## Candidate Professionalism Performance Standard (Instructor Report)

To be completed by TEDU instructor during EDFS 201, EDFS 303 and during final field

<table>
<thead>
<tr>
<th>Candidate Professionalism Expectations</th>
<th>4 Always</th>
<th>3 Often</th>
<th>2 Sometimes</th>
<th>1 Rarely</th>
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</thead>
<tbody>
<tr>
<td>Growing and Developing Professionally</td>
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<td>(SC teaching standards/NIET Professionalism Standards)</td>
<td>The candidate is prompt, prepared and participates fully.</td>
<td>The candidate always arrives for class on time, attends regularly, is fully prepared and submits all work on time.</td>
<td>The candidate often arrives to class on time, attends regularly, is prepared and submits work on time but has had one or two instances where he/she was late, absent, or unprepared.</td>
<td>The candidate sometimes arrives to class late or misses class or is inconsistent in submitting work on time and/or being prepared for class. He/she needs to grow his/her skills in one or more of these areas.</td>
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<td>The candidate communicates professionally and appropriately</td>
<td>The candidate always uses professional tone and content when speaking, writing, and communicating digitally.</td>
<td>The candidate often uses professional tone and content when speaking, writing, and communicating digitally but has had at least one or two</td>
<td>The candidate is inconsistent in use of professional tone and/or content when speaking, writing, or communicating digitally and needs to grow his/her skills in</td>
<td>The candidate rarely uses professional tone and content when speaking, writing, and communicating digitally.</td>
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<tr>
<td><strong>The candidate demonstrates honesty and integrity in class work and behavior</strong></td>
<td><strong>The candidate always refrains from cheating/plagiarism, treats people fairly and demonstrates respect for diversity.</strong></td>
<td><strong>The candidate is inconsistent in his/her abilities to refrain from cheating/plagiarism, typically treats people fairly and demonstrates respect for diversity but has had at least one or two instances where she/he could have improved in one of these areas.</strong></td>
<td><strong>The candidate struggles with being honest or has had an honor code violation this semester. Or, he/she struggles to consistently treat people fairly and/ or demonstrate respect for diversity.</strong></td>
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<td><strong>The candidate sets personal goals to improve his or her proficiency as a candidate and future teacher</strong></td>
<td><strong>The candidate always thinks of at least one area where he/she can improve so that he/she keeps developing skills as a candidate. He or she always sets and follows through on the goal.</strong></td>
<td><strong>The candidate is inconsistent in either thinking of areas for self-improvement as a candidate or is inconsistent in setting or following through on goals.</strong></td>
<td><strong>The candidate rarely gives thought to or sets goals for candidate improvement</strong></td>
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<td><strong>The candidate is open to feedback about his or her work and performance in the classroom</strong></td>
<td><strong>The candidate always asks for critical feedback and views feedback as an opportunity to grow skills and develop knowledge.</strong></td>
<td><strong>The candidate is inconsistent in seeking critical feedback and typically reacts negatively. This is an area the candidate needs to work on.</strong></td>
<td><strong>The candidate rarely seeks critical feedback and typically reacts negatively. This is an area the candidate needs to work on.</strong></td>
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<tr>
<td>Reflecting on Teaching or Learning (SC teaching standards/NIET Professionalism Standards)</td>
<td>The candidate demonstrates emerging self-reflection skills in course work</td>
<td>The candidate always reflects thoughtfully on classroom performance and typically thinks about ways to improve skills or knowledge because he/she understands how important it is to be a reflective teacher.</td>
<td>The candidate typically reflects on classroom performance and how to improve skills or knowledge but there have been one or two times this semester he or she did not reflect on performance.</td>
<td>The candidate is inconsistent in habits of reflection. He or she sometimes self-assesses performance but other times fails to do so. This is an area that the candidate needs to develop.</td>
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<tr>
<td>Community/Classroom Involvement (SC teaching standards/NIET Professionalism Standards)</td>
<td>The candidate collaborates effectively with peers</td>
<td>The candidate always contributes appropriately to group work inside and outside of the classroom by brainstorming, meeting, and supporting the work of the peer group with whatever needs to be done.</td>
<td>The candidate often contributes appropriately to group work inside and outside of the classroom by brainstorming, meeting and supporting the work of the group with whatever needs to be done but has had one or two times this semester where he or she could have improved in this area.</td>
<td>The candidate is inconsistent in his or her ability to contribute fully to group work inside or outside of the classroom setting. Supporting the work the group adequately is an area in which this candidate needs to develop.</td>
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<td>The candidate contributes positively and responsibly to the classroom environment in ways that</td>
<td>The candidate always contributes positively to the classroom environment by actively listening to peers, sharing appropriately and/or engaging in an equitable give and take.</td>
<td>The candidate often contributes positively to the classroom environment by actively listening to peers, sharing appropriately and/or engaging in an equitable give and take.</td>
<td>The candidate is inconsistent in his or her ability to actively listen to peers, share an appropriate amount of information or engage in an equitable give and take of resources.</td>
<td>The candidate rarely listens fully to peers and often talks excessively or over peers. Or the candidate appears disengaged or disinterested in the conversations of</td>
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<tr>
<td>School/Classroom Responsibility</td>
<td>The candidate looks for ways to take on leadership opportunities or help peers within the classroom or campus community</td>
<td>The candidate always looks for ways to lead discussions or tasks or assist peers inside or outside of the classroom.</td>
<td>The candidate regularly looks for ways to lead a discussion or task or assist peers inside or outside the classroom but could do this more often.</td>
<td>The candidate is inconsistent in his or her ability/willingness to look for ways to lead discussions or tasks or is inconsistent in his or her willingness to help peers. This is an area that he or she needs to develop.</td>
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