

OFFICE OF CLINICAL EXPERIENCES
PROFESSIONAL BEHAVIOR ASSESSMENT (DISPOSITION)

COMPETENCIES DEFINED	DOES NOT MEET COMPETENCY (UNDERDEVELOPED)	MINIMUM COMPETENCY (DEVELOPING)	COMPETENT PLUS (PROFICIENT)
Demonstrates responsibility 1. Attendance 2. Punctuality 3. Promptness completing assignments /tasks 4. Extra time 5. Appearance	<ul style="list-style-type: none"> • Irregular attendance without notification • Frequent lateness problem • Frequent lateness handing in material • Rarely puts in time before/after school • Frequently looks unprofessional/inappropriate in appearance 	<ul style="list-style-type: none"> • Occasional absence with notification • Generally on time • Generally hands in materials on time • Occasionally puts in time before/after school • Generally looks professional/appropriate in appearance 	<ul style="list-style-type: none"> • Attends regularly • On time • Hands in materials on time • Puts in extra time before/after school • Always looks professional/appropriate in appearance
Reacts favorably to supervision of teaching 6. Receptive to suggestions 7. Use of feedback	<ul style="list-style-type: none"> • Rejects, ignores or lacks comprehension of ideas and suggestions • Rejects or fails to integrate professional feedback into teaching 	<ul style="list-style-type: none"> • Generally accepts ideas and suggestions • Generally is responsive to professional feedback 	<ul style="list-style-type: none"> • Receptive and seeks out constructive suggestions • Makes effective use of professional feedback
Demonstrates appropriate collaborative behavior with professionals and colleagues 8. Responses to others 9. Working with others	<ul style="list-style-type: none"> • Excessive or inappropriate responses to others • Does not work effectively with others 	<ul style="list-style-type: none"> • Generally responsive and respectful of others opinions • Works effectively in a group and occasionally contributes to the group 	<ul style="list-style-type: none"> • Listens and responds thoughtfully and respects others opinions • Actively contributes to positive group functioning
Demonstrates effort and strives for excellence in teaching (initiative) 10. Curious and reflective 11. Flexibility 12. Initiative 13. Creativity 14. Challenging standards 15. Seeks resources	<ul style="list-style-type: none"> • Unengaged and/or minimal reflection • Unable and unwilling to adapt and change in various circumstances • Demonstrates little or no initiative even after being told • Demonstrates little or no creativity even after being told • Little or no evidence of challenging standards for students • Neglects available resources provided 	<ul style="list-style-type: none"> • Engages but reflection limited • Generally willing to adapt and change • Generally demonstrates initiative after being told to do something • Generally demonstrates creativity after being told to do something • Develops challenging standards for most students • Sometimes seeks resources beyond those provided in class 	<ul style="list-style-type: none"> • Curious and reflective about teaching • Displayed a positive willingness and ability to adapt to changes (flexible) in events, conditions, activities, and tasks • Demonstrates initiative • Demonstrates creativity • Develops challenging standards for all students • Seeks resources beyond those provided in class
Demonstrates enthusiasm, energy and ‘teacher presence’ 16. Energy and enthusiasm 17. Teacher presence	<ul style="list-style-type: none"> • Demonstrates little or no enthusiasm or energy when engaging students, colleagues, and parents • Seldom is comfortable in front of class and interacting with students 	<ul style="list-style-type: none"> • Generally demonstrates enthusiasm and energy when engaging students, colleagues, and parents • Generally appears comfortable in front of class and interacting with students 	<ul style="list-style-type: none"> • Consistently demonstrates enthusiasm and energy when engaging students, colleagues, and parents • Appears comfortable in front of class (poised with ‘teacher presence’) and interacting with students

COMPETENCIES DEFINED	DOES NOT MEET COMPETENCY (UNDERDEVELOPED)	MINIMUM COMPETENCY (DEVELOPING)	COMPETENT PLUS (PROFICIENT)
Demonstrates interest in extra learning opportunities as a professional 18. Extra learning opportunities	<ul style="list-style-type: none"> Complains about extra assignments and does not initiate extra learning opportunities 	<ul style="list-style-type: none"> Completes extra learning, but does not initiate 	<ul style="list-style-type: none"> Demonstrates independence (initiative) by seeking extra learning beyond suggested requirements
Demonstrates ethical practices 19. Confidentiality 20. Honesty 21. Ethical practices in technology	<ul style="list-style-type: none"> Engages in “gossip,” complains about school problems and/or children and their families Engages in dishonest behavior Has violated copyright restrictions or technology violations or plagiarized 	<ul style="list-style-type: none"> Attempts problem solving and is not involved in negative communication about school, children and their families Occasionally omits information that leads to ‘misunderstanding’ Doesn’t personally infringe on copyright restrictions, technology violations or plagiarize but doesn’t encourage others not to 	<ul style="list-style-type: none"> Proactively seeks solutions for school problems, children and their families while maintaining confidentiality Displays honesty in all dealings Uses highest ethical practices with regard to technology
Demonstrates emotional maturity 22. Handling frustration 23. Maintaining adult role 24. Social cues	<ul style="list-style-type: none"> Vents frustration inappropriately Often fails to maintain the adult role in dealing with students and staff Fails to understand role in setting or respond accordingly (social cues) 	<ul style="list-style-type: none"> Generally handles frustration appropriately Generally maintains the adult role when dealing with students and staff Generally understands role in setting and responds accordingly (social cues) 	<ul style="list-style-type: none"> Handles frustration appropriately Maintains the ‘adult role’ when dealing with students and staff Understands role in setting and responds accordingly (social cues)
Demonstrates effective communication skills 25. Expressing ideas in writing 26. Using standard grammar/punctuation in writing 27. Expressing ideas when speaking 28. Using standard grammar when speaking	<ul style="list-style-type: none"> Lacks coherence and clarity in writing Often fails to use standard grammar/punctuation in writing Struggles to express ideas when speaking Often fails to use standard grammar when speaking 	<ul style="list-style-type: none"> Generally expresses ideas clearly and coherently in writing Generally uses standard grammar/punctuation in writing Generally expresses ideas confidently and clearly when speaking Generally uses standard grammar when speaking 	<ul style="list-style-type: none"> Expresses ideas clearly and coherently in writing Uses standard grammar/punctuation in writing Expresses ideas confidently and clearly when speaking Uses standard grammar when speaking
Acknowledges diversity 29. Respecting diverse learners 30. Planning for diverse learners 31. Diverse cultural perspectives	<ul style="list-style-type: none"> Demonstrates disrespect toward diverse learners Fails to plan for diverse learners Resists consideration of diverse cultural perspectives 	<ul style="list-style-type: none"> Generally demonstrates respect toward diverse learners Generally plans for diverse learners Generally listens to diverse cultural perspectives and experiences 	<ul style="list-style-type: none"> Demonstrates respect toward diverse learners Plans for diverse learners Listens and responds thoughtfully to diverse cultural perspectives