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:
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:**
### 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:**
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

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