

**San Jose State University
Elementary Education Program**

Professional Attributes In-Progress Report

Program: (Check one) __ FLEX __ BCLAD __ CRA __ TE __ MLE __ YLR

Student Teacher _____ Date _____

Supervisor _____ Cooperating Teacher _____

School _____ Grade _____

Professional Attributes Scale

1. Attendance

- Exemplary attendance
- Rarely absent
- Frequently absent
- Not evident

Comments:

2. Punctuality

- Always on time
- Generally punctual
- Frequently late
- Not evident

Comments:

3. Oral Expression

- Expressive, animated
- Articulate
- Inarticulate/hesitates to express self
- Makes frequent grammatical errors or is flat/monotone

Comments:

4. Written Expression

- Frequently and effectively communicates with parents and/or administrators
- Organizes and clearly expresses ideas
- Writing is often unclear and disorganized
- Written work exhibits frequent misspellings and/or grammatical errors

Comments:

Professional Attributes In-Progress Report

5. Tact/Judgment

- Highly sensitive to others' feelings and opinions; diplomatic
- Perceives what to do or say in order to maintain good relations with others and responds accordingly.
- Thoughtless; insensitive to others' feelings and opinions.
- Not evident

Comments:

6. Reliability/Dependability

- Self-starter; perceives needs and attends to them immediately.
- Responsible; attends to assigned tasks or duties on schedule without prompting.
- Sometimes needs to be reminded to attend to assigned tasks or duties.
- Sometimes fails to complete assigned tasks and duties.

Comments:

7. Self-Initiative/Independence

- Creative and resourceful; independently implements plans.
- Has good ideas, works effectively with limited supervision.
- Passive; depends on others for direction, ideas, and guidance.
- Not evident

Comments:

8. Collegiality

- Willingly shares ideas and materials and values others' input
- Willing to work with others but doesn't contribute equitably
- Struggles to work with others
- Not evident

Comments:

9. Interaction with Students

- Outgoing; actively seeks opportunities to work with students.
- Relates easily and positively with students.
- Shy; hesitant to work with students.
- Responds inappropriately to students' questions and comments.

Comments:

10. Response to Feedback

- Solicits suggestions and feedback from others.
- Receptive and adjusts performance accordingly.
- Defensive; unreceptive to feedback.
- Not evident

Comments:

Professional Attributes In-Progress Report

11. Desire to Improve Teaching Performance

- Continually seeks new and better ways teaching.
- Makes some effort to improve teaching performance.
- Implements what is suggested

Not evident

Comments:

12. Respects Students' Learning Potential

- Advocates for the learning of every child and uses instructional strategies that provide opportunities for all students to achieve learning outcomes.
- Accepts responsibility for all students' learning.
- Aware of the needs of some, but not all students.
- Makes excuses or negative comments about students' ability to learn.

Comments:

13. Respect for Diversity (Fairness):

- Recognizes diversity as an asset and builds on students' background while teaching.
- Acknowledges student diversity and attempts to draw on students' background.
- Insufficiently aware of diversity among students.
- Demonstrates bias or insensitive treatment of students.

Comments:

14. Maintains high ethical and professional standards (confidentiality)

- At all times
- Most of the time
- Insufficiently aware of diversity among students.
- Not evident

Comments:

Professional Attributes In-Progress Report

15. Awareness of and adherence to district policies and guidelines

- Shows initiative: finds out about guidelines and acts accordingly
- Passive: follows guidelines that have been shared
- Insufficiently aware of guidelines
- Disregards guidelines

16. Maintains professional appearance

- At all times
- Most of the time
- Seldom
- Not evident

A two-way conference between the student teacher and the cooperating teacher is expected to be held to discuss the evaluation.

I have had the opportunity to read and discuss this evaluation with the evaluator. I understand that my signature does not necessarily indicate concurrence with the evaluation.

Cooperating Teacher's signature

Date

Student Teacher's signature

Date