shows courtesy and consideration for people and multiple perspectives.	Demonstrates sensitivity in language use; shows due courtesy and consideration for people and multiple perspectives.	May initially demonstrate insensitivity with respect to language use, but catches and corrects it; shows a lack of professional etiquette with cooperating teacher or faculty member.	Uses language that is disrespectful; demonstrates a lack of courtesy and consideration for people and multiple perspectives.	
Approach to Learning InTASC 9 CAEP 1.1	Welcomes, and sometimes seeks out, new and rigorous learning opportunities. Goes beyond course content and field experience, demonstrating intellectual curiosity, creativity, and interest.	Meets intellectual requirements of course and field experience. May demonstrate intellectual curiosity, creativity, and interest in specific or narrow aspects of the course content.	Passively approach intellectual requirements of course and field experience.	Appears unmotivated to engage intellectually in the requirements of the course and field experience.	
Integrity CAEP 3.3	Accurately acknowledges the work of others when presenting information; protects confidential information, and does not engage in activity that has been deemed unethical.	N/A	N/A	Fails to acknowledge the work of others when presenting information; protect confidential information. May engage in activities that have been deemed unethical or a misrepresentation.	
Comments					

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