



NAZARETH COLLEGE

School of Education

Office of Clinical Experience and Partnerships

Professional Behaviors Assessment Reference Document

Thank you for welcoming a teacher candidate into your classroom for their fieldwork clinical experience.

1. Prior to the placement beginning, review the *Professional Behaviors Assessment Reference Document*
2. During the placement, monitor the teacher candidate's participation and interactions in your classroom.
3. At the end of the placement, complete the online *Professional Behaviors Assessment*.

(A link will be sent to your email from the *Nazareth- Office of Clinical Experiences and Partnerships*.)

We thank you in advance for taking the time to provide feedback on the professional behaviors and dispositions of the Nazareth College teacher candidate you are hosting this semester. The information you provide will assist Nazareth College faculty in monitoring the teacher candidate's progress through their program and help us to better support their professional growth and development.

| Professional Behavior | Exemplary 4 | Proficient 3 | Developing 2 | Not Yet Acceptable 1 |
|------------------------------------|--|--|---|--|
| Responsibility | Demonstrates maturity and 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 clearly about conflicts with specific ideas about how to resolve them. | Demonstrates maturity and responsibility in meeting commitments by being punctual and prepared, submitting assignments and professional materials on time, communicating clearly about conflicts and taking the initiative to resolve them. | Demonstrates a degree of responsibility in meeting commitments by being punctual and/or prepared, submitting assignments and professional materials on time; makes efforts to communicate about conflicts. | Lateness and/or unpreparedness prevent commitments from being met adequately; assignments and professional materials are submitted late; Conflicts not clearly communicated. |
| Initiative and Independence | Takes the initiative to seek out resources and information that will support professional growth, sharing information and resources with others to support their growth; demonstrates a level of independence that exceeds expectations given candidate's role and setting. | Takes the initiative to seek out resources and information that will support professional growth; demonstrates appropriate level of independence with respect to role and setting. | Attempts to locate resources and information that will support professional growth; demonstrates a degree of independence with respect to role and setting but often requires support. | Makes few, if any, efforts to support his/her own professional growth; consistently requires support from others in order to satisfy the demands of role and setting. |
| Attitude | Behaviors demonstrate positive attitude toward professional responsibilities as evidenced by a consistently high level of engagement, a professional appearance and demeanor, and a propensity to seek out new challenges and opportunities for growth. | Behaviors demonstrate positive attitude toward professional responsibilities as evidenced by an appropriate level of engagement, professional appearance and demeanor, and a willingness to embrace new challenges and opportunities for growth. | Language demonstrates positive attitude toward professional responsibilities; Behaviors demonstrate limited engagement and/or lack of attention to professional appearance and demeanor; may avoid new challenges and opportunities for growth. | Attitude toward professional responsibilities and/or tendency toward disengagement in roles or tasks limits opportunities for candidate's growth. |

Not (Yet) Applicable is also a choice



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| Professional Relationships | Actively seeks and maintains positive, supportive and cooperative professional relationships with K-12 students and staff, colleagues, supervisors and/or instructors; vigilantly protects confidentiality of all potentially sensitive information. | Maintains positive, supportive and cooperative professional relationships with K-12 students and staff, colleagues, supervisors and/or instructors; protects confidentiality of all potentially sensitive information. | Makes efforts to maintain professional relationships with K-12 students and staff, colleagues, supervisors and/or instructors; gives limited attention to protecting confidentiality of potentially sensitive information. | Demonstrates difficulty in maintaining relationships with K-12 students and staff, colleagues, supervisors and/or instructors; compromises the confidentiality of sensitive information. |
| Communication | Communicates openly and clearly with others in a variety of modes (verbal, written, electronic, non-verbal) with adeptness at adjusting communication form and style based on audience; Communication is effective and professional, demonstrating respect for others through an ability to listen carefully and respond in an individualized way. | Communicates openly and clearly with others in a variety of modes (verbal, written, electronic, non-verbal); Communication is effective and professional, demonstrating respect for others. | Attempts to communicate with others in a variety of modes (verbal, written, electronic, non-verbal); Communication may be confusing or unclear. | Demonstrates difficulty in communicating with others by relying on limited modes; Communication is ineffective and/or unprofessional; Communication may demonstrate disrespect for others. |
| Digital Etiquette | Uses social media and other means of electronic communication effectively, carefully and responsibly in a way that meaningfully contributes to candidate's growth as a teacher; Candidate represents her/himself online in a manner that reflects the spirit of professionalism captured in all of the previous categories. | Uses social media and other means of electronic communication effectively, carefully and responsibly, differentiating between personal/social and professional use; Candidate represents her/himself online in a manner that reflects the spirit of professionalism captured in all of the previous categories. | Uses social media and other means of electronic communication in a way that does not always differentiate between personal/social and professional use; Candidate represents her/himself online in a manner that reflects the spirit of professionalism captured in all of the previous categories. | Uses social media and other means of electronic communication in a way that does not always differentiate between personal/social and professional use; Candidate represents her/himself online in a manner that is in conflict with the spirit of professionalism captured in all of the previous categories. |

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| Academic Integrity | Behaviors are consistently in alignment with the Academic Integrity Policy of the college. Demonstrates a sense of ownership over work produced as evidenced by investment of substantial time and effort; Work is consistently of high quality and consistently exceeds expectations. | Behaviors are consistently in alignment with the Academic Integrity Policy of the college. Demonstrates investment of time and effort to submit work that is consistently of high quality that meets or exceeds expectations. | Behaviors are consistently in alignment with the Academic Integrity Policy of the college. Quality of work often meets expectations, but time and effort invested is not always evident in the quality of work submitted. | Behaviors conflict with the Academic Integrity Policy of the college. Little time and/or effort is evident in the quality of work submitted; Work rarely meets expectations. |
| Commitment to Broad Definition of Diversity | Seeks out opportunities to broaden knowledge of students', their families', and colleagues' backgrounds, cultures, interests, abilities, and attitudes; Uses knowledge to develop and implement effective learning experiences and positive relationships; Demonstrates individual and cultural sensitivity and inclusiveness through his or her language. | Broadens knowledge of students', their families', and colleagues' backgrounds, cultures, interests, abilities, and attitudes; Uses knowledge to develop and/or implement effective learning experiences and positive relationships; Demonstrates individual and cultural sensitivity through his or her language. | Broadens knowledge of students', their families', and colleagues' backgrounds, cultures, interests, abilities, and attitudes; Uses knowledge ineffectively to develop and/or implement effective learning experiences and positive relationships; Demonstrates unawareness of individual and cultural sensitivity through his or her language. | Resists developing knowledge of students', their families', and colleagues' backgrounds, cultures, interests, abilities, and attitudes; Effectiveness of learning experiences and relationships are compromised due to limited implementation of knowledge about diversity; Language demonstrates a lack of sensitivity. |
| Feedback And Reflection | Continuously and voluntarily reflects on his/her own performance and abilities; Solicits, accepts, and integrates feedback from others in a way that demonstrates a positive impact on his/her teaching and learning. | Reflects on own performance and abilities; Solicits, accepts, and integrates feedback from others. | Attempts to reflect in a limited way on own performance and abilities; Reluctant to accept and/or integrate feedback from others. | Avoids reflection on own performance and abilities; Ignores feedback from others. |
| Health and Safety of Self and Others | Attends actively and carefully to the health and safety of others; Uses appropriate strategies when responding to safety, emotional or emergency situations. | Mindful of the health and safety of self and others; Uses appropriate strategies when responding to safety, emotional or emergency situations | Mindful of the health and safety of self and others; Uses strategies that may not be appropriate when responding to safety, emotional or emergency situations. | Gives limited attention to the health and safety of self and others; Uses inappropriate strategies when responding to safety, emotional or emergency situations. |

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