

## ATP Competencies

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Course Name: \_\_\_\_\_

Forms will be filled out as needed for courses prior to Ed 475. Course instructors for Ed 475 and higher with clinical placement will also complete a form.

Overall “proficient” behavior is the target level for the ATP educator to be approved for an internship. If “Needs Improvement” is indicated, please provide evidence that supports this rating. If competencies concerns arise, students will be expected to meet with faculty members to discuss the issue to develop remediation plan if appropriate.

ATP Teacher Candidate:	Proficient	Developing	Needs Improvement
<b>Collaboration:</b> The ability to work together, especially in a joint intellectual effort			
<b>Honesty/Integrity:</b> The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness			
<b>Respect:</b> The ability to honor, value, and demonstrate consideration and regard for oneself and others			
<b>Reverence for Learning:</b> Feeling of profound awe, respect and seriousness of intent to acquire knowledge			
<b>Emotional Maturity:</b> The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings			
<b>Reflection:</b> The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future			
<b>Flexibility:</b> The willingness to accept and adapt to change			
<b>Responsibility:</b> To act independently, demonstrating accountability, reliability, and sound judgment			
<b>Professionalism:</b> The ability to interact with other professionals, students, and parents in a manner that gives reverence to the education profession			
<b>Communication:</b> The ability to respectfully express thoughts, ideas, concepts and concerns			

Comments/Concerns (if any):

## Documentation of Student Conference

Student: \_\_\_\_\_ Other Participants: \_\_\_\_\_

Explanation of Concern(s):

Plan:

This Competencies Concerns Assessment has been discussed with the teacher candidate. My signature verifies that I am aware of the document's contents and existence and that it will remain in my file.

\_\_\_\_ Resolvable

\_\_\_\_ Unresolvable

If resolvable, end date of when it can be resolved: \_\_\_\_\_

**Date resolved:** \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Faculty Signature

## **ATP Professional Expectations and Competencies**

Students are expected to demonstrate the following behaviors related to professional disposition while participating in classes, as teacher candidates in the schools and in interactions with peers, faculty, or staff. If competency concerns arise, students will be expected to meet with faculty members to discuss the issue to develop remediation plan if appropriate.

Teacher candidates will not be graded directly on competency indicators unless faculty or staff identifies major concerns. However, grades in courses are often indirectly impacted by competency issues. As a proactive, self-reflective exercise, students are encouraged to complete a self-evaluation using the following checklist and to establish goals in those areas in which they feel they may not yet be strong. Forms will be filled out as needed for courses prior to Ed 475. Course instructors for Ed 475 and higher with clinical placements will also complete a form.

### **Collaboration: The ability to work together, especially in a joint intellectual effort**

- Cooperates with others
- Makes contribution to group effort
- Shares information and materials with others
- Assists peers
- Supports decisions of group willingly, even if different from own
- Volunteers to participate in group effort
- Supports work of others
- Plans and sets goals and priorities with others
- Establishes professional goals that are aligned with those of the organization
- Makes relevant contributions to discussions

### **Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness**

- Maintains confidentiality of students/colleagues
- Models moral behavior expected of both teachers and learners in an educational setting
- Communicates without intent to deceive
- Demonstrates ethical behavior
- Makes decisions based on honesty and integrity
- Gives credit to others when using their work

### **Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others**

- Considers opinions of others with an open mind
- Listens attentively to others in a variety of contexts
- Demonstrates a warmth, friendly, and caring manner to others
- Interacts in a polite and respectful manner
- Uses appropriate language
- Takes care of property of others
- Demonstrates empathy and concern for others
- Displays equitable treatment of others

**Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds**

- Interacts appropriately in relation to cultural norms
- Appreciates and embraces individual differences
- Demonstrates positive attitudes toward diverse cultures and learners

**Reverence for Learning: Feeling of profound awe, respect and seriousness of intent to acquire knowledge**

- Values knowledge, content, and experiences presented in preservice academic programs
- Takes initiative to expand knowledge base
- Values instructional time
- Seeks opportunities to learn new skills
- Uses credible and data-based sources
- Demonstrates enthusiasm for the subject being taught
- Demonstrates positive attitude toward learning
- Conveys high expectations for achievement
- Demonstrates appropriate content expertise

**Emotional Maturity: The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings**

- Uses appropriate strategies to respond to emotional and emergency situations
- Responds to situations professionally
- Uses appropriate tone of voice
- Initiates communication to resolve conflict
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Responds appropriately to actions and reactions of others
- Acts from a positive frame of reference most of the time
- Accepts feedback from others
- Identifies personal responsibility in conflict/problem situations

**Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future**

- Accepts and incorporates suggestions in subsequent practice
- Identifies own biases and prejudices
- Demonstrates accurate self-analysis regarding one's own strengths and weaknesses
- Uses reflective practices to set goals
- Collects accurate data and incorporates it into the reflective process
- Recognizes situations that call for a problem-solving approach

**Flexibility: The willingness to accept and adapt to change**

- Adapts to unexpected or new situations
- Accepts less than ideal situations when necessary
- Maintains positive attitude when necessary changes occur

- Implements ideas suggested by others
- Demonstrates willingness to apply a problem-solving approach

**Responsibility: To act independently, demonstrating accountability, reliability, and sound judgment**

- Accepts consequences for personal actions or decisions
- Submits assignments on time or follows procedures for extensions
- Uses sound judgment in decision making
- Takes action to solve problems
- Prepares for classes, meetings, and group work
- Manages time effectively
- Completes assigned tasks from group activities within an acceptable time frame
- Seeks clarification and/or assistance as needed
- Prioritizes work based upon established goals
- Returns borrowed materials in a timely manner
- Takes initiative to get materials and notes when absent from meetings or classes
- Seeks/locates needed resources
- Ensures accuracy of information for which he/she is responsible
- Gives priority to health and safety concerns of others

**Professionalism: The ability to interact with other professionals, students, and parents in a manner that gives reverence to the education profession.**

- Positive demeanor that is exhibited through professional dress as required by your instructor and/or professional environment
- Maintains personal hygiene
- Uses technology as a resource to support learning
- Respects confidentiality in conversations about students/parents
- Consistently separates personal and professional issues when in the classroom or completing course work.
- Actively solicits feedback and the insights from others, and acts on the feedback accordingly
- Builds appropriate classroom climate through relationship building, procedures, routines, consistency, and instructional choices
- Maintains appropriate professional relationships with students, parents and peers

**Communication: The ability to respectfully express thoughts, ideas, concepts and concerns.**

- Uses communication that reflects professionalism
- Uses positive communication approaches consistently (e.g. electronic, verbal, written, etc.) when communicating with other students, faculty, staff, and professionals
- Uses correct grammar and syntax
- Uses social media appropriately (refrains from connections/sharing with and/or about parents, students, the school, etc.)