PCF - UAF SOE Professional Characteristics Form
Completed Online via Google Drive

To: Individuals completing the PCF: Professional Characteristics Form

From: The UAF School of Education Departments of Elementary, K-12 Music, Secondary, and Special Education

RE: The Professional Characteristics Form for UAF Education Students

OVERVIEW: This form is designed to evaluate the characteristics and dispositions of pre-service teachers in relation to those characteristics and dispositions found in effective practicing teachers. Based on reviews of national and state standards, a group of teachers and teacher educators developed a list of characteristics that are commonly considered to be important to success in the classroom. At key points during our teacher preparation programs, we ask individuals who work with our pre-service teachers to reflect on the characteristics and dispositions of the pre-service teachers.

Each form is a **_confidential_** assessment of a student between the assessor (UAF Instructor, UAF Supervisor or Liaison, or Classroom teacher) and the UAF School of Education. Once submitted to the School of Education. The forms are kept in a secure location; only select faculty and staff members have access to the completed forms. No copies of a completed PCF should be distributed, by either the School of Education or by individual assessors, to the student, or any other school faculty or administrators.

If a pattern of low ratings is observed in a student's compiled ratings, the Department Chair and a designated faculty member will meet with the student and develop a Plan of Improvement to address the area(s) of difficulty. When a student meeting is warranted, ratings are aggregated so students will **_not_** know the scores given by individual assessors. Please be very candid in your assessment. Plans of Improvement are filed in a student's permanent files. If the student does not meet the requirements in the Plan of Improvement, a second and final Plan of Improvement is developed by a faculty member, one of the Coordinators of Fieldwork Experiences, the chair of the student's department and the Dean of the School of Education. Failure to meet the requirements of this second Plan of Improvement can be grounds for dismissal from the program. If a student completes the Plan of Improvement, a rating of "Meets with Revision" will be noted.

If you have questions please contact the School of Education or the course instructor.

	Expectations Unmet (1)	Expectations Met with Revisions (2)	Expectations Met (3)	Expectations Exceeded (4)	N/O
Motivated to become an effective practitioner and committed to his/her decision to teach.	Displays low motivation for becoming an effective teacher. Seems disinterested in learning from others.	See Comments *This column is for UAF use only.*	Shares interest in becoming an effective teacher and commitment to their decision to teach. Interested in learning from others.	Seeks out advice to be successful as a teacher. Seeks out ways to expand repertoire of skills and reach all learners in his/her classroom.	Not Observed
Respectful of and committed to meeting the needs of individuals from diverse backgrounds, recognizing that all individuals can learn, no matter their age, race, ethnicity, culture, gender, class, sexual orientation, religious beliefs, abilities, or exceptionalities. InTASC Standards: 1 Learner Development 2 Learning Differences	Excludes or avoids particular students or groups of students. Shows little or no interest in the backgrounds and interests of the students. Displays little or no responsibility for student learning.	See Comments *This column is for UAF use only.*	Encourages all students to participate in classroom activities. Looks for opportunities to incorporate and promote the diverse backgrounds and ways of knowing of students in the classroom. Assumes personal responsibility for student learning.	Encourages all students to participate and to value classmate participation. Incorporates and promotes the diverse backgrounds and ways of knowing of students in the classroom. Assumes personal responsibility for student learning.	Not Observed
Works collaboratively with all members of the school community. InTASC Standard: 3 Learning Environments	Does not acknowledge that classroom issues exist and often ignores suggestions that these are on going. Displays disrespect or disinterest in the perspectives of others. Listens to feedback respectfully, but implementation of suggestions is not apparent.	See Comments *This column is for UAF use only.*	Responds in a positive way to feedback from others and suggestions are put into practice. Demonstrates awareness of classroom issues and open to collaborating to solve problems. Demonstrates equity by respecting all members of the school community including students, families, colleagues and community members.	Seeks out and responds in a positive way to feedback from others and that suggestions are put into practice. Thoughtfully addresses classroom issues and promotes collaboration to solve problems. Promotes equity by respecting all members of the school community including students, families, colleagues and community members.	Not Observed

	Expectations Unmet (1)	Expectations Met with Revisions (2)	Expectations Met (3)	Expectations Exceeded (4)	N/O
Demonstrates intellectual curiosity. InTASC Standards: 4 Content Knowledge 5 Application of Content Knowledge	Disinterested in gaining understanding and skill in various content areas. Minimally supportive of student learning.	See Comments *This column is for UAF use only.*	Supports student acquisition of college and career ready content and skills Displays interest in learning new ideas and skills in various content areas.	Promotes student acquisition of college and career ready content and skills Recognizes the potential of bias and seeks to mitigate the effects of bias. Explores different content areas and shares content area ideas and skills.	Not Observed
Flexible in his/her thinking and creative in his/her ideas. InTASC Standard: 8 Instructional Strategies	Disinterested in exploring unfamiliar teaching strategies. Struggles with adapting to change.	See Comments *This column is for UAF use only.*	Willing to try new strategies to support student learning, including the use of new technologies. Adapts well as situations change ("thinking on their feet"). Willing to collaborate to develop creative resolutions to problems.	Seeks out new strategies to support student learning, including the use of new technologies Adapts well as situations change ("thinking on their feet"). Creatively solves problems and addresses issues of concern with attempts to see multiple points of view.	Not Observed
Professional and ethical in his/her behavior. InTASC Standard: 9 Professional Learning and Ethical Practice	Arrives late or is absent without notice. Appearance does not reflect the expectations for professional dress. Does not take responsibility for his/own actions. Disinterested in learning about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.	See Comments *This column is for UAF use only.*	Arrives on time, ready to participate, or provides sufficient notice if absent. Appearance reflects the expectations for professional dress. Takes responsibility for his/her own actions. Demonstrates basic understanding or interest about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.	Arrives on time, ready to participate, or provides sufficient notice if absent. Appearance reflects the expectations for professional dress. Takes responsibility for his/her own actions. Seeks out new understanding about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.	Not Observed