

Professional Dispositions and Behaviors

Candidate Disposition	Candidate Behavior	Unacceptable	Developing	Proficient	Exemplary
Professionalism	Punctuality	Frequently fails to attend and fails to contact instructor/mentor when absent, providing no reason for being absent.	Occasionally tardy. Contacts instructor/mentor after an absence.	Consistently attends and is on time. Contacts instructor/mentor prior to any absence.	Always attends. Always arrives on time or early.
	Preparation	Completes work quickly with little attention to quality. Often procrastinates.	Meets work deadlines.	Frequently completes tasks ahead of time. Work is consistently of sound quality, and meets all requirements.	Goes beyond expectations during discussions and activities, demonstrating initiative. Work is consistently of exceptional quality, going beyond what is expected.
	Professional Demeanor	Demonstrates concern for self with little regard to feelings of others.	Interacts with others in a polite, courteous, professional manner.	Demonstrates concern and caring for others and is willing to help where needed.	Wants to make a difference with people. Genuinely cares for others. Respects others and treats them with high regard.
	Responsive and Adaptive	Disregards or refutes feedback. Argues with those who attempt to give constructive feedback or listens and ignores it.	Accepts feedback from others but frequently challenges constructive feedback.	Uses feedback to enhance learning and to improve professional skills.	Seeks feedback from a variety of sources and uses it constructively.
	Ethical and Honest	Disregards copyright laws and fair use guidelines. Does not demonstrate understanding of the Georgia Professional Standards Commission Code of Ethics.	Demonstrates understanding of copyright laws and fair use guidelines and the Georgia Professional Standards Commission Code of Ethics but does not always adhere to them.	Consistently applies copyright laws and fair use guidelines in own work produced. Consistently follows the Georgia Professional Standards Commission Code of Ethics	Always applies copyright laws and fair use guidelines in own work and serves as a model for others. Always follows the Georgia Professional Standards Commission Code of Ethics and serves as a model for others.
Communication	Verbal Communication	Exhibits limited communication skills. Frequently uses inappropriate language and/or incorrect grammar in verbal communication. Presents a negative impression through body language. Fails to listen while others are speaking.	Able to accurately convey ideas to others, in verbal forms. Generally uses appropriate language and correct grammar in verbal communication. Physical gestures, facial expressions, and posture contribute to communication. Listens while others speak.	Volunteers to respond to questions. Accurately and efficiently conveys ideas to others, in verbal forms. Uses appropriate verbal and non-verbal language when speaking with others. Listens when others speak. Demonstrates respect for others.	Speaks eloquently. Articulates ideas and makes convincing arguments for a cause, in verbal forms. Listens attentively to others. Uses multiple means to communicate ideas.
	Written Communication	Frequently uses inappropriate language and/or incorrect grammar in written communication.	Able to accurately convey ideas to others, in written forms. Generally uses	Volunteers to respond to questions. Accurately and efficiently conveys ideas to	Articulates ideas and makes convincing arguments for a cause, in written forms. Uses

			appropriate language and correct grammar written communication.	others, in written forms. Demonstrates respect for others.	multiple means to communicate ideas.
Belief that All can Learn	Respects Individual Difference	Frequently disrespectful or insensitive toward individuals. Frequently uses negative remarks, sarcasm, and ridicule towards individuals. Often fails to cooperate and work with others.	Creates positive learning environment but often waits for individuals to request assistance. Does not always provide adequate assistance to individuals who do not request it.	Creates a learning environment that generally seems to embrace all individuals. Differentiates instruction to meet the needs and learning styles of all individuals	Contributes to a positive learning environment for all individuals. Exhibits a passion for learning and differentiates instruction to provide opportunities in which all individuals can actively participate.
Fairness	Equity in all Settings	Usually interacts with others who are of similar ability (physical, cognitive, emotional), race, gender, and/or ethnicity. Rarely interacts with those different from himself/herself. Demonstrates rude behavior or makes discriminatory remarks toward those who differ in race, gender, ability, sexual orientation or culture.	Accepts others despite differences in race, gender, ability, sexual orientation or culture. Interacts with others in a polite, courteous manner. Demonstrated concern and caring for others.	Willingly works with diverse populations in diverse settings. Supports the inclusion of multiple perspectives, cultures, experiences and values.	Actively seeks situations which require working with diverse populations. Is committed to the inclusion of multiple perspectives, cultures, experiences and values.
Collaboration	Interactions with Others	Rarely participates in discussions or activities. Puts forth minimal effort, fails to do fair share of work. Expects others to work around his/her schedule. Looks down on work of others. Complains others are not working, and is unwilling to accept suggestions from others.	Participates in discussions or activities. Works with others and does fair share of work. Accepts responsibility. Attends meetings. Open to ideas of others, and accepts decisions made by others without complaint.	Actively engages in discussions and activities. Completes work on time with attention to detail and thoughtful analysis. Contributes ideas and efforts to collaborative work. Relates well to others and promotes success.	Promotes collaborative goals by contributing above and beyond expectations. Actively solicits ideas from others. Willingly contributes necessary time and effort to collaborative activities to ensure quality of instruction.