



CARDINAL STRITCH UNIVERSITY PATHWAY to Effective Teaching

FOR FIELD EXPERIENCES

The Pathway instrument helps Cooperating Teachers and Instructors and/or Field Supervisors determine the level of competence achieved by the teacher candidate according to the Danielson Framework for Effective Teaching. The levels of performance for initial certification and extended certification candidates are recorded as: Novice, Emerging, Proficient, or Advanced.

The Instructor or Field Supervisor(s) makes one or more observation visit(s). Both Instructor / Field Supervisor and the Cooperating Teacher will provide written evaluations as well as confer with the student. Pathway evaluations become part of the student’s permanent record in the College of Education and Leadership archives

USE OF PATHWAY

The Pathway evaluation is designed as an ongoing evaluative guideline for meaningful and growth-producing discussion among supervisors, cooperating teachers and teacher candidates. The levels of performance listed here profile the developmental growth of the teacher candidate over time. We ask you to use this tool at the appropriate time in the semester course to assess the teacher candidate’s increasing knowledge, skills and disposition under the Danielson Framework for Effective Teaching in alignment with the InTASC standards.

The Pathway evaluations in field experiences and clinical student teaching should serve as the beginning of a continuum to the Wisconsin Educator Effectiveness System utilized in P-12 school districts. Because this is a similar tool to that used for In-service teachers, it is understood that Pre-service teacher candidates are unlikely to score at the Advanced level.

Instructors, Field Supervisors, and Cooperating Teachers should adhere to the following recommendation:

- Introduction to the Classroom, Field Experience 1: a typical score will range from Novice to Emerging
- Field Experience 2, Field Experience 3: a typical score will range from Emerging to Proficient, a few components may be still at the Novice level, moving toward Emerging
- (As the next step in the continuum, the expectation for the student teaching experience is a score ranging from Emerging to Proficient)

Levels of Performance: Definitions

Novice (1)	Emerging (2)	Proficient (3)	Advanced (4)
Teacher Candidate has awareness of the applicable knowledge and skills, but is ineffective in application of expected knowledge and skills.	Teacher Candidate applies expected knowledge and skills with minimal impact on student learning.	Teacher Candidate demonstrates consistent application of expected knowledge and skills with some impact on student learning.	Teacher Candidate demonstrates innovative ideas, indicating ability to apply expected knowledge and skills with great impact on student learning.

- Please check only one box in any row of the Pathway.
- If a student meets the majority of the criteria in one level of a component, they should receive that score. For example, if they meet 2 criteria in "Emerging" but one in "Proficient," they should be scored as "Emerging." It is helpful to leave comments to explain your score to the student.
- For more clarity on the criteria and components, see the long form.
- N/A should be avoided in “Checklist for Basic Skills Required for Employability” section when possible.

PATHWAY to Effective Teaching

Student: _____ School: _____ Experience: Field Exper 2 Field Exper 3

Cooperating Teacher: _____ Grade/Subj: _____ University Supervisor: _____

Domain 1: Planning and Preparation: Continuum Toward Planning & Preparing to Teach Effectively				
	Novice	Emerging	Proficient	Advanced
1a: Knowledge of content and pedagogy (Reflection & Artifacts) <div style="display: flex; justify-content: space-between; align-items: center;"> N/A <input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/> </div>	<p>In planning and practice, teacher demonstrates beginning stages of content understanding. Mastery of content is in process. Teacher may be hesitant to correct content errors made by students</p> <p>Teacher's plans and practice display beginning stages of understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays beginning stages of understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
1b: Demonstrating knowledge of students (Reflection & Artifacts) <div style="display: flex; justify-content: space-between; align-items: center;"> N/A <input style="width: 40px; height: 25px; border: 1px solid black;" type="checkbox"/> </div>	<p>Teacher demonstrates a beginning understanding of how students learn and of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher may be hesitant to seek such understanding.</p> <p>Teacher demonstrates a beginning understanding of how students learn and of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher may be hesitant to seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p> <p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.</p> <p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.</p> <p>This information is acquired for individual students.</p>
1c: Setting instructional outcomes	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect</p>	<p>Outcomes represent moderately high expectations and rigor.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p>

<p>(Reflection & Artifacts)</p> <p>N/A <input type="checkbox"/></p>	<p>important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> <p><input type="checkbox"/></p>	<p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p> <p><input type="checkbox"/></p>	<p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p> <p><input type="checkbox"/></p>	<p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p> <p><input type="checkbox"/></p>
<p>1e: Designing coherent instruction (Observable Classroom Practice)</p> <p>N/A <input type="checkbox"/></p>	<p>The series of learning experiences is minimally aligned with the instructional outcomes and does not yet represent a coherent structure.</p> <p>The teacher is not yet designing engaging lessons that include active intellectual activity. The time allocations may need attention.</p> <p>Instructional groups need to better support the instructional outcomes and offer variety.</p> <p><input type="checkbox"/></p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p> <p><input type="checkbox"/></p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p> <p><input type="checkbox"/></p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p> <p><input type="checkbox"/></p>
<p>1f: Designing student assessments (Reflection & Artifacts)</p> <p>N/A <input type="checkbox"/></p>	<p>Assessment procedures are evident; however, they are not yet connected to the instructional outcomes.</p> <p>Teacher demonstrates a beginning level of understanding of the need for formative assessment and its importance of designing future instruction but has not yet developed the understanding of how to implement formative assessment.</p> <p><input type="checkbox"/></p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well</p>

		for future instruction for the class as a whole.	assessment results to plan for future instruction for groups of students.	as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
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Domain 2: The Classroom Environment: Checklist for Establishing Classroom Conditions for Effective Teaching and Learning

	Novice	Emerging	Proficient	Advanced
2a: Creating an environment of respect and rapport (Observable Classroom Practice) N/A	<p>Patterns of classroom interactions, both between the teacher and students and among students, are may not yet be appropriate, or sensitive to students' ages, cultural backgrounds, and developmental levels.. Interactions may indicate conflict.</p> <p>Teacher may be hesitant to deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <ul style="list-style-type: none"> • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
2c: Managing classroom procedures (Observable Classroom Practice) N/A	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>Effective management of instructional groups, transitions, and/or the handling of materials and supplies needs attention.</p> <p>Students appear not to know or follow established routines yet.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
2d: Managing student behavior (Observable Classroom Practice) 	<p>There appear to be no clearly established standards of conduct yet and minimal teacher monitoring of student behavior.</p> <p>Students may challenge the standards of conduct.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of</p>

N/A <input type="checkbox"/>	Teacher is hesitant to respond to students' misbehavior or response may lack respect of student dignity. <input type="checkbox"/>	misbehavior. There is inconsistent implementation of the standards of conduct. <input type="checkbox"/>	consistent, proportionate, respectful to students, and effective. <input type="checkbox"/>	student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. <input type="checkbox"/>
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Domain 3: Instruction Continuum Toward Professional Practice for Effectively Utilizing Strategies to Support Student Learning

	Novice	Emerging	Proficient	Advanced
<p>3a: Communicating with students (Observable Classroom Practice)</p> <p style="text-align: center; vertical-align: middle;">N/A <input type="checkbox"/></p>	<p>The instructional purpose of the lesson is not yet clear to students, and the directions and procedures may be confusing.</p> <p>The teacher's explanation of the content contains several errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary may not be appropriate to the student's level of understanding may be vague, or may be used incorrectly, leaving students confused.</p> <p style="text-align: center; vertical-align: middle;"><input type="checkbox"/></p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with little opportunity for students to intellectually engage.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or may not match the students' ages or backgrounds. <input type="checkbox"/></p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. <input type="checkbox"/></p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. <input type="checkbox"/></p>
<p>3b: Questioning and discussion techniques (Observable Classroom Practice)</p> <p style="text-align: center; vertical-align: middle;">N/A <input type="checkbox"/></p>	<p>Teacher's questioning techniques require some attention to increase the cognitive challenge and multiple correct responses. Questions are asked in rapid succession do not allow for student processing time</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion. <input type="checkbox"/></p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. <input type="checkbox"/></p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. <input type="checkbox"/></p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion. <input type="checkbox"/></p>

<p>3c: Engaging students in learning (Observable Classroom Practice)</p> <p>N/A <input type="checkbox"/></p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology not aligned accurately to the instructional outcomes or require only rote responses.</p> <ul style="list-style-type: none"> • The pace of the lesson is too slow or too rushed. • Teacher is beginning to intellectually engage or interest a few of the students. <input type="checkbox"/>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> <input type="checkbox"/>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <input type="checkbox"/>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p> <input type="checkbox"/>
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<p>3d: Using Assessment in Instruction (Observable Classroom Practice)</p> <p>N/A <input type="checkbox"/></p>	<p>Teacher has a beginning understanding of how to monitor student learning and use assessment techniques but is not yet implementing these techniques in the lesson. Feedback to students is at a beginning level.</p> <p>Teacher has not made students aware of the assessment criteria and they do not engage in self-assessment.</p> <input type="checkbox"/>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p> <input type="checkbox"/>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p> <input type="checkbox"/>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p> <input type="checkbox"/>
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Domain 4: Professional Responsibilities

	Novice	Emerging	Proficient	Advanced
<p>4a: Reflecting on Teaching</p>	<p>Teacher is beginning to understand how to judge the effectiveness of a lesson..</p> <p>Teacher 's reflection on</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional</p>

N/A <input type="checkbox"/>	the lesson is mostly focused on what went well without making suggestions for improving the lesson. <input type="checkbox"/>	Teacher makes general suggestions about how a lesson could be improved. <input type="checkbox"/>	general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. <input type="checkbox"/>	outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. <input type="checkbox"/>
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Checklist for Basic Skills Required for Employability

	Novice	Emerging	Proficient	Advanced
1d: Demonstrating knowledge of resources (Reflection & Artifacts) N/A <input type="checkbox"/>	Teacher is not yet aware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. <input type="checkbox"/>	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. <input type="checkbox"/>	Teacher utilizes instructional resources provided by the school district and displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. <input type="checkbox"/>	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. <input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness (Observable Classroom Practice) N/A <input type="checkbox"/>	Teacher is beginning to understand how to judge the effectiveness of an instructional plan but adheres to the plan in spite of evidence of poor student understanding or lack of interest. Teacher appears hesitant to answer student questions; when students experience difficulty, the teacher may blame the students or their home environment. <input type="checkbox"/>	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. <input type="checkbox"/>	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. <input type="checkbox"/>	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. <input type="checkbox"/>
4b: Maintaining Accurate Records (Reflection & Artifacts) N/A <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is minimal or nonexistent Teacher's records for noninstructional activities may need attention, and may result in errors and confusion. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. <input type="checkbox"/>	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. <input type="checkbox"/>

<p>4d: Participating in a Professional Community (Observable Practice & External feedback)</p> <p>N/A</p> <input data-bbox="251 672 316 756" type="checkbox"/>	<p>Teacher builds few relationships with colleagues; relationships may be self-serving only.</p> <p>Teacher minimally participates in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher is minimally involved in school events or school and district projects.</p> <input data-bbox="560 672 625 756" type="checkbox"/>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p> <input data-bbox="868 672 933 756" type="checkbox"/>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects.</p> <input data-bbox="1177 672 1242 756" type="checkbox"/>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p> <input data-bbox="1485 672 1550 756" type="checkbox"/>
<p>4e: Growing and Developing Professionally (Reflection & Artifacts)</p> <p>N/A</p> <input data-bbox="251 1228 316 1312" type="checkbox"/>	<p>Teacher is hesitant to engage in professional development activities to enhance knowledge or skill.</p> <p>Teacher may resist feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher is hesitant to share knowledge with others or to assume professional responsibilities.</p> <input data-bbox="560 1228 625 1312" type="checkbox"/>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p> <input data-bbox="868 1228 933 1312" type="checkbox"/>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p> <input data-bbox="1177 1228 1242 1312" type="checkbox"/>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p> <input data-bbox="1485 1228 1550 1312" type="checkbox"/>
<p>4f: Showing Professionalism (Reflection & Artifacts Observable Practice External Feedback)</p>	<p>Teacher has minimal awareness of the necessity of displaying honesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not yet alert to students' needs and may contribute to school practices that result in some students' being ill served by the school.</p> <p>Teacher is at beginning stages of understanding the implications of decision-making and may make decisions and recommendations based on self-serving interests.</p> <p>Teacher has minimal</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students.</p> <p>Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations,</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a</p>

N/A <input data-bbox="261 170 324 247" type="checkbox"/>	awareness of the need to comply with school and district regulations. <input data-bbox="566 170 630 247" type="checkbox"/>	doing just enough to get by. <input data-bbox="865 170 928 247" type="checkbox"/>	<input data-bbox="1167 170 1230 247" type="checkbox"/>	leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. <input data-bbox="1489 212 1552 289" type="checkbox"/> Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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