

PFW Candidate: _____

Professional Improvement Plan

Your performance in the college classroom, in a field experience, or in the capstone Student Teaching experience has revealed areas that are in need of improvement. In the School of Education, we are committed to helping you improve and reach an acceptable level of performance in relationship to all program, state, and national standards for knowledge, skills, and dispositions (e.g., attached PFW Professional Behavior Checklist). When a problem is noted, a faculty member, the Director of Student Teaching, or a University Supervisor (during the capstone ST experience) can complete this form. Whenever possible, the PFW candidate should be involved in the development of this form as well. This form will outline the areas of concern, set forth strategies for improvement, and establish dates for re-evaluating performance (add additional sheets as necessary). Completed forms will be kept on file in the Director of Field Placement's office. Teacher Candidates must sign and date after seeing the completed form.

- Please describe each area of concern that needs to be addressed, and identify actions needed to demonstrate acceptable performance for that area. List any recommendations to help guide the student.

Improvement plan steps (Include appropriate dates for re-evaluating performance.):

Signatures:

Faculty/Director of Student Teaching Date

University Supervisor Date

Cooperating Teacher Date

Student Date

(Student's signature acknowledges that the student read and understands the comments and recommendations.)

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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	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
				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					

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.