

ADVANCED PROGRAMS Teacher Performance Outcomes Assessment (7-2008)

Name: _____

UCA ID _____

Date: _____

Subject _____

Grade Level _____

Assessor(s): _____

<i>Criteria</i>	<i>Goal 1/Domain A: Planning and Preparation</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
<i>A1. Demonstrates knowledge of students (age group, diversity, interests, heritage)</i>	<p>____ Candidate has some familiarity of the <u>developmental characteristics</u> of the age group, <u>how individual students learn</u>, <u>students' skills</u>, <u>knowledge</u>, <u>language proficiency</u>, <u>students' interests</u> and <u>cultural heritage</u> and provides a general explanation of why this knowledge is valuable.</p> <p>____ Candidate describes one procedure to become familiar with his/her students.</p> <p>____ Candidate has some understanding of his/her students and can provide only a general example reflecting this knowledge of his/her students.</p>	<p>____ Candidate demonstrates a clear understanding of <u>developmental characteristics</u> of the age group, <u>how individual students learn</u>, <u>students' skills</u>, <u>knowledge</u>, <u>language proficiency</u>, <u>interests</u>, and <u>cultural heritage</u> and is able to articulate the value of this knowledge through examples.</p> <p>____ Candidate describes several procedures to become familiar with his/her students.</p> <p>____ Candidate has a clear understanding of his/her students and can relate this understanding to specific students and teaching experiences.</p>	<p>____ Candidate demonstrates comprehensive knowledge of <u>developmental characteristics</u> of the age group, <u>how individual students learn</u>, <u>students' skills</u>, <u>knowledge</u>, <u>language proficiency</u>, <u>interests</u>, and <u>cultural heritage</u> and is able to articulate the value of this knowledge through examples.</p> <p>____ Candidate extensively describes multiple procedures that spiral in knowledge, allowing one to become familiar with his/her students.</p> <p>____ Candidate demonstrates a clear and thorough understanding of his/her students and can successfully transfer this understanding to specific students and teaching experiences.</p>
<i>A2. Selects instructional goals appropriate for lesson and students</i>	<p>____ Candidate's lesson outcomes are only moderately clear or consist of a combination of outcomes and activities.</p> <p>____ Most candidate's lesson outcomes are suitable for most of the students in the class based on global assessment of students' learning.</p> <p>____ Candidate's lesson outcomes represent moderately high expectations and rigor.</p> <p>____ Candidate attempts to make a connection between the discipline and other subjects.</p>	<p>____ All candidate's lesson outcomes are clear and written in the form of student learning.</p> <p>____ Most outcomes are suitable for all students in the class AND candidate provides well thought-out explanation of why outcomes are appropriate for students OR differentiates outcomes for groups or individual students in the class.</p> <p>____ Most outcomes represent high expectations and rigor.</p> <p>____ Candidate makes effective connections between the discipline and other subjects.</p>	<p>____ Candidate's lesson outcomes are clearly written in the form of student learning.</p> <p>____ Candidate's lesson outcomes are appropriate for all students in the class AND candidate clearly justifies why the lesson outcomes are appropriate for all students in the class OR clearly justifies why differentiation is appropriate for all students in the class.</p> <p>____ All lesson outcomes represent high expectations and rigor.</p> <p>____ Candidate makes thoughtful and effective connections between the discipline and other subjects.</p>
<i>A3. Demonstrates knowledge of content by designing instruction that connects past, present, and future</i>	<p>____ Candidate is able to make some connection between current content to past and future learning, although such knowledge may be incomplete.</p> <p>____ Lesson plans indicate familiarity with the important concepts in the discipline but may display lack of awareness of how lesson concepts relate to the broader discipline.</p>	<p>____ Candidate clearly explains connections between current content and past or future learning.</p> <p>____ Lesson plans display solid knowledge of the important concepts in the discipline and how lesson concepts relate to the broader discipline.</p>	<p>____ Candidate thoroughly explains connections between past, current, and future learning experiences.</p> <p>____ Candidate's lesson plans display comprehensive knowledge of key concepts within the discipline, while demonstrating key concepts' relationship within a broader context.</p>
<i>A4. Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources</i>	<p>____ Candidate displays a limited range of pedagogical approaches or some approaches which are not suitable to the discipline or the students.</p> <p>____ Some materials and resources are suitable for students, and support the instructional outcomes.</p> <p>____ Learning activities are aligned with instructional outcomes and appropriate for students in general, but are not differentiated for different students.</p>	<p>____ Candidate reflects familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>____ All of the materials and resources are suitable for students, and support the instructional outcomes.</p> <p>____ All of the learning activities are aligned with instructional outcomes and allow a differentiated learning experience for individuals or groups of students OR the candidate provides a sound explanation of why single methods or learning activities are appropriate for all students.</p>	<p>____ Candidate clearly reflects an extensive familiarity with a diverse range of effective pedagogical approaches in the discipline.</p> <p>____ All of the materials and resources are aligned with his/her students' learning styles, grade and age, and support the instructional outcomes.</p> <p>____ All of the learning activities are aligned with instructional outcomes, spiral the learning experience for all students, and engage all students in a differentiated learning experience OR candidate provides a sound and detailed explanation of why a single method or learning activity is appropriate for all students.</p>
<i>A5. Assesses student learning by planning assessments appropriate for students and aligned with learning goals</i>	<p>____ Assessment procedures are aligned with some of the instructional outcomes.</p> <p>____ Assessment procedures are appropriate for the students in general.</p> <p>____ Candidate has a systematic approach to assessment, which includes formative, summative, formal OR informal assessment strategies used sporadically to ascertain student learning outcomes.</p> <p>____ Candidate provides a vague plan of using assessment results for planning.</p>	<p>____ Assessment procedures are aligned with all the instructional outcomes.</p> <p>____ Assessment procedures may have been adapted for groups of students OR the candidate provides sound explanations of why the assessments are appropriate for all students.</p> <p>____ Candidate has a systematic approach to assessment, which includes formative, summative, formal AND informal assessment strategies to consistently ascertain student learning outcomes.</p> <p>____ Candidate plans to use assessment results to plan future instruction for groups of students.</p>	<p>____ Assessment procedures are aligned with all instructional outcomes, spiraled for effectiveness, and authentic in nature.</p> <p>____ Assessment procedures are adapted for groups of students OR candidate provides a sound and detailed explanation of why a single assessment is appropriate for all students.</p> <p>____ Candidate has a pedagogically sound and systematic approach to assessment, including formative, summative, formal AND informal assessment strategies to consistently ascertain student learning outcomes.</p> <p>____ Candidate reflects upon, analyzes, and then effectively uses the data gained from the assessments to plan future instruction for all students.</p>

<i>Criteria</i>	<i>Goal 2/Domain B: The Classroom Environment</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
B1. <i>Creates an environment that promotes fairness</i>	<p>___ Candidate provides equal access to instruction for most students and promotes individual self-worth for most students.</p> <p>___ Candidate sometimes responds to inappropriate interactions among students and does not allow unfair behavior.</p>	<p>___ Candidate provides learning for all students and conveys attitude that all students are important and have a right to learning opportunities and attention.</p> <p>___ Candidate responds to inappropriate interactions among students and encourages students to be fair to each other.</p>	<p>___ Candidate ensures that all students have equal access to learning and demonstrates that all students are valued through a genuineness of respect and care.</p> <p>___ Candidate responds in haste with respect and care to inappropriate treatment of others, while building self-worth in all students. *Students demonstrate a genuine care for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>
B2. <i>Creates an environment of respect and rapport</i>	<p>___ Candidate/student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit acceptable level of respect for the teacher.</p> <p>___ Students do not demonstrate disrespect for one another.</p> <p>___ Basic level of rapport is established and is generally appropriate, not diversified.</p>	<p>___ Candidate/student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>___ Student interactions with other students are generally polite and respectful.</p> <p>___ Attempts to establish rapport are successful, appropriate to students' diverse background and needs, and are personalized for individual students.</p>	<p>___ Candidate/student interactions are mutually respectful, reflecting genuine warmth and care towards all individuals. All interactions are age and culturally appropriate.</p> <p>___ Student respect for the teacher and for other students is exhibited in multiple locations.</p> <p>___ Rapport is well established within the classroom setting AND is appropriate to diverse learners' backgrounds and needs AND are personalized for individual students.</p>
B3. <i>Communicates challenging learning expectations</i>	<p>___ Candidate does nothing to communicate to any student that s/he is capable of meeting learning expectations.</p> <p>___ Candidate communicates importance of the work, but with little conviction and only minimal apparent buy-in by the students.</p>	<p>___ Candidate actively encourages students to meet challenging learning expectations.</p> <p>___ Candidate conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</p>	<p>___ Candidate actively encourages and systematically engages students to meet challenging learning expectations.</p> <p>___ Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. Students appear to have internalized these expectations. *Candidate conveys through a variety of means genuine enthusiasm for the content AND students respond with consistent commitment to its value.</p>
B4. <i>Establishes and maintains consistent standards of behavior</i>	<p>___ Candidate makes appropriate attempts to respond to disruptive behavior; some students may display minor misbehavior but it does not disrupt the class.</p> <p>___ Candidate attempts to respond to disruptive behavior in ways that demonstrate respect for most students.</p> <p>___ Standards of conduct appear to have been established, and most students seem to understand them.</p>	<p>___ Candidate makes appropriate attempts to respond to disruptive behavior or minor misbehavior consistently and with reasonable success; OR student behavior during lessons is consistently appropriate.</p> <p>___ Candidate responses to disruptive behavior demonstrate respect for all students.</p> <p>___ Standards of conduct are clear to all students.</p>	<p>___ Candidate makes sustained and appropriate attempts to manage student behavior, including any disruptive or minor behavior interruptions, leading to documented success over time OR student behavior during lessons is consistently appropriate.</p> <p>___ Candidate enlists the help of all students to determine behavior management expectations within the classroom setting AND provides evidence of student participation in the creation of class rules.</p> <p>___ Candidate's monitoring of student behavior is subtle and preventive, and candidate's response to student misbehavior is sensitive to individual student needs.</p>
B5. <i>Organizes physical space for maximum learning and safety</i>	<p>___ The classroom is safe, and at least essential learning is accessible to most students.</p> <p>___ Candidate uses physical resources adequately, the furniture may be adjusted for a lesson, but with limited effectiveness. Environment does not interfere with learning.</p>	<p>___ The classroom is safe, and learning is equally accessible to all students.</p> <p>___ Candidate uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. Provisions are made to accommodate all students, including those with special needs. If the teacher does not control the physical environment, s/he effectively adjusts the activities to the existing environment.</p>	<p>___ Candidate's classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</p> <p>___ Both candidate and students use physical resources easily and skillfully AND students adjust the furniture to advance their own learning. All students are accommodated</p>

<i>Criteria</i>	<i>Goal 3/Domain C: Instruction</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
<i>C1. Communicates learning goals and instructional procedures</i>	<p>_____The candidate provides accurate information about the learning goals. Most of the students seem to understand the learning goals.</p> <p>_____The candidate provides the students with clear, accurate information about the instructional procedures for the lesson. Most of the students seem to understand the instructional procedures, though they may require further explanations.</p>	<p>_____The candidate’s learning goals are clear to students. The students seem to understand the learning goals fully.</p> <p>_____The candidate’s instructional procedures and directions are clear to students. The teacher ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lessons.</p>	<p>_____Candidate makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests AND documents the purpose both in the classroom for all students to see and within the actual lesson plan or unit. Students enact the purpose of the lesson or unit.</p> <p>_____Candidate anticipates any possible student misunderstanding of the instructions or procedures AND corrects the misunderstanding before it occurs. Students successfully carry out the instructional procedures without confusion or hesitance.</p>
<i>C2. Makes content comprehensible to students (coherent structure, makes material relevant to students)</i>	<p>_____The content is accurate and appears to be comprehensible to the students.</p> <p>_____Candidate sporadically connects the content to students’ prior knowledge or experiences.</p> <p>_____Candidate partially engages students with the content in meaningful ways.</p>	<p>_____The content is accurate, comprehensible to the students, AND the lesson as a whole has a logical and coherent structure.</p> <p>_____Candidate connects content to students’ prior knowledge and experience.</p> <p>_____Candidate generally engages students throughout the lessons in ways that are meaningful to them.</p>	<p>_____The content is accurate AND the lesson as a whole has a logical and coherent structure AND is documented within the lesson plan format.</p> <p>_____Candidate’s explanation of content is imaginative and connects with students’ prior knowledge and experience.</p> <p>_____Candidate successfully engages all students throughout the lesson or unit through the use of meaningful and authentic learning experiences. *Students take an active role in their own learning, specifically in their participation in discussion, questioning, reflection, and closure of the learning experience AND candidate provides for this opportunity in a formalized manner.</p>
<i>C3. Extends student thinking</i>	<p>_____Candidate provides limited opportunities for students to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</p> <p>_____Candidate asks questions which are high and low level OR does not consistently allow adequate time for thoughtful response.</p> <p>_____Candidate attempts to engage students in activities that represent high expectations and rigor; OR to a limited extent, accepts multiple perspectives and multiple correct answers.</p> <p>_____Candidate designs activities that involve students minimally in higher order activities, discussion, and questioning.</p>	<p>_____Candidate asks students to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</p> <p>_____Candidate asks open-ended, high level questions and allows adequate time for student response.</p> <p>_____Candidate engages all students in activities that represent high expectations and rigor; and accepts multiple perspectives and multiple correct answers.</p> <p>_____Candidate designs activities that involve students in higher order activities by providing students opportunities to learn from mistakes, create, interpret, predict, evaluate, compare and contrast.</p>	<p>_____Candidate’s use of open-ended, high-level questioning strategies consistently moves all students beyond a basic understanding of the lesson or unit.</p> <p>_____Candidate’s appropriate wait time on questions asked indicate an understanding of the thought processes found within open-ended, high level questioning strategies.</p> <p>_____Candidate engages all students in age-appropriate, content-specific activities that represent high expectations and rigor AND accepts multiple perspectives and multiple correct answers.</p> <p>_____Candidate challenges all students to learn from mistakes, interpret, predict, evaluate, compare, contrast, support answers, create examples, and provide multiple perspectives on methods used to gain correct answers.</p>
<i>C4. Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students</i>	<p>_____Candidate monitors content understanding of the class as a whole, but elicits no diagnostic information.</p> <p>_____Candidate provides feedback to students as necessary; but it may be uneven, and its timeliness is inconsistent.</p> <p>_____Candidate attempts to adjust lesson when needed, with only partially successful results.</p>	<p>_____Candidate monitors individual students’ or groups of students’ understanding of the content to insure ALL students are understanding .</p> <p>_____Candidate provides substantive and specific feedback to students as appropriate. Feedback to students is frequent, timely, and is consistently of high quality.</p> <p>_____Candidate makes appropriate instructional adjustments, and the adjustment occurs smoothly.</p>	<p>_____Candidate monitors over time all students’ understanding of the content through a variety of methods and strategies AND consistently provides formal and informal feedback to all students.</p> <p>_____Candidate’s feedback to students is timely and of consistently high quality AND students make use of the feedback in their learning AND there is documentation of the candidate’s feedback to all students and their use of the feedback.</p> <p>_____Candidate is highly responsive to student interests and questions, making major lesson adjustments, if necessary, and persists in ensuring the success of all students.</p>
<i>C5. Uses instructional time effectively</i>	<p>_____Noninstructional procedural matters do not occupy an excessive amount of time.</p> <p>_____Pacing of the lessons is appropriate to the content and for most of the students. Some students are engaged in meaningful work or activities for most of the instructional time.</p> <p>_____Transitions and groups are managed with some time wasted.</p>	<p>_____Any necessary noninstructional procedures are performed efficiently.</p> <p>_____Pacing of the lessons is appropriate for most students. Most students are engaged in activities of instructional value for the entire instructional time.</p> <p>_____Transitions and groups are managed appropriately.</p>	<p>_____Candidate’s use of time is exhibited in the efficiency of non-instructional procedures, as well as instructional procedures.</p> <p>_____Candidate’s ability to structure and pace the lesson ensures that all students are engaged and on task for the entirety of the class period.</p> <p>_____Candidate’s ability to make smooth transitions between activities and/or teaching styles is evidenced in the management and engagement of all students.</p>

<p>C6. <i>Communicates clearly and accurately (in speaking and writing), encouraging students to communicate effectively</i></p>	<p>_____ Candidate's spoken language is audible, and written language is legible. _____ Candidate's oral and written communication is correct. _____ Candidate attempts to assist students with reading, writing, speaking, and listening skills.</p>	<p>_____ Candidate's spoken and written language is clear. _____ Candidate's language is correct and effective. _____ Candidate assists students with reading, writing, speaking, and listening skills.</p>	<p>_____ Candidate's ability to communicate in both written and oral styles is highly effective and engaging, demonstrating clarity, accuracy, and expressiveness in tone and choice of words. _____ Candidate effectively and consistently assists all students with reading, writing, speaking, and listening skills AND effectively integrates these communication skills into all curricula.</p>
<p>C7. <i>Integrates technology into instruction</i></p>	<p>_____ Candidate effectively applies technology for record-keeping for student grades, for developing assessment resources such as tests and rubrics, or for planning and presenting lessons.</p>	<p>_____ Candidate effectively applies technology for record-keeping for student grades, for developing assessment resources such as tests and rubrics, and for planning and presenting lessons.</p>	<p>_____ Candidate effectively applies technology for record-keeping for student grades, for developing assessment resources such as tests and rubrics, and for planning and presenting lessons. The technology used is meaningful and consistent.</p>
<p>C8. <i>Impacts student learning evidenced by formative/summative assessments</i></p>	<p>_____ Due to the candidate's level of effectiveness there is evidence of inconsistent student progress towards academic goals.</p>	<p>_____ Due to candidate's level of effectiveness there is evidence of consistent student progress toward academic goals.</p>	<p>_____ Due to candidate's level of effectiveness, there is multiple evidence of exemplary student progression toward all academic goals.</p>

<i>Criteria</i>	<i>Goal 4/Domain D: Professional Responsibilities</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
D1. <i>Reflects on teaching</i>	<p>_____ Candidate accurately describes the strengths and weaknesses of the lesson in relation to the learning goals.</p> <p>_____ Candidate describes in general terms how s/he could use the experience from the lesson for improvement in future instruction.</p>	<p>_____ Candidate describes the strengths and weaknesses of the lessons in relation to the learning goals AND supports her/his judgments with specific evidence from the lessons.</p> <p>_____ Candidate describes how to apply this experience in future instruction, making specific suggestions for improvement or alternate strategies.</p>	<p>_____ Candidate's reflection on instruction and student work remains highly accurate and perceptive over time AND can provide documentation of personal written reflections, supporting his/her judgment and action.</p> <p>_____ Candidate can cite specific examples and draw on an extensive repertoire of knowledge and experience to suggest alternative strategies.</p>
D2. <i>Demonstrates a sense of efficacy (responsibility for student learning)</i>	<p>_____ Candidate attempts to find ways to address the specific learning needs of students, but cannot suggest any specific, practical actions that s/he has not already tried.</p> <p>_____ Candidate provides evidence that indicates the attempts to help students who ARE meeting the learning goals, OR students who ARE NOT meeting learning goals.</p> <p>_____ Candidate takes responsibility for success of students but attributes failure to outside factors.</p>	<p>_____ Candidate suggests specific, practical actions that s/he intends to take to address the specific learning needs of students.</p> <p>_____ Candidate provides evidence that indicates attempts to help students who are meeting the learning goals, AND evidence that indicates the attempts to help students who are not meeting learning goals.</p> <p>_____ Candidate takes responsibility for student successes and failures.</p>	<p>_____ Candidate conveys a strong sense of efficacy with respect to student learning through written reflection, attitudes, and actions.</p> <p>_____ Candidate provides documentation of specific actions taken while working with students who are AND are not meeting specified learning goals.</p> <p>_____ Candidate embodies a sense of efficacy for student learning.</p>
D3. <i>Builds professional relationships</i>	<p>_____ Candidate demonstrates knowledge of resources available through colleagues in the district and in the community.</p> <p>_____ Candidate attempts to consult with colleagues when necessary on matters related to learning and instruction.</p>	<p>_____ Candidate demonstrates knowledge of resources available through colleagues in the district and in the community AND attempts to consult with colleagues when necessary on matters related to learning and instruction.</p> <p>_____ Candidate collaborates with colleagues outside of his/her own classroom to coordinate learning activities or to address his/her concerns related to teaching and provides physical documentation.</p>	<p>_____ Candidate demonstrates leadership skills that make a substantial contribution to the school and/or district AND uses his/her influence to promote collegiality and a positive culture for learning while providing written documentation on all contributions.</p> <p>_____ Candidate collaborates with colleagues outside of his/her own classroom and school to coordinate significant learning activities AND to address his/her concerns related to teaching while providing written documentation on all activities. * Candidate effectively advocates for student learning and school improvement at local, state, and/or national levels.</p>
D4. <i>Communicates with families and communities</i>	<p>_____ Candidate demonstrates knowledge of forms of communication that s/he can use to communicate with parents or guardians of students for various purposes.</p>	<p>_____ Candidate demonstrates knowledge of forms of communication that s/he can use to communicate with parents or guardians of students for various purposes AND describes situations in which s/he has communicated or would communicate with parents/guardians regarding specific students.</p> <p>_____ Candidate provides physical evidence of the forms of communication s/he has used.</p>	<p>_____ Candidate effectively and frequently communicates with parents, guardians, and community members AND successfully engages all in the instructional process AND provides written documentation of such communication.</p> <p>_____ Candidate employs a wide range of techniques to facilitate communication among diverse cultures and socioeconomic levels of families AND proves to be successful in such communication through evidence of cooperation and written documentation.</p>
D5. <i>Maintains accurate records</i>	<p>_____ Candidate's system for maintaining accurate records is rudimentary and only partially effective.</p> <p>_____ Candidate maintains inconsistent confidentiality of student records.</p>	<p>_____ Candidate's system for maintaining accurate records is effective.</p> <p>_____ Candidate maintains confidentiality of student records.</p>	<p>_____ Candidate's system for maintaining accurate records is fully effective and efficient AND is a model for other educators to follow.</p> <p>_____ Candidate maintains complete confidentiality of student records.</p>
D6. <i>Grows and develops professionally (service, memberships, use of research)</i>	<p>_____ Candidate participates in professional development activities when participation is convenient or required.</p> <p>_____ Candidate maintains a professional growth plan but does not follow the plan. _____ Candidate is aware of content/pedagogy research to improve instruction but does not use it.</p> <p>_____ Candidate accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>_____ Candidate actively participates in professional development activities, seeking opportunities to enhance knowledge and skills; candidate applies what has been learned to the classroom.</p> <p>_____ Candidate maintains a professional growth plan and seeks to improve professional skills developed in the growth plan.</p> <p>_____ Candidate uses content/pedagogy research to improve instruction.</p> <p>_____ Candidate welcomes feedback from supervisors and colleagues.</p>	<p>_____ Candidate actively pursues professional development activities in an effort to promote student learning through participation in relevant opportunities, implementation of learned concept within his/her classroom, AND sharing the learned concept with colleagues.</p> <p>_____ Candidate maintains an up-to-date professional growth plan AND systematically improves skills as outlined in the plan.</p> <p>_____ Candidate effectively and consistently uses current research to improve instruction.</p> <p>_____ Candidate requests and welcomes frequent feedback from supervisors, colleagues, and students.</p>

<p>D7. Professionalism <i>demeanor (adheres to school policies, dresses and behaves in professional manner)</i></p>	<p>_____Candidate's professionalism is generally appropriate (including dress, attitude and behaviors). _____Candidate occasionally fails to adhere to all school and district policies and procedures.</p>	<p>_____Candidate's professionalism is appropriate (including dress, attitude and behavior). _____Candidate adheres to all school and district policies and procedures.</p>	<p>_____Candidate demonstrates a high degree of professionalism (including dress, attitudes, and behaviors) AND assumes a leadership position while also ensuring school and district policies and following all procedures, helping to create a professional, positive learning environment. _____Candidate adheres to and enforces school policies in a manner consistent with the rest of the school personnel.</p>
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