

Observation Reference for Supervisors: Based on the Danielson Framework for Teaching (edited July 2015)

This is an internal document only and serves as a quick reference for supervisors to use during observations/conferences. No distribution beyond its intended use should occur.

Grayed text reflects behaviors not within the realm of ST expectations. Therefore, STs are not held accountable for these behaviors within the context of the component. Some wording (*in italics*) has been added or modified by TxState to align w/ the ST role. Framework wording has been condensed for space efficiency.

KEY: ST = Student Teacher St/st = student w/ = w/; w/o = w/out lng = learning
 grps = groups K = knowledge PD = professional development mtgs = meetings

Classroom Lesson Observation Components

Element/Indicator Highlights

Rubric Highlights

DOMAIN 2: CLASSROOM ENVIRONMENT

<p>2a: Creating Environment of Respect/Rapport Elements:</p> <ul style="list-style-type: none"> ST interactions w/ sts Interactions between ST and sts, and among sts <p>Indicators:</p> <ul style="list-style-type: none"> Respectful talk; turn-taking Attention to sts' background/lives beyond classroom Body language Physical proximity Politeness/dignity; warmth/caring; encouragement; fairness Active listening 	<p>4: Highly respectful interactions; genuine warmth, caring, sensitivity. Respect for ST; sts contribute to high civility. Connections sts as individuals.</p> <p>3: Friendly w/ general caring/respect. Respect for ST. General politeness/respect among sts. Successful responses to disrespectful behavior. Polite/respectful, but business-like.</p> <p>2: Generally appropriate; occasional inconsistencies, favoritism, disregard for sts' ages, cultures, developmental levels. Sts rarely demonstrate disrespect. Uneven results for attempts to respond to disrespectful behavior. Neutral – conveys neither warmth nor conflict.</p> <p>1: Interactions mostly negative, inappropriate, or insensitive. Sarcasm, put-downs, or conflict. ST does not deal disrespectful behavior.</p>
<p>2b: Establishing Culture for Learning Elements:</p> <ul style="list-style-type: none"> Importance and expectations of learning St pride in work <p>Indicators:</p> <ul style="list-style-type: none"> Belief in value of work; high expectations Quality is expected/recognized Effort/persistence are expected/recognized Confidence in ability Expectations for all to participate 	<p>4: Cognitively vibrant; shared belief in importance of lng. High expectations for all; ST insists on hard work; sts assume responsibility by initiating improvements, making revisions, adding detail, helping peers.</p> <p>3: Cognitively busy; lng is valued by all; high expectations the norm for most. ST conveys that w/ hard work, sts can be successful; sts understand role as learners; sts consistently expend effort.</p> <p>2: Little commitment to lng by ST or sts. ST only "going through motions"; sts interested in completion of tasks rather than quality. Conveys that success is result of natural ability rather than hard work; high expectations for sts thought to have natural aptitude.</p> <p>1: Lack of ST or st commitment to lng; little/no investment of st energy. Hard work not expected/valued. Medium/low expectations are norm; high expectations reserved for one/two sts.</p>
<p>2c: Managing Classroom Procedures Elements:</p> <ul style="list-style-type: none"> Management of instructional grps Management of transitions Management of materials/supplies/space Management of non-instructional duties <p>Indicators:</p> <ul style="list-style-type: none"> Smooth routines; little/no loss of time Sts play important roles in routines; know what to do, where to move 	<p>4: Inst. time is maximized due to efficient/well-understood routines/procedures. Sts contribute to/initiate management.</p> <p>3: Little loss of inst. time due to effective routines/procedures. ST's management of instructional grps and/or materials/supplies is consistently successful. W/ minimal prompting, sts follow routines.</p> <p>2: Some lost of instructional time due to partially effective routines/procedures. Inconsistent management leading to some disruption of learning. W/ regular guidance/prompting, sts follow routines.</p> <p>1: Much instructional time is lost due to inefficient routines/procedures. Little/no evidence of ST managing grps, transitions, and/or materials/supplies effectively. Little evidence that sts know/follow routines.</p>
<p>2d: Managing Student Behavior Elements:</p> <ul style="list-style-type: none"> Expectations Monitoring of and response to behavior <p>Indicators:</p> <ul style="list-style-type: none"> Clear conduct standards Absence of acrimony; fairness ST's awareness of st conduct Preventive action by ST when needed Absence of misbehavior 	<p>4: Behavior entirely appropriate. Sts actively monitor own/others' behavior. ST's monitoring of behavior is subtle/preventive. ST's response to misbehavior is sensitive to individual needs/respects dignity.</p> <p>3: Behavior is generally appropriate. ST monitors behavior against established standards. ST's response to misbehavior is consistent, appropriate, respectful to sts, and effective.</p> <p>2: Conduct standards have been established, but implementation is inconsistent. ST tries, w/ uneven results, to monitor/respond to st behavior.</p> <p>1: No apparent established standards; little/no ST monitoring of behavior. Sts challenge the standards. Response to misbehavior is repressive or disrespectful of st dignity.</p>
<p>2e: Organizing Physical Space Elements:</p> <ul style="list-style-type: none"> Safety/accessibility Furniture arrangement and use of physical resources <p>Indicators:</p> <ul style="list-style-type: none"> Pleasant, inviting atmosphere Safe environment Accessibility for all sts Furniture arrangement suitable for lng activity Effective use of physical resources, including technology by sts and ST 	<p>4: Safe; lng is accessible to all sts, including those w/ special needs. Effective use of physical resources, including technology. T ensures physical arrangement is appropriate to lng activities. Sts contribute to use or adaption of physical environment to advance lng.</p> <p>3: Safe; sts have equal access to lng activities; ST ensures furniture arrangement is appropriate to lng activities and uses physical resources, including technology, effectively.</p> <p>2: Safe; essential lng is accessible to most sts. ST makes modest use of physical resources, including technology. T attempts to adjust furniture for lesson or, if necessary, adjusts lesson to furniture, w/ limited effectiveness.</p> <p>1: Unsafe or lng not accessible to many. Poor alignment between furniture arrangement and resources, including technology, and lesson activities.</p>

DOMAIN 3: INSTRUCTION

<p>3a: Communicating w/ Sts Elements:</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of language <p>Indicators:</p> <ul style="list-style-type: none"> • Clarity of purpose • No content errors; clear explanations • Clear directions/procedures • Correct/imaginative language 	<p>4: Instructional purpose/explanations linked to st interests; clear directions/procedures; anticipates misunderstandings. Thorough/clear explanations; artful scaffolding. Sts contribute to extending content and help explain concepts to classmates. ST's language is expressive; finds opportunities to extend sts' vocabulary.</p> <p>3: Clearly communicates instructional purpose, including broader context; clear directions/procedures. Well-scaffolded explanation – clear, accurate, and connects w/ st knowledge/experience. ST invites st intellectual engagement. Language is clear/correct; vocab. is appropriate to sts' ages/interests.</p> <p>2: Explanation of instructional purpose has limited success, and/or directions/procedures must be clarified after st confusion. Minor errors; some portions clear, others difficult to follow. Monologue-type explanation; no invitation for intellectual engagement. ST's lang. is correct; however, vocabulary is limited/not appropriate to age/background of sts.</p> <p>1: Unclear instructional purpose; confusing directions/procedures. Major errors in explanation. Lang. contains grammar/syntax errors. Vocab. is inappropriate, vague, used incorrectly, leaving sts confused.</p>
<p>3b: Using Questions/Prompts/Discussion Techniques Elements:</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>Indicators:</p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both sts and ST • Questions w/ multiple correct answers, or multiple approaches w/ single correct response • Effective use of student responses/ideas • Discussion in which ST steps out of central, mediating role • High levels of st participation 	<p>4: ST uses variety or series of questions/prompts to challenge sts cognitively, advance high-level thinking/discourse, and promote meta-cognition. Sts formulate many questions, initiate topics, make unsolicited contributions. Sts themselves ensure all voices are heard.</p> <p>3: While ST uses some low-level questions, he/she poses questions designed to promote thinking/understanding. ST creates a genuine discussion, providing adequate time for sts to respond and stepping aside when appropriate. ST successfully engages most sts in discussion, employing a range of strategies to ensure that most sts are heard.</p> <p>2: Questions lead sts along single path of inquiry, w/ answers seemingly determined in advance. Or, ST attempts to frame some questions designed to promote thinking/understanding, but only a few sts are involved. ST attempts to engage all sts in discussion and to encourage them to respond to one another, w/ uneven results.</p> <p>1: ST's questions are low level, w/single correct responses, and asked in rapid succession. Interaction between ST and sts is predominantly recitation style, w/ ST mediating all questions/answers. A few sts dominate discussion.</p>
<p>3c: Engaging Sts in Learning Elements:</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of sts • Instructional materials/resources • Structure and pacing <p>Indicators:</p> <ul style="list-style-type: none"> • Tasks aligned w/ lesson goals • St enthusiasm, interest, thinking, problem-solving • Tasks require high-levels of st thinking and are aligned w/ lesson objective • Sts are highly motivated and are persistent even w/ challenging tasks • Sts actively working, rather than watching ST work • Suitable pacing w/ time for closure and st reflection 	<p>4: Virtually all sts are intellectually engaged in challenging content through well-designed lng tasks and suitable scaffolding. Lng activities are fully aligned w/ instructional outcomes. Evidence of some st initiation of inquiry and st contributions to exploration of important content. Lesson has clearly defined structure; pacing provides time for sts to intellectually engage w/ and reflect upon lng, and to consolidate understanding. Sts may have some choice in how to complete tasks and may serve as resources for others.</p> <p>3: Activities are aligned w/ instructional outcomes and designed to challenge thinking, resulting in active intellectual engagement by most sts, w/ important and challenging content, scaffolded by the ST to support engagement. Lesson has clearly defined structure; pacing is appropriate, providing most sts time to be intellectually engaged.</p> <p>2: Activities are partially aligned w/ inst. outcomes but require minimal thinking, allowing most sts to be passive or merely compliant. Although lesson has recognizable structure, pacing may not provide time for intellectual engagement.</p> <p>1: Lng activities, materials, resources, instructional grps, and technology are poorly aligned w/ instructional outcomes, or require only rote responses. Lesson has no clearly defined structure, or pace is too slow or rushed. Few sts are intellectually engaged or interested.</p>
<p>3d: Using Assessment in Instruction Elements:</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of st learning • Feedback to sts • St self-assessment/monitoring of progress • Lesson adjustment <p>Indicators:</p> <ul style="list-style-type: none"> • Pays attention to evidence of st understanding • Poses questions specifically created to elicit evidence of st understanding • Circulates to monitor st lng and to offer feedback • Sts assess own work against criteria • Adjusts instruction in response to st understanding 	<p>4: Assessment is fully integrated into instruction through extensive use of formative assessments. Sts appear to be aware of criteria w/ some evidence of st contribution. Sts self-assess/monitor own progress. Variety of feedback from ST and peers; is accurate, specific and advances learning. Questions/prompts/assessments are used regularly to diagnose lng; instruction is adjusted/differentiated to address individual st misunderstandings.</p> <p>3: Assessment is regularly used through ST/st monitoring, resulting in accurate/specific feedback that advances lng. Sts appear to be aware of assessment criteria; some engage in self-assessment. Questions/prompts/assessments are used to diagnose lng; adjustment to instruction is made to address misunderstandings.</p> <p>2: Assessment is sporadically used through some ST and/or st monitoring of lng. Feedback is general; sts are only partially aware of assessment criteria; few assess own work. Questions/prompts/assessments are rarely used to diagnose lng. Adjustment in response to assessment is minimal/ineffective.</p> <p>1: Little/no assessment/monitoring of st lng; feedback is absent or poor of quality. Sts do not appear to be aware of assessment criteria and do not engage in self-assessment. No attempt to adjust lesson based on assessment.</p>
<p>3e: Demonstrating Flexibility and Responsiveness Elements:</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to sts • Persistence <p>Indicators:</p> <ul style="list-style-type: none"> • Incorporation of st interests/daily events into lesson • Adjustment of instruction in response to st understanding • Seizing teaching moment 	<p>4: ST seizes opportunity to enhance lng, building on spontaneous event or sts' interests, or successfully adjusts/differentiates instruction to address individual st misunderstandings. ST persists in seeking effective approaches for sts who need help by using extensive repertoire of instructional strategies and soliciting additional resources from school/community.</p> <p>3: ST successfully accommodates sts' questions/interest. Drawing on broad repertoire of strategies, ST persists in seeking approaches for sts who have difficulty lng. If impromptu measures are needed, ST makes minor adjustment to lesson and does so smoothly.</p> <p>2: ST accepts responsibility for st success but has limited repertoire of strategies. Adjustment of lesson is minimal/ineffective.</p> <p>1: ST ignores sts' questions; when sts have difficulty lng, T blames them or home environment. T makes no attempt to adjust lesson, even when sts don't understand content.</p>

Ongoing Components

Element/Indicator Highlights	Rubric Highlights
DOMAIN 1: PLANNING AND PREPARATION	
<p>1a: Demonstrating K of Content /Pedagogy Elements:</p> <ul style="list-style-type: none"> • K of content/structure of discipline • K of prerequisite relationships • K of content-related pedagogy <p>Indicators:</p> <ul style="list-style-type: none"> • Plans reflect important discipline concepts • Plans accommodate prerequisites among concepts • Clear/accurate classroom explanations • Accurate answers to sts' questions • Feedback to sts furthers learning • Interdisciplinary connections in plans/practice 	<p>4: ST has extensive K of discipline – ways concepts relate to one another and to other disciplines. Plans/practice: reflect understanding of prerequisite relationships among concepts; provide link to cognitive structures needed to ensure st understanding; reflect familiarity w/ wide range of effective approaches, anticipating st misconceptions.</p> <p>3: ST has solid K of discipline and ways concepts relate to one another. Plans/practice: reflect accurate understanding of prerequisite relationships among concepts; reflect familiarity w/ wide range of effective approaches.</p> <p>2: ST is familiar w/ concepts but lacks awareness of how they relate. Plans/practices indicate some awareness of prerequisites, although K may be inaccurate/incomplete; reflects limited range of approaches to discipline/sts.</p> <p>1: ST makes content errors or does not correct st errors. Plans/practices display little understanding of prerequisite relationships important to lng. ST displays little/no understanding of range of pedagogical approaches suitable to st lng of content.</p>
<p>1b: Demonstrating K of Sts Elements:</p> <ul style="list-style-type: none"> • K of child/adolescent development • K of learning process • K of sts' skills, knowledge, lang. prof., interest/culture • K of sts' special needs <p>Indicators: (for use in planning)</p> <ul style="list-style-type: none"> • Formal/informal st info gathered by ST • St interests/needs learned by the ST • T participation in community cultural events • T-designed opport. for families to share heritages • Database of sts w/ special needs 	<p>4: ST actively seeks K of sts' levels of development, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Information is acquired for individual students.</p> <p>3: ST understands active nature of st learning and attains information about levels of development for grps of sts. Purposefully seeks K from several sources of sts' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this K about grps of sts.</p> <p>2: ST indicates importance of understanding how sts learn and sts' backgrounds, cultures, skills, lang. proficiency, interests, and special needs, and attains this K about class as a whole.</p> <p>1: ST demonstrates little/no understanding of how sts learn and little K of sts' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>
<p>1c: Setting Instructional Outcomes Elements:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse sts <p>Indicators: (Outcomes...)</p> <ul style="list-style-type: none"> • Of a challenging cognitive level • Statements of st lng, not st activity • Central to discipline; related to other disciplines • Permitting st assessment • Differentiated for sts of varied ability 	<p>4: All outcomes: represent rigorous/important lng in discipline; are clear, written in the form of st lng and permit viable methods of assessment; reflect several types of learning and, where appropriate, represent opportunities for coordination/integration; takes into account varying needs of individual sts.</p> <p>3: Most outcomes represent rigorous/important lng. All outcomes are clear, written in st lng, and suggest viable assessment methods; reflect different types of lng and opportunities for coordination; take into account needs of grps of sts.</p> <p>2: Outcomes represent moderately high expectations/rigor. Some reflect important lng and consist of outcomes and activities. Outcomes reflect several types of lng, but ST has made no attempt at coordination/integration. Most outcomes are suitable for most sts in accordance w/ global assessments of st lng.</p> <p>1: Outcomes represent low expectations for sts; lack of rigor; not all reflect important lng; are stated as activities rather than st lng; reflect only one type of lng and only one discipline; suitable for only some sts.</p>
<p>1d. Demonstrating knowledge of resources Elements: (Resources...)</p> <ul style="list-style-type: none"> • For classroom use • To extend content K and pedagogy • For sts <p>Indicators:</p> <ul style="list-style-type: none"> • Materials provided by district • Materials provided by professional organizations • Range of texts, Internet resources, guest speakers • Ongoing participation in professional ed courses/groups 	<p>4: ST displays extensive K of resources through school/district/community, and through professional organizations/universities and Internet—for classroom use, for expansion of own K, and for sts.</p> <p>3: ST displays awareness of resources through the school/district and through external sources, including Internet—for classroom use, for the expansion of own K, and for sts.</p> <p>2: ST displays basic awareness of school/district resources available for classroom use, for expansion of own K, and for sts, but no knowledge of resources available more broadly.</p> <p>1: ST is unaware of school/district resources for classroom, for the expansion of own K, or for sts.</p>
<p>1e. Designing Coherent Instruction Elements:</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional grps • Lesson/unit structure <p>Indicators:</p> <ul style="list-style-type: none"> • Lessons support outcomes, reflect important concepts • Instructional maps indicate relationship to prior learning • Activities that represent high-level thinking • Opportunities for st choice • Use of varied resources • Thoughtfully planned lng grps • Structured lesson plans 	<p>4: ST coordinates in-depth content K, understanding of sts' needs and resources (including tech.), resulting in activities designed for high-level cognitive engagement, differentiated for individual learners. Instructional grps are varied appropriately w/ some opportunities for st choice. Clear plan structure that provides different pathways for diverse st needs.</p> <p>3: ST coordinates K of content, sts, and resources to design lng experiences aligned to outcomes and suitable to grps of sts. Lng activities have reasonable time allocations and represent significant cognitive challenge, w/ some differentiation for different grps of sts. Plan has clear structure w/ appropriate and varied use of instructional grps.</p> <p>2: Some activities/materials are suitable to outcomes and represent a moderate cognitive challenge but w/ no differentiation for different sts. Instructional grps partially support outcomes, w/ an effort at providing some variety. Plan has recognizable structure; progression of activities is uneven, w/ most time allocations reasonable.</p> <p>1: Lng experiences are poorly aligned w/ outcomes and do not represent a coherent structure. Activities are not designed for intellectual activity and have unrealistic time allocations. Instructional grps do not support outcomes and offer no variety.</p>
<p>1f. Designing Incorporating St Assessments Elements:</p> <ul style="list-style-type: none"> • Congruence w/ instructional outcomes • Criteria and standards • Design Use of formative assessments • Use for planning <p>Indicators:</p> <ul style="list-style-type: none"> • Plans indicate aligned assessments and outcomes 	<p>4: Assessment is fully aligned w/ outcomes and has clear standards showing evidence of st contribution to development. Assessments adapted for individual sts, as needed. Well-developed formative assessment <i>Well-planned checking for understanding</i> methods that include st and ST use of assessment info. Assessment results intended to plan future inst. for individual sts.</p> <p>3: Assessment plan is aligned w/outcomes; assessment methods may have been adapted for grps of sts. Clear assessment criteria/standards. Well-developed <i>Well-planned strategy for using formative assessment checking for understanding w/ particular approaches</i>. Assessment results intended to plan for future instruction for grps of sts.</p>

<ul style="list-style-type: none"> • Assessment types suitable to style of outcome • Variety of performance opportunities for sts • Modifications available for individual sts as needed • Clear expectations w/ performance level descriptors • Formative assessment designed <i>Checking for understanding</i> incorporated for min.-to-min. decision-making during inst. 	<p>2: Some outcomes are assessed through proposed approach, but others are not. Assessment criteria/standards have been developed, but they are not clear. Approach to formative assessment <i>checking for understanding</i> is rudimentary, including only some outcomes. Assessment results intended to plan future instruction for the class as a whole.</p> <p>1: Assessment procedures are not congruent w/ instructional outcomes; proposed approach contains no criteria or standards. No plan to incorporate formative assessment in lesson/unit, or to use results in designing future instruction.</p>
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	
<p>4a: Reflecting on Teaching Elements:</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Indicators:</p> <ul style="list-style-type: none"> • Accurate reflections on lesson • Citation of adjustments to practice that draw on repertoire of strategies 	<p>4: ST makes thoughtful/accurate assess. of lesson's effectiveness and extent to which outcomes were achieved; many specific examples from lesson cited w/ strengths of each. Drawing on extensive repertoire of skills, specific alternative actions are offered, w/ probable success.</p> <p>3: ST makes accurate assessment of lesson's effectiveness and extent to which outcomes were achieved; general references cited to support judgment. A few specific suggestions of what could be tried when lesson is taught again.</p> <p>2: ST has generally accurate impression of lesson's effectiveness and extent to which outcomes were met. General suggestions about how lesson could be improved.</p> <p>1: ST does not know whether lesson was effective or achieved its outcomes, or profoundly misjudges the success of a lesson. No suggestions for how a lesson could be improved.</p>
<p>4b. Maintaining Accurate Records</p>	<p>This component is typically not under the control of STs; therefore, is not measured</p>
<p>4c. Communicating w/ Families</p>	<p>This component is typically not under the control of STs; therefore, is not measured</p>
<p>4d. Participating in a Professional Community Elements:</p> <ul style="list-style-type: none"> • Involvement in a culture of professional inquiry • Service to the school • Participation in school/district projects • Relationships w/ <i>university/campus</i> colleagues • Participation in <i>university/campus</i> events/meetings <p>Indicators:</p> <ul style="list-style-type: none"> • Participation w/ peers and supervisor in professional discussions • Participation w/ CT/campus staff to plan instruction • Participation in <i>university/supervisor</i> seminars, initiatives, meetings, trainings • Participation in planning/faculty mtgs/PLCs, as appropriate 	<p>4: T's relationships w/colleagues characterized by mutual support/cooperation; takes initiative in assuming leadership among faculty; takes leadership role in promoting culture of professional inquiry; volunteers for school events/district projects, making substantial contributions and assuming leadership role in at least one aspect of school/district life.</p> <p>3: ST's relationships w/colleagues characterized by mutual support/cooperation; actively participates in culture of professional inquiry. Volunteers for school/<i>university</i> events and school/district/<i>university</i> projects, making a substantial contribution.</p> <p>2: ST maintains cordial relationships w/colleagues to fulfill duties required by school/district/ <i>university</i>. Participates in school's/<i>university's</i> culture of professional inquiry when invited to do so. Participates in school/district/<i>university</i> events/projects when specifically asked to do so.</p> <p>1: ST's relationships w/ colleagues/CT/supervisor are negative or self-serving. Avoids participation in professional culture of inquiry, resisting opportunities to become involved. Avoids becoming involved in school/district/<i>university</i> events/projects.</p>
<p>4e. Growing and Developing Professionally Elements:</p> <ul style="list-style-type: none"> • Enhancement of content K and pedagogical skill • Service to the profession • Receptivity and responsiveness to feedback • Improvement/growth in performance <p>Indicators:</p> <ul style="list-style-type: none"> • Frequent course/workshop attendance; regular academic reading • Participation in lng networks; freely shared insights • Participation in professional organizations supporting academic inquiry • Active exploration/solicitation for challenge solutions. • Response to feedback through acknowledgement, active listening/consideration/implementation • Self-generated goals for ongoing improvement • Completion of assigned tasks in timely/quality manner 	<p>4: T seeks out opportunities for PD and makes systematic effort to conduct action research. Seeks out feedback from supervisors and colleagues. Initiates important activities to contribute to the profession.</p> <p>3: ST seeks opportunities for PD to enhance content K and pedagogical skill. Welcomes feedback from colleagues—either when made by supervisor or when opportunities arise through professional collaboration. Participates actively in assisting other educators.</p> <p>2: ST participates in professional activities to a limited extent when they are convenient. Accepts, w/ some reluctance, feedback on performance from supervisors/colleagues. Finds limited ways to contribute to profession.</p> <p>1: ST engages in no PD activities to enhance knowledge or skill. Resists feedback on performance from supervisors or more experienced colleagues. Makes no effort to share K w/ others or to assume professional responsibilities.</p>
<p>4f. Showing Professionalism Elements:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Advocacy • Equitable service to all students • Sound judgment and decision-making • Compliance w/ <i>university/campus/district</i> regulations <p>Indicators:</p> <ul style="list-style-type: none"> • Trustworthy reputation; used as sounding board • Frequently reminds others during committee/planning work that sts are highest priority • Supporting sts, even in face of difficult situations or conflicting policies • Challenging practices in order to put sts first • Consistently fulfilling district policies/ procedures • Adherence to <i>university</i> professionalism guidelines • Supporting st lng/behavioral needs through researching characteristics/strategies, and designing differentiation • Consistent adherence to <i>university/supervisor/CT's</i> expectations (including assignments and work ethic) 	<p>4: T takes leadership role; highest standards of honesty/integrity/confidentiality. Highly proactive in serving sts, seeks out resources when needed. Concerted effort to challenge negative attitudes/practices to ensure all sts, particularly the underserved, are honored. Takes leadership role in team decision-making; helps ensure decisions are based on highest standards. Complies fully w/ school/district/<i>university</i> regulations, including dress code. Highly productive work ethic w/ forecast planning and submission of assignments usually ahead of deadlines.</p> <p>3: ST displays high standards of honesty, integrity, and confidentiality in interactions w/ colleagues, sts, and public. Active in serving sts, working to ensure that all sts receive a fair opportunity to succeed. Maintains an open mind in team/departmental decision-making. Complies fully w/ school/district regulations, including dress code. Work ethic is productive w/ timely submission of assignments.</p> <p>2: ST is honest in interactions w/ colleagues, sts, and public. Attempts, though inconsistently, to serve sts. Does not knowingly contribute to some sts being ill served by the school. Decisions/recommendations are based on limited but genuinely professional considerations. Complies minimally or inconsistently w/ school/district/<i>university</i> regulations and requirements, doing just enough to get by.</p> <p>1: ST displays dishonesty in interactions w/ colleagues, sts, and public. Not alert to sts' needs and contributes to school practices that result in some sts being ill served by the school. Makes decisions/recommendations based on self-serving interests. Does not comply school/district regulations.</p>

