

Student/Candidate:	Evaluator:	Date:	
Program:	<i>Pre-Admission</i>	<i>Professional Quarter I (CP I)</i>	<i>Professional Quarter II (CP II)</i>
		<i>Professional Quarter III (CP III)</i>	

<p>A. Attendance</p> <p><input type="radio"/> 3. Exemplary attendance.</p> <p><input type="radio"/> 2. Consistent attendance.</p> <p><input type="radio"/> 1. Inconsistent attendance.</p>	<p>B. Punctuality</p> <p><input type="radio"/> 3. Exemplary punctuality.</p> <p><input type="radio"/> 2. Consistent punctuality.</p> <p><input type="radio"/> 1. Inconsistent punctuality.</p>	<p>C. Work Habits</p> <p><input type="radio"/> 3. Work is on time and completed independently or with minimal guidance.</p> <p><input type="radio"/> 2. Work is on time.</p> <p><input type="radio"/> 1. Work is often late or timely completion of work requires extensive guidance.</p>	<p>D. Work Quality</p> <p><input type="radio"/> 3. Work is consistently well thought out and carefully prepared.</p> <p><input type="radio"/> 2. Work is sufficiently thought out and prepared.</p> <p><input type="radio"/> 1. Work is of poor quality and lacks organization and preparation.</p>
<p>E. Oral Expression</p> <p><input type="radio"/> 3. Demonstrates excellent abilities in expressing ideas and positively facilitates and supports classroom discourse.</p> <p><input type="radio"/> 2. Demonstrates ability to express ideas and positively support classroom discourse.</p> <p><input type="radio"/> 1. Frequently has difficulty with expressing ideas and/or rarely or infrequently supports classroom discourse.</p>	<p>F. Written Expression</p> <p><input type="radio"/> 3. Work is consistently well organized, clearly expresses ideas, and is free of grammatical errors.</p> <p><input type="radio"/> 2. Work is organized, clearly expressed, and contains few grammatical errors.</p> <p><input type="radio"/> 1. Work frequently lacks organization, clarity, and grammatical correctness.</p>	<p>G. Collaboration</p> <p><input type="radio"/> 3. Facilitates collaboration with others, ensuring collaborative efforts are successful.</p> <p><input type="radio"/> 2. Generally collaborates and/or will collaborate when asked.</p> <p><input type="radio"/> 1. Has difficulty collaborating and/or hinders group efforts. May excessively dominate or withdraw from collaborating.</p>	<p>H. Response to Critical Feedback</p> <p><input type="radio"/> 3. Actively solicits critical feedback and insights from others and acts on feedback from others.</p> <p><input type="radio"/> 2. Is receptive to critical feedback and adjusts performance accordingly.</p> <p><input type="radio"/> 1. Has difficulty accepting critical feedback and may be defensive or resistant.</p>
<p>I. Response to Multiple Perspectives</p> <p><input type="radio"/> 3. Incorporates multiple perspectives when making decisions.</p> <p><input type="radio"/> 2. Considers multiple perspectives.</p> <p><input type="radio"/> 1. Has difficulty considering perspectives that differ from one's own.</p>	<p>J. Self-Confidence in Professional Settings</p> <p><input type="radio"/> 3. Self-assured and poised.</p> <p><input type="radio"/> 2. Sufficiently confident and comfortable.</p> <p><input type="radio"/> 1. Often appears unsure, self-conscious, or is inappropriately self-assured.</p>	<p>K. Intellectual Independence</p> <p><input type="radio"/> 3. Exceeds expectations and demonstrates an ability to connect big ideas and take risks.</p> <p><input type="radio"/> 2. Meets expectations by doing what is asked, exhibiting some skill in conceptualizing and applying big ideas.</p> <p><input type="radio"/> 1. Does what is asked, but has difficulty conceptualizing and applying big ideas.</p>	<p>L. Promoting Social Justice</p> <p><input type="radio"/> 3. Consistently promotes social justice, equity and fairness by highlighting issues in curriculum and creating lessons with universal access for all.</p> <p><input type="radio"/> 2. Sometimes contributes to promotion of social justice, equity and fairness by highlighting issues in curriculum and/or sometimes creating lessons or opportunities for universal access for all.</p> <p><input type="radio"/> 1. Rarely promotes social justice, equity, and fairness through highlighting issues in curriculum and/or lessons do not allow for universal access for all.</p>

Other Comments:

** Appropriate professionalism is indicated by a score of 2+. A score of 1 on any disposition should be accompanied by a Memo of Concern and conference with the Program Coordinator.
CURRENT – August 1, 2019