Professional Behavior Checklist

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Candidates admitted to the IPFW, Department of Educational Studies, Education Program(s) must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to note unacceptable or exemplary behaviors. Instructors can circle as many appropriate indicators/behaviors as they deem necessary. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting information. Add comments on the back or attach a separate sheet(s).

A. Attendance and punctuality
1. Unacceptable absenteeism
2. Frequently tardy or leaves early
3. Rarely absent, tardy, or leaves early
4. Perfect attendance

B. Initiative
1. Passive, depends on others
2. Has good ideas, works with limited supervision
3. Creative and resourceful; prepares for work that needs to be done
4. Demonstrates self-initiative and independence; prepares plan as well as contingency plans

C. Professional communication (e.g. oral, written etiquette)
1. Disregards communication etiquette
2. Reluctant to utilize communication etiquette
3. Utilizes acceptable communication etiquette
4. Frequently and effectively utilizes communication etiquette

D. Respect (in actions and speech) in IPFW and K12 classrooms
1. Creates classroom disruptions (such as cell phone ringing or rattling paper)
2. Discusses inappropriate or personal topics
3. Makes inappropriate remarks or engages in inappropriate actions
4. Diplomatic; sensitive to others’ needs; demonstrates appropriate respect for those in authority

E. Respect for Rights of Children and Families
1. Inappropriately divulges confidential information about a student or family to someone outside the school
2. Inappropriately divulges information about a student or family to someone inside the school
3. Promotes the privacy and protects confidential information of all students and families unless required by state/federal law

F. Commitment to excellence in teaching
1. No attempt to implement suggestions for improvement, defensive
2. Interested in teaching but displays little enthusiasm for improving one’s own skills
3. Applies suggestions immediately
4. Open to constructive criticism and makes appropriate modifications upon reflection

G. Interactions with field work personnel and children
1. Apathetic during field placement
2. Often distracted during field placement
3. Indifferent when talking with students or teachers
4. Collaborates willingly with cooperating teacher during field placement

H. Professional collegiality
1. Refuse to collaborate with others
2. Reluctant to work with others
3. Works well on a team
4. Freely shares ideas and materials, without doing all of the work for colleague

I. Professional dress during fieldwork
1. Always dresses inappropriately
2. Sometimes dresses inappropriately
3. Usually dresses professionally
4. Always dresses professionally

J. Attitude toward learners
1. Lacks interest in learning about each student
2. Makes negative comments regarding some students
3. Seeks help from cooperating teacher or instructor to improve effectiveness of meeting student needs
4. Takes initiative and actively seeks assistance to learn instructional strategies to help each student attain higher order learning

K. Attitude toward content
1. Lacks interest in subject content expected to teach
2. Makes negative comments regarding subject content
3. Seeks help from cooperating teacher or instructor to increase depth of content knowledge
4. Takes initiative and actively seeks assistance to learn content to help learners attain higher order learning
Additional comments:
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- Positive attributes the student possesses related to teaching
- Impediments to the student’s progress related to teaching:
  - Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student’s coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:

Follow Up Steps/Remediation:

Signatures:

Individual completing this form

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

Title/Position

Date

Date