

Professional Performance Student Self-Assessment and Review

Responsibility for Learning

Danielson 4a, 4e, 4f; InTASC 9: OCE Expectations for Professionalism & Dispositions

	Usually	Occasionally	Rarely	Not Applicable
Demonstrates Positive Attitude Toward Learning				
Demonstrates Effort				
Comes to Class Prepared				
Seeks Help when Needed				
Participates in Self-Initiated Study				
Accepts Consequences of Own Decisions/Actions				
Arrives on Time to Class, Field Sites, and Appointments				
Meets Deadlines				
Demonstrates Passion for Learning Beyond Grades				

Interpersonal Skills and Collaboration

Danielson 4d, InTASC 9; OCE Expectations for Professionalism & Dispositions

	Usually	Occasionally	Rarely	Not Applicable
Refrains from Dominating Discussions				
Encourages All Members of the Group to Participate				
Respects Personal & Cultural Differences of Others				
Respects Personal Space and Property of others				
Actively Helps Identify Group Goals and Helps to Meet Them				
Sustains a Positive Learning Environment by Avoiding Competitive Behaviors				
Considers Group in Pacing and Content				
Demonstrates Understanding of and Carries out Assigned Role Within the Group				
Does Proportionate Share of Work for Group Projects				
Shows Warmth & Compassion				

Professionalism

Danielson 3e, 4a, 4f; InTASC 9; OCE Expectations for Professionalism & Dispositions

	Usually	Occasionally	Rarely	Not Applicable
Abides by Departmental, University, & Public School Policies				
Deals with Personal Emotions <i>Maturely</i>				
Uses Good Judgment in Maintaining Confidentiality				
Displays Honesty and Integrity				
Wears Appropriate Professional Attire (e.g., Field Sites and Presentations)				
Copes with Change and Ambiguity by Being Flexible				
Acknowledges Materials by Other Authors (e.g. Respects Copyright Laws)				
Shows Passion for Teaching				

Communication Skills

Danielson 3a, 4a, 4d, 4f; InTASC 9; OCE Expectations for Professionalism & Dispositions

	Usually	Occasionally	Rarely	Not Applicable
Demonstrates Correct Verbal Language Skills				
Demonstrates Correct Written Language Skills				
Recognizes Impact of Nonverbal Communication				
Demonstrates Active and Reflective Listening				
Uses Language Appropriate to Situation (e.g., No Slang or Vulgarity)				
Provides Constructive Feedback to Faculty and Peers				
Demonstrates Positive Attitude Toward Receiving Feedback				
Utilizes Feedback to Make Changes				

Higher Level Thinking Skills

Danielson 4a, 4e, 4f; InTASC 9; OCE Expectations for Professionalism & Dispositions

	Usually	Occasionally	Rarely	Not Applicable
States Problem Clearly				
Examines Multiple Solutions				
Evaluates Facts Logically				
Questions Assumptions and Formulates Hypothesis				
Examines Cause/Effect Relationships				
Exhibits Good Judgment in Decision Making				
Raises Relevant Questions				
Draws Conclusions from Readings in the Field of Education				
Reflects on Own Learning and Projects to Future Practice				