

Dalton State College
Division of Education
Assessment of Professional Behaviors and Dispositions

Teacher Candidate: _____
 Date: _____
 Check One: Mid Term: _____
 Final: _____

Block I: _____
 Block II: _____
 Block III: _____
 Block IV: _____

Prof. Behavior / Disposition	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectation (5)	Score
1. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge	Does not use objectionable language; relates to p-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times	
2. Interacts appropriately and positively with others	Interactions with students, peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate	Interactions with students, peers, colleagues, or authority figures are appropriate and positive	Interactions with students, peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions	
3. Treats others with courtesy, respect, empathy, and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others	
4. Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers	Works harmoniously and effectively with diverse individuals	Displays the ability to work with diverse individuals and seeks opportunities to include or show appreciation for those excluded	
5. Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions	Enlists the help of faculty or staff in identifying the appropriate person to assist; focuses on seeking solutions rather than assigning blame	Seeks solutions independently and/or identifies the faculty or staff member who can assist; follows through with recommendations	
6. Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change	Is receptive to constructive comments and implements changes	Is receptive to constructive comments, implements changes, and seeks feedback from others	
7. Demonstrates enthusiasm, confidence, and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative	Exhibits enthusiasm in teaching	Is enthusiastic, confident, and takes initiative in teaching	
8. Demonstrates appropriate self-monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger	Models appropriate emotional and behavioral responses	Models appropriate emotional and behavioral responses in difficult situations	
9. Demonstrates professional appearance and uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate		Is a role model of professionalism through personal appearance, attire, and hygiene	

Disposition	1	3	5	Score
10. Maintains confidentiality of records, correspondence and conversations	Does not maintain confidentiality of records; participates in gossip about P-12 students, school employees, other teacher candidates; does not respect confidentiality of school correspondence or conversations	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.	
11. Prepares thoroughly and consistently (N/A for Block I)	Seldom displays a thorough preparations for students and is frequently late with assignments	Prepares for all learners and consistently abides by deadlines	Prepares thoroughly for all learners based on knowledge of subject matter, student needs, and curriculum standards; always abides by deadlines	
12. Exhibits a strict code of honesty related to tests and assignments	Has knowingly allowed students to plagiarize, cheat on tests, or copy another's work	Consistently demonstrates behaviors that exemplify honesty and integrity.	Always demonstrates behaviors that exemplify honesty and integrity	
13. Demonstrates punctuality and good attendance	Is frequently tardy or has unexcused absences	Is always punctual with only excused absences	Always arrives early and has no absences	
14. Demonstrates fair treatment for all	Shows overt bias, prejudice, or lack of fairness toward some students (i.e. gender, ethnicity, religion, learning abilities & socioeconomic status)	Demonstrates equality in the classroom for all students (i.e. gender, ethnicity, religion, learning abilities, and socioeconomic status)	Always demonstrates equality in the classroom for all students (i.e. gender, ethnicity, religion, learning abilities, socioeconomic status) while being mindful of extenuating circumstances; values individual differences and experiences	
15. Expresses self orally using standard English to communicate effectively with diverse audiences	Inconsistently uses standard English in the school setting	Consistently uses standard English in the school setting	Consistently uses standard English in the school setting and is able to move with ease between audiences/registers	
16. Expresses self in written format using standard English in order to communicate effectively with diverse audiences	Inconsistently uses standard English in written format in the school setting	Consistently uses standard English in written format in the school setting	Consistently uses standard English in written format in the school setting and is able to move with ease between audiences/registers	
17. Reflects upon own behavior, instruction, and student learning	Inconsistently evaluates the effects of choices and actions on self and others	Usually evaluates the effects of choices and actions on self and others	Consistently evaluates the effects of choices and actions on self and others	
18. Demonstrates belief that all children can learn.	Unable or inconsistently adapts content instruction, and assessment for all students; makes negative comments about students' abilities to learn	Frequently adapts content, instruction, and assessment for all learners; has positive attitude in helping all students achieve at a higher level	Consistently adapts content, instruction, and assessment for all learners; displays enthusiasm and responsibility for helping all students achieve at a higher level	

All teacher candidates are expected to adhere to the Georgia Professional Code of Ethics (www.gapsc.com).

(Name of Evaluator – Site Teacher)

(Signature)

(Date)

Conceptual Framework Alignment:

1. Knowledge: 15, 16
2. Adaptive: 2, 8, 11
3. Leader: 7, 10, 13, 17
4. Decision Maker: 1, 5, 9, 12
5. Proactive: 14
6. Culturally Sensitive: 14
7. Reflective: 17
8. Empathetic: 3
9. Collaborative: 2, 4
10. Lifelong Learner: 6, 17

INTASC Alignment:

- INTASC 1: 7
- INTASC 2: 1, 14
- INTASC 3: 3, 14
- INTASC 4: 11
- INTASC 5: 2, 3, 4, 8
- INTASC 6: 15, 16
- INTASC 7: 11, 17
- INTASC 8: 14, 17
- INTASC 9: 6, 7, 9, 12, 13, 17
- INTASC 10: 2, 5, 10

3/19/2008