



Seidel School of Education and Professional Studies

Professional Progress Report: Candidate Self Assessment

Candidate's Name _____
 Today's Date _____

Gullnet ID _____

Unacceptable	Developing	Acceptable	Target
Respect for Diversity			
Demonstrates an insensitivity to others or groups of individuals	Indicates an awareness of other's needs, but unsure about how to respond	Indicates an awareness of individual needs, and takes steps to respond appropriately	Seeks out interactions with diverse individuals and responds appropriately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Assessment			
Fails to take responsibility for successes and mistakes; blames others for outcomes	Takes responsibility for successes and mistakes but fails to take steps to remedy errors	Takes responsibility for successes and mistakes; seeks to remedy errors	Takes responsibility for successes and mistakes, readily adapts behavior to avoid future errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy			
Does not listen or consider the opinions of others	Listens to but gives minimal consideration to the opinions of others	Listens to and considers the ideas and opinions of instructors	Listens to and considers the ideas and opinions of students and instructors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response to Feedback/Supervision			
Not receptive to feedback and supervision	Receptive to feedback and supervision but fails to implement suggestions	Receptive to feedback and supervision and adjusts performance appropriately	Seeks feedback in advance of a performance and adjustments if needed are made prior to one's performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement			
Fails to be prepared and engaged in class	Is partially prepared and engaged in class	Is engaged and prepared during class	Is fully prepared and fully engaged during class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiality			
Fails to cooperate and work with others	Reluctant to cooperate and work with others	Works cooperatively	Works cooperatively with a diverse group of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality			
Frequently late	Rarely Late	Generally punctual	Always on time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance			
Habitually absent	Absences detrimental to one's performance	Rarely Absent, informs instructor prior to absence	Perfect Attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Unacceptable	Developing	Acceptable	Target
Organization			
Unable to set realistic priorities and/or manage time effectively to complete program requirements	Able to set realistic priorities but unable to manage time effectively to complete program requirements successfully	Able to set realistic priorities most of the time so that program requirements are completed successfully	Able to set priorities for self and tasks so that program requirements are completed successfully
□	□	□	□
Dependability			
Unwilling to take responsibility for course and professional commitments	Willing to complete commitments for course and professional responsibilities but lacks consistency	Is able to complete most commitments for course and professional responsibilities	Successfully completes commitments for course and professional responsibilities
□	□	□	□
Initiative			
Rarely displays energetic, positive motivated behaviors and fails to generate self-directed projects	Sometimes displays energetic, positive and motivated behaviors but fails to generate self-directed projects	Often displays energetic, positive and motivated behaviors but generates inconsistently self-directed projects	Displays energetic, positive and motivated behaviors that result in self-directed projects
□	□	□	□
Professional Presentation			
Refuses to adapt appearance to professional settings	Understands reasons for professional appearance, but is inconsistent	Usually presents oneself in professional settings appropriately	Always presents oneself in a manner acceptable by peers, instructors and school sites
□	□	□	□
Digital Responsibility			
Fails to model digital etiquette by inappropriate use of cell phone, iPod or web in an academic setting	Inconsistently models digital etiquette by appropriate use of cell phone, iPod or web in an academic setting	Usually models digital etiquette by appropriate use of cell phone, iPod or web in an academic setting	Always models digital etiquette by appropriate use of cell phone, iPod or web in an academic setting
□	□	□	□
Commitment to Profession			
Appears ambivalent toward teaching as a profession	Expresses interest in teaching due to perceived teacher perks (summers off, short work day, etc.)	Expresses sincere interest in teaching and student learning	Appears deeply committed to the profession
□	□	□	□
Ethical Behavior			
Disregards academic and personal integrity	Uncertain about how one's own behavior relates to academic or personal integrity	Takes responsibility for personal and academic integrity	Consistently demonstrates personal and academic integrity
□	□	□	□