

Student Assessment of Professional Attributes (SAPA)

The School of Education is committed to preparing high quality teachers who can teach all learners and also display professional attributes important to be successful in the field. This is achieved by faculty setting professional expectations in coursework and the field and using the School of Education Guiding Principles to help students further develop their teaching behaviors and dispositions.

Rating Scale

1	2	3	4
Little to no demonstration	Inconsistent demonstration	Somewhat consistent demonstration; has some room to grow	Consistent demonstration

Professional Attribute	Indicators
Accountability: Students are expected to have a consistent pattern of attendance and communication with their instructor.	• Attends all classes and fieldwork commitments following the UNE and course attendance policy • Notifies instructor/classroom teacher if tardy or absent • Submits coursework on time or seeks prior approval if appropriate • Uses professional netiquette in class and in field work • Self-reflects on professionalism in class and in the field • Adjusts unprofessional behavior based on feedback demonstrating a commitment to growth
Engagement: Students are expected to demonstrate an active role in their coursework.	• Demonstrates an appropriate use of technology, refraining from multi-tasking and engaging in off-task digital behaviors • Maintains a positive non-verbal presence in the classroom and in the field. I.e., body language-eye contact, active listening, or seeks appropriate supports as needed. • Takes ownership of and initiative in their own learning. i.e., asking clarifying questions, engaging in course activities, completing assignments on time, participating actively in class discussions and activities. • Works towards group goals when working cooperatively, fulfilling individual responsibilities within group
Organizational Skills: Students are expected to maintain organization of materials and course schedules.	• Schedules assignment due dates and plans study time to complete assignments • Prioritizes coursework, embracing the relevance of assignments in education courses • Comes to class prepared with assignments complete and learning materials at hand
Interpersonal and Communication Skills: Students are expected to participate in clear and respectful	• Reads and responds to emails from instructor in a timely manner • Communicates clearly and effectively and interacts professionally with instructor and peers • Demonstrates emotional and behavioral self-control and self-regulation

communication with instructors and peers.	• Works as a team player with peers in the classroom and in fieldwork, resolving conflict or seeking support as needed.
Flexibility and Adaptability: Students are expected to adjust to circumstances that arise and adapt to these changes while functioning effectively.	• Adapts to changes (e.g., fieldwork and/or course schedule) students have little control over • Sees the points of view of others • Approaches interacting with students through a flexible lens, never knowing what children will say or do. • Reflects on inflexible reactions to situations and explore what could be done differently the next time. • Recognizes that there will be changes in the syllabus as instructor sees fit, as the pedagogical expert
Pre-professional Behaviors: Students are expected to demonstrate pre-professional behaviors during class time and in the field which mirror professional behaviors of educators.	• Analyzes, synthesizes, and integrates information from coursework and field placements in order to further develop pedagogy • Develops an educational philosophy through coursework and fieldwork placements. • Demonstrates professional judgment in planning for and implementing lessons in the field • Presents as dependable and reliable both in course work and in field work. Everyday is a job interview. • Self-advocates as needed • Handles the demands of the course and fieldwork in a mature manner • Partakes in self care strategies to maintain continual growth and progress in coursework

100 Level Courses

Required Courses

Attribute	EDU 110			
	Student Rating	Instructor Rating	Student Rating	Instructor Rating
Accountability	4	4		
Engagement	3	3+		
Organization	4	4		
Interpersonal/Communication	4	4		
Flexibility/Adaptability	4	4		
Pre-Professional Behavior	4	4		

100 Level Reflection and Feedback

Course: EDU 110

Semester and year: Spring 2024

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.	I would say my best attribute in this class was organization. I always got my assignments in on time, and kept on top of the ISTE Standards throughout the first half of the semester. As this is one of my first education courses, I have been able to adapt to the coursework and create a schedule to manage my time and assignments as they appear.	Yes I totally agree. I love how engaged you are with your interactive notebook- you always have great notes and such depth and creativity to your reflections, Your work is high quality and you are always so engaged in class- love having you in class!!
For attributes you rated a one or two, provide an explanation and ideas for	I did not rate myself at a one or two for any of the attributes, but my lowest would be engagement, as I	Well I am glad that you are adding to your tool kit!! And I totally understand that a 3

improvement.	occasionally would become side-tracked during class. Most of the time, I would get side-tracked to add to my ToolKit, or to begin an assignment a little early.	hour Thursday night class can be a challenge!
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Course: **Semester and year:**

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course: **Semester and year:**

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

200 Level Courses

Required Courses

Attribute	EDU 202		SPE 220						EDU 267	
	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating

Accountability	4		4							
Engagement	4		3							
Organization	4		4							
Interpersonal/Communication	4		4							
Flexibility/Adaptability	4		4							
Pre-Professional Behavior	3		4							

Optional Elective Courses

Attribute				
	Student Rating	Instructor Rating	Student Rating	Instructor Rating
Accountability				
Engagement				
Organization				
Interpersonal/Communication				
Flexibility/Adaptability				
Pre-Professional Behavior				

200 Level Reflection and Feedback

Course: SPE 220

Semester and year: Fall 2024

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these	I would say my flexibility was strong in this class.	

attributes you think you met or exceeded and give evidence supporting why.	Occasionally the class would not always meet, but I was able to complete any additional assignments due to this in a timely manner.	
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course: EDU 202

Semester and year: Spring 2023

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.	I felt that my accountability in this class was strong, as I ensured all assignments were completed on time, and I asked questions when I didn't understand something or an assignment.	Took EDU 202 with Professor John Goff
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:

Semester and year:

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:

Semester and year:

	Student Reflection	Instructor Feedback
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Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:	
	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:	
	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:	
	Student Reflection	Instructor Feedback

Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

300 Level Courses

Required Courses

Attribute								
	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating
Accountability								
Engagement								
Organization								
Interpersonal/Communication Skills								
Flexibility/Adaptability								
Pre-Professional Behavior								

Optional Elective Courses

Attribute				
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	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating	Student Rating	Instructor Rating
Accountability								
Engagement								
Organization								
Interpersonal/Communication Skills								
Flexibility/Adaptability								
Pre-Professional Behavior								

300 Level Reflection and Feedback

Course: 386 Semester and year: Fall Semester Senior Year

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course: Semester and year:

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these		

attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:	
	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:	
	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:	
	Student Reflection	Instructor Feedback

Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:	Semester and year:		
	Student Reflection	Instructor Feedback	
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.			
For attributes you rated a one or two, provide an explanation and ideas for improvement.			

Course:	Semester and year:		
	Student Reflection	Instructor Feedback	
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.			
For attributes you rated a one or two, provide an explanation and ideas for improvement.			

Course:	Semester and year:		
	Student Reflection	Instructor Feedback	

Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

400 Level Courses

Required Courses

Attribute				
	Student Rating	Instructor Rating	Student Rating	Instructor Rating
Accountability				
Engagement				
Organization				
Interpersonal/Communication Skills				
Flexibility/Adaptability				
Pre-Professional Behavior				

Optional Elective Courses

Attribute	EDU/SPE 486		EDU 499	
	Student Rating	Instructor Rating	Student Rating	Instructor Rating
Accountability				
Engagement				
Organization				
Interpersonal/Communication Skills				
Flexibility/Adaptability				
Pre-Professional Behavior				

400 Level Reflection and Feedback

Course:

Semester and year:

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:

Semester and year:

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		

Course:

Semester and year:

	Student Reflection	Instructor Feedback
Choose at LEAST ONE of these attributes you think you met or exceeded and give evidence supporting why.		
For attributes you rated a one or two, provide an explanation and ideas for improvement.		