

PROFESSIONAL AND INTERPERSONAL BEHAVIOR RATING SCALE

Teacher/Supervisor _____ Candidate _____ BYU ID _____ Course _____ Date _____
 Semester: Fall Winter Spring Summer

Personal Integrity:

4	3	2	1
<p>Exceeds Expectation: Candidate was unflinchingly honest in all activities and dealings with university faculty, peers, students, teachers, and school personnel, giving his/her all in ensuring that there was not even any appearance of lack of integrity (e.g., receiving any credit for someone else's work, misrepresenting something someone else said or did).</p>	<p>Meets Expectation: Candidate was honest and forthright in all dealings with university faculty, peers, students, teachers, and school personnel. There was no evidence of lying, cheating, plagiarizing, or any other type of deception.</p>	<p>Unacceptable: Candidate clearly and deliberately chose to engage in deceptive or dishonest activities in any context.</p>	

Respect for Authority:

4	3	2	1
<p>Exceeds Expectation: Candidate always treated university faculty, school personnel, and others in authority respectfully (e.g., using proper titles, showing appropriate courtesy and deference, seeking and implementing feedback). He/she particularly showed respect by acknowledging the experience and expertise of teachers/supervisors and recognizing the opportunity to benefit from this additional experience and training. Candidate also showed respect and courtesy to all he/she came in contact with.</p>	<p>Meets Expectation: Candidate showed respect for university faculty, school personnel, and others in authority with whom he/she interacts (e.g., courtesy, appropriate body language, recognition of experience/expertise of teacher/supervisor, acceptance of feedback, appropriate use of titles). Candidate also showed respect for all he/she came in contact with.</p>	<p>Unacceptable: Candidate lacked awareness of the need to show respect to university faculty, school personnel, or others in authority, (e.g., inappropriate body language, a know it all attitude, lack of appreciation for experience/expertise of teacher/supervisor, unwillingness to accept feedback, sense of entitlement). Candidate showed a general lack of courtesy and respect for others as well.</p>	

Learning Community:

4	3	2	1
<p>Exceeds Expectation: Candidate was clearly attentive throughout all classes or field experiences, eager to participate and understand concepts and anxious to make a positive contribution and ensure that his/her classmates understood the concepts as well. Candidate facilitated interaction in group activities, showed acceptance and support for all classmates and instructor (regardless of racial/ethnic, religious, or cultural differences), and made a concerted effort to "get along," avoiding or resolving conflicts.</p>	<p>Meets Expectation: Candidate contributed positively in class or field experiences by demonstrating an openness for learning, paying attention, supporting the teacher and classmates (regardless of any differences such as racial/ethnic, religious, or cultural), contributing positively to the learning of classmates in whole or group activities, avoiding conflicts, and refraining from disruptive activities (e.g., talking on phone, eating, reading newspaper, carrying on a conversation).</p>	<p>Unacceptable: Candidate was inattentive and disruptive in class or field experiences (e.g., talking on phone, eating, reading newspaper, carrying on a conversation), and difficult for classmates, students, and/or the teacher to work with in small group or whole group activities. May show tendencies of prejudice toward classmates or teachers from different racial, cultural, or religious backgrounds, or social status.</p>	

Responsibility:

4	3	2	1
<p>Exceeds Expectation: Candidate not only turned in assignments on time, but completed the work with exceptional thoroughness and clear understanding of the materials. In class, candidate came fully prepared, having read assignments and done all other activities assigned or suggested outside of class. Such preparation also allowed the candidate to make exceptional contributions in class or in field experiences and to be prepared for, able to take the lead in, and make a significant contribution to group activities or student learning.</p>	<p>Meets Expectation: Candidate turned in assignments on time, and addressed all details and requirements adequately. In class or field experiences, he/she had read assigned materials, often contributed meaningfully to class discussions or student learning, and carried a full share of the work in all cooperative activities.</p>	<p>Unacceptable: Candidate did not complete all assignments for the class or field experiences, and those that were completed were poorly done with little attention to detail and the requirements for satisfactory completion. The candidate did little work or reading outside class and was unable to contribute meaningfully to class discussions, cooperative group activities, or student learning.</p>	

Attendance:

4	3	2	1
<p>Exceeds Expectation: Candidate had perfect attendance at all classes, field experiences, and/or other program activities.</p>	<p>Meets Expectation: Candidate regularly attended class, field experiences, and/or other program activities.</p>	<p>Unacceptable: Candidate regularly missed classes, field experiences, and/or other program activities.</p>	

Punctuality:

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Exceeds Expectation: Candidate arrived to class, field experiences, or other program activities in plenty of time to be prepared for the start and ready to participate, and remained involved and participating throughout the entire time.

3 2
Meets Expectation: Candidate was on time to class, field experiences, or other program activities or obligations and stayed through the entire class period or activity.

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Unacceptable: Candidate arrived late to class, field experiences, or other program activities, and/or left early.

Flexibility:

4
Exceeds Expectation: Candidate quickly accepted changes and was able to easily adjust and compensate as these changes affected class or field assignments or plans (e.g., assigned group cannot meet as planned, assignment due date is changed), and supported classmates, school personnel, and students by helping them adjust as well. Showed ingenuity and creativity when faced with problems or obstacles in fulfilling assignments.

3 2
Meets Expectation: Candidate accepted and adjusted to changes that affected class or field assignments or activities. Fulfilled assignments and completed work despite problems or obstacles that arose.

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Unacceptable: Candidate refused to adapt to changes or situations that affected class or field assignments or activities. Assignments were not completed when he/she was confronted with obstacles or problems.

Initiative:

4
Exceeds Expectation: Candidate demonstrated an unusual enthusiasm toward field or class work and interaction with classmates or students, and seemed always to be looking for ways to improve his/her surroundings (e.g., facilitated group interaction, noticed and filled needs of a classmate or student). He/she also showed ingenuity and creativity in solving problems and completing tasks.

3 2
Meets Expectation: Candidate demonstrated a positive attitude toward field or class work and interaction with classmates or students, and worked on his/her own to solve problems, improve circumstances, and complete tasks. He/she was observant of needs or opportunities for service and took action without being asked.

1
Unacceptable: Candidate was unwilling to accept responsibilities or assignments beyond what was absolutely required. He/she showed no initiative in working out solutions to problems, being dependent on fellow classmates, university faculty, or school personnel to find ways to complete tasks. He/she also seemed oblivious to the needs of others, focusing more on his/her own wants and needs.

Commitment/Loyalty:

4
Exceeds Expectation: Candidate made all needed adjustments in commitments and schedules, sometimes making significant personal sacrifices, to allow full and consistent participation in all field, class, or program activities while enrolled in the program. Candidate also voluntarily participated in other professional and field-related activities outside class or program requirements.

3 2
Meets Expectation: Candidate demonstrated commitment to the program/ profession by consistently making choices to honor his/her commitment to the program and the responsibilities associated with classes, field experiences rather than other activities (e.g., family reunions, concerts, vacations).

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Unacceptable: Candidate demonstrated a lack of commitment to the program/profession, either by stating such lack of commitment (e.g., "I really don't plan to teach") or showing reluctance to make any adjustments to personal schedules or commitments in order to fully participate in field experiences, class, or program activities. He/she asked to be excused from responsibilities, communicating an expectation that others would adjust to his/her needs rather than making adjustments to fulfill his/her commitments.

Dress and Grooming:

4
Exceeds Expectation: Candidate exceeds the expectations of the Honor Code and shows his/her commitment to professionalism by dressing in modest clothing that clearly sets him/her apart from the students he/she teaches.

3 2
Meets Expectation: Candidate's dress is consistent with the University Honor Code, and sufficiently modest and professional to set candidate apart from the students he/she teaches.

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Unacceptable: Candidate violates the Honor Code in dress and grooming and/or dresses in ways that are clearly unprofessional and inappropriate for a teacher.