

PROFESSIONAL BEHAVIORS ASSESSMENT RUBRIC

The intent of this assessment is threefold:

- For teaching candidates to self-assess, identify areas for development, and reflect on their behaviors as professional educators throughout their program experience.
- For program directors, course instructors, and other college-based teacher educators to facilitate discussion with, assess and monitor progress of, and counsel, teacher candidates as needed on issues related to professional behaviors.
- For school-based teacher educators to assess teacher candidates' professional behaviors in clinical experiences.

	Exemplary	Proficient	Developing	Not Yet Acceptable
COMMUNICATION (across all modes including oral, written, digital, social media, non-verbal, etc.)	Communicates effectively with others in a variety of modes with adeptness at adjusting communication form and style based on setting and audience. Communication is professional, and demonstrates the ability to listen carefully and respond in an individualized way.	Communicates effectively with others in a variety of modes. Communication is professional, and appropriate for the intended setting and audience. Recognizes the two-way nature of communication and listens effectively.	At times, communication may be ineffective, or inappropriate for the intended setting, audience, and/or mode. May not listen and respond effectively during communication.	Demonstrates difficulty in communicating effectively with others.
CONFIDENTIALITY	Vigilantly and proactively protects confidentiality of all potentially sensitive information.	Protects confidentiality of all potentially sensitive information.	Gives limited attention to protecting confidentiality of potentially sensitive information.	Compromises the confidentiality of sensitive information.
DIVERSITY, EQUITY AND INCLUSION	Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system and can integrate this knowledge into their pedagogy and interactions. Candidate advocates for diversity, equity, and inclusion in their word choices, actions, instructional choices and interactions. Candidate consistently integrates an asset-based outlook and approach with all facets of their educational interactions.	Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate is committed to diversity, equity, and inclusion as evidenced in their word choices, actions, instructional choices and interactions. Candidate demonstrates an asset-based outlook on B-12 students, their families, and communities, school and college based teacher educators, instructors, and peers.	Candidate has limited awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate's word choices, actions, instructional choices and interactions inconsistently demonstrate commitment to diversity, equity and inclusion. Candidate occasionally demonstrates a deficit-based outlook.	Candidate lacks awareness of privilege and marginalization, and may not perceive the repercussions of actions and statements made towards others with regard to race, class, gender identity and expression, sexual orientation, religion, and ability. Candidate consistently demonstrates a deficit-based outlook.

*** Not Yet Applicable/No Evidence to Date is the fifth choice for each rubric area.***

PROFESSIONAL BEHAVIORS ASSESSMENT RUBRIC cont.

	Exemplary	Proficient	Developing	Not Yet Acceptable
FEEDBACK AND REFLECTION	Continuously and voluntarily reflects on own identity, positionality, and effectiveness as an educational professional. Solicits, accepts, and integrates feedback from others, as part of a regular cycle of personal and professional growth.	Reflects on own identity, positionality, and effectiveness as an educational professional. Accepts and integrates feedback from others, to contribute to a cycle of personal and professional growth.	Reflects in a limited way on own identity, positionality, and/or effectiveness as an educational professional. Reluctant to accept and/or integrate feedback from others.	Avoids reflection on own identity, positionality, and/or effectiveness as an educational professional. Ignores and/or dismisses feedback from others.
HEALTH AND SAFETY OF SELF AND OTHERS	Proactively attends to the physical and mental health and safety of self and others. Is thoroughly knowledgeable of, and follows all appropriate protocols and procedures, when addressing safety, emotional and emergency situations.	Actively attends to the physical and mental health and safety of self and others. Is knowledgeable of, and follows appropriate protocols and procedures, when addressing safety, emotional and emergency situations.	Gives limited attention to the physical and mental health and safety of self and others. Incomplete knowledge of protocols and procedures to address safety, emotional and/or emergency situations may lead to inappropriate responses and/or unsafe conditions.	Does not attend to the physical and mental health and safety of self and others. Uses inappropriate procedures when responding to safety, emotional or emergency situations which may lead to unsafe conditions.
INITIATIVE AND INDEPENDENCE	Demonstrates a high level of initiative and independence given candidate's role and setting. Works collaboratively to clarify appropriate levels of engagement based on role and setting. Takes the initiative to seek out resources and information that will support professional growth, sharing information and resources with others as appropriate.	Demonstrates an appropriate level of initiative and independence with respect to role and setting. Asks questions to clarify appropriate levels of engagement based on role and setting. Takes the initiative to seek out resources and information that will support professional growth.	Demonstrates an inappropriate level of initiative and independence with respect to role and setting. Makes assumptions about appropriate levels of engagement. Attempts to locate resources and information that will support professional growth.	Candidate requires an excessive level of support from others in order to understand and satisfy the demands of role and setting. Makes few, if any, efforts to support their own professional growth.

*** Not Yet Applicable/No Evidence to Date is the fifth choice for each rubric area.***

PROFESSIONAL BEHAVIORS ASSESSMENT RUBRIC cont.

	Exemplary	Proficient	Developing	Not Yet Acceptable
LEARNING MINDSET	Demonstrates growth mindset toward professional responsibilities. Actively seeks out and embraces new challenges as opportunities for growth and changemaking. Consistently demonstrates persistence and resilience.	Demonstrates growth mindset toward professional responsibilities. Embraces new challenges as opportunities for growth, and recognizes that effort is a natural part of the learning process that requires persistence.	Inconsistently demonstrates a growth mindset toward professional responsibilities. Does not always embrace new challenges as opportunities for growth and/or does not always recognize that effort is a natural part of the learning process that requires persistence.	Candidate demonstrates a fixed mindset toward professional responsibilities. Frequently avoids challenges and/or does not recognize the amount of effort and persistence needed for the learning process.
RELATIONSHIPS	Actively develops and maintains constructive, supportive and cooperative professional relationships with B-12 students, staff, school and college-based teacher educators, instructors, and/or peers/colleagues.	Develops and maintains constructive, supportive and cooperative professional relationships with B-12 students, staff, school and college-based teacher educators, instructors, and/or peers/colleagues.	Makes inconsistent efforts to develop professional relationships with B-12 students, staff, school and college-based teacher educators, instructors, and/or peers/colleagues.	Demonstrates difficulty in developing professional relationships with B-12 students, staff, school and college-based teacher educators, instructors, and/or peers/colleagues.
RESPONSIBILITY	Demonstrates responsibility in meeting commitments by being habitually punctual and prepared with materials, ideas and questions; submitting assignments and professional materials in advance or on time, communicating in a timely manner with proactive solutions as applicable.	Demonstrates responsibility in meeting commitments by being punctual and prepared, submitting assignments and professional materials on time, and communicating in a timely manner.	Demonstrates responsibility inconsistently. Occasionally, candidate is not punctual and/or prepared. May submit assignments or professional materials late; communication is not always timely.	Candidate's lateness and/or unpreparedness prevent commitments from being met adequately; assignments and professional materials are not submitted or submitted late; communication is not timely.

*** Not Yet Applicable/No Evidence to Date is the fifth choice for each rubric area.***