

University Field Supervisor Assessment Form - Miner Assessment Tool (MAT)

The University Field Supervisor uses this rubric for the four required formal observations scores the rubric.

		Domain 1: Planning			
		Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed -1
1.1 Standards & Alignment	<p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● All measurable goals aligned to state content standards. ● All activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are sequenced ○ Are relevant to students' prior understanding ○ Integrate other disciplines ○ Provide appropriate time for student work, lesson and lesson closure ○ Reinforce broader unit and course objectives ○ Are vertically aligned to state standards ○ Are appropriate for diverse learners ● All objectives aligned and logically sequenced to the lesson's goals. ● Integration of technology to enhance mastery of goal(s). 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● All goals aligned to state content standards. ● All activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are relevant to students ○ Provide appropriate time for lesson and lesson closure ○ Fit into the broader unit and course objectives ○ Are appropriate for diverse learners ● All objectives aligned to the lesson's goal. ● Integration of technology when applicable. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Most goals aligned to state content standards. ● Most activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are sequenced ○ Sometimes provide appropriate time for lesson and lesson closure ● Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Few goals aligned to state content standards. ● Few activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are sequenced ○ Rarely provide time for lesson and lesson closure ● Lessons where few objectives are aligned and sequenced to the lesson's goal.
1.2 Data & Assessment	<p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. ● Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. ● Analysis of student data 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Formal and informal assessments to monitor progress of all students ● Consistent feedback to students, families and other school personnel while maintaining confidentiality. ● Analysis of student data connected to specific instructional strategies. ● Modifications made based on diverse student needs ● Teachers show knowledge of students, culturally and linguistically, and adjust 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Formal and informal assessments to monitor progress of most students. ● Timely feedback to students and families. ● Utilization of multiple sources of student data. ● Few modifications made based on diverse student needs. ● Teachers show some knowledge of students, culturally and linguistically, and adjust assessment and instruction accordingly. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> ● Few formal and informal assessments to monitor student progress. ● Few opportunities for timely feedback to students or families. ● Utilization of few sources of student data. ● No modifications are made based on diverse student needs. ● Teachers show little knowledge of students, culturally and linguistically, and adjust assessment and instruction

	<p>connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success</p> <ul style="list-style-type: none"> • Modifications made based on diverse student needs • Teachers show extensive knowledge of students, culturally and linguistically, and adjust assessment and instruction accordingly 	assessment and instruction accordingly		accordingly
	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p>1.3</p> <p>Knowledge of Students</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p>1.4</p> <p>Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p>	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

	<ul style="list-style-type: none"> • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 			
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Domain 2: Instruction					
		Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p>2.1</p> <p>Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p>	<p>The Teacher</p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> • Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning. 	
<p>2.2</p> <p>Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical</p>	<p>Accomplished - 4</p> <p>The Teacher</p> <ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real world experiences. • Anticipates possible student misunderstandings and proactively develops teaching 	<p>Proficient - 3</p> <p>The Teacher</p> <ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types 	<p>Developing - 2</p> <p>The Teacher</p> <ul style="list-style-type: none"> • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., 	<p>Improvement Needed - 1</p> <p>The Teacher</p> <ul style="list-style-type: none"> • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for 	

<p>expertise to design and execute lessons aligned with state standards, related content and student needs.</p>	<p>techniques to mitigate concerns.</p> <ul style="list-style-type: none"> ● Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research based). ● Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. ● Frequently draws on students' background knowledge to make connections to lesson and content 	<p>of thinking (e.g., analytical, practical, creative and research-based).</p> <ul style="list-style-type: none"> ● Accurately reflects how the lesson fits within the structure of the discipline and the state standards. ● Draws on students' background knowledge to make connections to lesson and content 	<p>analytical, practical, creative and research-based).</p> <ul style="list-style-type: none"> ● Rarely draws on students' background knowledge to make connections to lesson and content 	<p>students to use different types of thinking (e.g., analytical, practical, creative and research-based).</p> <ul style="list-style-type: none"> ● Does not draw on students' background knowledge or make connections to content
<p>2.3</p> <p>Communication</p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p>	<p>Accomplished - 4</p>	<p>Proficient - 3</p>	<p>Developing - 2</p>	<p>Improvement Needed - 1</p>
	<p>The Teacher</p> <ul style="list-style-type: none"> ● Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers ● Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. ● Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. ● Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. ● Skillfully uses probing questions to clarify, elaborate and extend learning. ● Provides wait time when questioning students. 	<p>The Teacher</p> <ul style="list-style-type: none"> ● Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. ● Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. ● Provides explanations that are clear and uses verbal and written communication that is clear and correct. ● Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. ● Uses probing questions to clarify and elaborate learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> ● Leads lessons with some opportunity for dialogue, clarification or elaboration. ● Recognizes student misunderstandings but has a limited ability to respond. ● Uses verbal and written communication that is generally clear with minor errors of grammar. ● Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<p>The Teacher</p> <ul style="list-style-type: none"> ● Directs lessons with little opportunity for dialogue, clarification or elaboration. ● Is sometimes unaware of or unresponsive to student misunderstandings. ● Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. ● Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
	<p>Accomplished - 4</p>	<p>Proficient - 3</p>	<p>Developing - 2</p>	<p>Improvement Needed - 1</p>

<p>2.4</p> <p>Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p>	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
	<p>Accomplished - 4 Proficient - 3 Developing - 2 Improvement Needed - 1</p>			
<p>2.5</p> <p>Monitor and Adjust</p> <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p>	<p>The Teacher</p> <ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.

Domain 3: Learning Environment

Accomplished - 4

Proficient - 3

Developing - 2

Improvement Needed -1

3.1 Classroom Environment, Routines, and Procedures
The teacher organizes a safe, accessible and efficient classroom.

- Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.
- Students take some responsibility for managing student groups, supplies and/or equipment.
- The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.

- All procedures, routines and transitions are clear and efficient.
- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
- The classroom is safe and organized to support learning objectives and is accessible to most students.

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

- Few procedures and routines guide student behavior and maximize learning.
- Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable.
- Some students are not able to access materials.

3.2 Managing Student Behavior
The teacher establishes, communicates and maintains clear expectations for student behavior.

Accomplished - 4

Proficient - 3

Developing - 2

Improvement Needed -1

- Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.
- Most students know, understand and respect classroom behavior standards.

- Consistently implements the campus and/or classroom behavior system proficiently.
- Most students meet expected classroom behavior standards.

- Inconsistently implements the campus and/or classroom behavior system.
- Student failure to meet expected classroom behavior standards interrupts learning.

- Rarely or unfairly enforces campus or classroom behavior standards.
- Student behavior impedes learning in the classroom.

3.3 Classroom Culture
The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Accomplished - 4

Proficient - 3

Developing - 2

Improvement Needed -1

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and the teacher.

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

Domain 4: Professional Awareness and Responsibilities

4.1 Professional Awareness and Responsibilities

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed -1
Attendance & Punctuality	<ul style="list-style-type: none"> The teacher candidate maintained full, regular and punctual attendance to include attending and participating in additional events, i.e., parent/teacher night. The teacher candidate provided lesson plans and proper documentation to the faculty/field supervisor/ cooperating teacher. 	<ul style="list-style-type: none"> The teacher candidate is punctual and has had no unplanned absences throughout the semester. For any excused absence, prior notification was reported to the faculty/field supervisor/ cooperating teacher. For the absence, the teacher candidate provided lesson plans and proper documentation to the faculty/field supervisor/ cooperating teacher. 	<ul style="list-style-type: none"> The teacher candidate has not demonstrated consistent punctuality and/or has had unplanned absences throughout the semester. For any excused absence, prior notification was reported to the faculty/field supervisor/cooperating teacher the day before the absence. For the absence, the teacher candidate either did not provide lesson plans or did not submit proper documentation to the faculty/field supervisor/ cooperating teacher. 	<ul style="list-style-type: none"> The teacher candidate is persistently tardy and/or has had excessive absences throughout the semester. Prior notification for an absence was not reported to the faculty/field supervisor/ mentor teacher. For the absence, the teacher candidate did not provide lesson plans nor was proper documentation submitted to the faculty/field supervisor/cooperating teacher.
Appearance	<ul style="list-style-type: none"> The teacher candidate maintained professional attire as per district/campus code and regulations, including at co-curricular activities. 	<ul style="list-style-type: none"> The teacher candidate maintained professional attire as per district/campus code and regulations. 	<ul style="list-style-type: none"> The teacher candidate received minimal redirection to adhere to the district/campus code and regulations regarding professional attire. 	<ul style="list-style-type: none"> The teacher candidate did not maintain professional attire and was more than once re-directed by either the faculty member/cooperating teacher or field supervisor to adhere to the district/campus code and regulations.

4.2 Commitment to the Teaching Profession

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed -1
Content and Pedagogical Development	<ul style="list-style-type: none"> The teacher candidate synthesizes and creates new content and curricular knowledge. 	<ul style="list-style-type: none"> The teacher candidate integrates and applies new content and curricular knowledge across a variety of settings 	<ul style="list-style-type: none"> The teacher candidate improves content and curriculum knowledge and applies new pedagogy to improve teaching. 	<ul style="list-style-type: none"> Teacher candidate fails to apply pedagogical skills to improve teaching.
Professional Learning	<ul style="list-style-type: none"> The teacher candidate actively participates and presents at professional learning workshops/conferences/seminars. The teacher candidate engages in inquiry on their practice and improves teaching and learning based on research and theory. 	<ul style="list-style-type: none"> The teacher candidate regularly attends professional learning workshops/conferences/seminars The teacher candidate actively seeks out and responds to feedback to improve practice. 	<ul style="list-style-type: none"> The teacher candidate sometimes attends professional learning workshops/conferences/seminars. Teacher candidate inconsistently responds to feedback indicating the need for improvement in practice. 	<ul style="list-style-type: none"> The teacher candidate fails to attend professional learning workshops/conferences/seminars Teacher candidate fails to recognize or respond to feedback indicating the need for improvement in practice.
Reflection	<ul style="list-style-type: none"> The teacher candidate sets long-term and short-term professional learning goals to improve practice based on self- 	<ul style="list-style-type: none"> The teacher candidate sets long-term and short-term professional learning goals based on self-assessment, self-reflection and feedback. 	<ul style="list-style-type: none"> The teacher candidate sets short-term professional learning goals based on self- assessment. 	<ul style="list-style-type: none"> The teacher candidate sets low or ambiguous goals unrelated to teaching and learning.

	<p>assessment, self- reflection and feedback.</p> <ul style="list-style-type: none"> The teacher candidate expertly assesses and adapts lesson plans to maintain a focus on student learning. 	<ul style="list-style-type: none"> The teacher candidate regularly assesses and adapts lesson plans to maintain a focus on student learning. 	<ul style="list-style-type: none"> The teacher candidate sometimes assesses lesson plans with a focus on student learning. 	<ul style="list-style-type: none"> The teacher candidate fails to self-reflect, or monitor/adapt practice. Fails to assess lesson plans with a focus on student learning.
Teacher Leadership	<ul style="list-style-type: none"> Teacher candidate decisively and expertly applies creative solutions to solve problems. Teacher candidate proactively seeks out change and willingly takes risks to support new initiatives. Teacher candidate takes initiative in forming collegial relationships and building a culture of trust. 	<ul style="list-style-type: none"> Teacher candidate focuses on and applies creative solutions to solve problems. Teacher candidate embraces change and willingly takes risks to support new initiatives. Teacher candidate is regularly accessible to colleagues and treats others in a fair and trusting manner. 	<ul style="list-style-type: none"> Teacher candidate sometimes focuses on creative solutions to solve problems. Teacher candidate sometimes embraces change and supports new initiatives. Teacher candidate sometimes is accessible to colleagues and treats others fairly. 	<ul style="list-style-type: none"> Teacher candidate is unfocused and has difficulty solving problems. Teacher candidate fails to embrace change or support new initiatives. Teacher candidate is not accessible to colleagues and is not trustworthy.

4.3 Professional Relationship Skills & Communication

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed -1
Oral & Written Communication	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written forms in a superior manner in terms of clarity, proactiveness, and cultural responsiveness. The teacher candidate consistently and fluidly adapts communication to different situations and audiences. 	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written form in a manner that is effective and proactive. The teacher candidate frequently adapts communication to different situations and audiences. 	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written form in a manner that is occasionally ineffective and not proactive. The teacher candidate is occasionally ineffective in adapting communication to different situations and audiences. 	<ul style="list-style-type: none"> The teacher candidate communicates in both oral and written form in a manner that is ineffective and not proactive. The teacher candidate is frequently ineffective in adapting communication to different situations and audiences.
Interaction with Families, Students, and Colleagues	<ul style="list-style-type: none"> The teacher candidate demonstrates expert professional interpersonal skills. The teacher candidate collaborates with others in a superior way that contributes to a professional community and foster a positive school climate. 	<ul style="list-style-type: none"> The teacher candidate willingly engages, interacts or collaborates effectively with stakeholders. The teacher candidate collaborates with others in a way that contributes to a professional community and foster a positive school climate. 	<ul style="list-style-type: none"> The teacher candidate is somewhat willing to engage, interact, collaborate with effectively with stakeholders. The teacher candidate is sometimes ineffective in collaborating with others in a way that contributes to a professional community and foster a positive school climate. 	<ul style="list-style-type: none"> Demonstrates an unwillingness to engage, interact or collaborate effectively with stakeholders. The teacher candidate fails to collaborate with others in a way that contributes to a professional community or foster a positive school climate.
Conflict Management	<ul style="list-style-type: none"> The teacher candidate effectively addresses concerns or conflicts The teacher candidate helps to identify potential solutions to issues. The teacher candidate is able to anticipate and prevent conflicts. 	<ul style="list-style-type: none"> The teacher candidate effectively addresses concerns or conflicts and helps to identify potential solutions to issues. The teacher candidate helps to identify potential solutions to issues. 	<ul style="list-style-type: none"> The teacher candidate is partially effective at handling concerns and conflicts. The teacher candidate sometimes manages to identify potential solutions to issues. 	<ul style="list-style-type: none"> The teacher candidate is ineffective at handling concerns and conflicts. The teacher candidate fails to identify potential solutions to issues. The teacher candidate contributes to or creates conflict.
Online Presence	<ul style="list-style-type: none"> The teacher candidate actively maintains a professional online 	<ul style="list-style-type: none"> The teacher candidate actively maintains a positive professional 	<ul style="list-style-type: none"> The teacher candidate's online presence (e.g. in remote 	<ul style="list-style-type: none"> The teacher candidate's online presence (e.g. in remote

	presence and promotes the profession through remote teaching/learning and through activities such as professional blogs or portfolios/websites.	online presence, including through remote teaching/learning and personal social media venues.	teaching/learning or in personal social media displayed publicly) has areas for improvement in terms of professionalism.	teaching/learning or in personal social media displayed publicly) demonstrates a lack of professionalism.
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4.4 Beliefs about Students and Learning

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
Ethic of Care	<ul style="list-style-type: none"> The teacher candidate looks for, makes inquiries into, and recognizes students' needs and demonstrates attentiveness and sensitivity to those needs. The teacher candidate always demonstrates responsibility for students' needs. 	<ul style="list-style-type: none"> The teacher candidate recognizes students' needs and demonstrates attentiveness and sensitivity to those needs. The teacher candidate demonstrates responsibility for students' needs. 	<ul style="list-style-type: none"> The teacher candidate sometimes recognizes students' needs and demonstrates attentiveness and sensitivity to some student needs. The teacher candidate sometimes demonstrates responsibility for students' needs. 	<ul style="list-style-type: none"> The teacher candidate does not recognize students' needs or demonstrate attentiveness or sensitivity to those needs. The teacher candidate does not demonstrate responsibility for students' needs.
Fairness and Valuing of Student Assets	<ul style="list-style-type: none"> The teacher candidate consistently recognizes and builds on the assets that all students bring to the classroom. The teacher candidate looks for, inquiries about, and implements a variety of strategies to engage all levels of student abilities and interests. The teacher candidate consistently and expertly interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access. 	<ul style="list-style-type: none"> The teacher candidate recognizes the assets that all students bring to the classroom. The teacher candidate looks for a variety of strategies to engage all levels of student abilities and interests. The teacher candidate interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access. 	<ul style="list-style-type: none"> The teacher candidate sometimes recognizes student assets. The teacher candidate occasionally recognizes and values individual student differences. The teacher candidate's behaviors sometimes demonstrate a lack of recognition that all students come to school with different abilities, opportunities, and access. 	<ul style="list-style-type: none"> The teacher candidate focuses on students' deficits rather than assets. The teacher candidate fails to recognize and value individual student differences. The teacher candidate's behaviors demonstrate a lack of recognition that students come to school with different abilities, opportunities, and access.
Understands & Values Diversity	<ul style="list-style-type: none"> The teacher candidate consistently looks for and creates opportunities to respond to and enhance cross-cultural understandings. The teacher candidate invites and integrates students' individual differences into the classroom environment. The teacher candidate consistently encourages cultural sensitivity and shows inclusivity to diverse perspectives. Teacher candidate models culturally responsive pedagogical practices. 	<ul style="list-style-type: none"> The teacher candidate looks for and responds to opportunities to enhance cross-cultural understandings. The teacher candidate integrates students' individual and cultural/linguistic assets into the classroom environment. The teacher candidate encourages cultural sensitivity and shows inclusivity to diverse perspectives. Teacher candidate implements culturally responsive pedagogical practices and attempts to model them. 	<ul style="list-style-type: none"> The teacher candidate attempts to respond to opportunities to enhance cross-cultural understandings. The teacher candidate sometimes recognizes individual and cultural/linguistic assets. The teacher candidate attempts to encourage cultural sensitivities and include diverse perspectives. The teacher candidate sometimes implements culturally responsive pedagogical practices. 	<ul style="list-style-type: none"> The teacher candidate is unresponsive to students' individual and cultural/linguistic assets. The teacher candidate misses opportunities to encourage cultural sensitivities and perspectives. The teacher candidate is unaware of culturally responsive pedagogical practices.

4.5 Ethical and Responsible Conduct				
	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
Knowledge and Practice of the Texas Educators' Code of Ethics	<ul style="list-style-type: none"> The Teacher Candidate's practices embody all three standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students. The Teacher Candidate demonstrates the highest level of integrity and ethical conduct in their own practice and in their interactions with students and colleagues, serving as a model for others. 	<ul style="list-style-type: none"> The Teacher Candidate's actions show familiarity with all three standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students. The Teacher Candidate demonstrates ethical conduct in their own practice and in their interactions with students and colleagues. 	<ul style="list-style-type: none"> The Teacher Candidate's actions show familiarity with at least two standards within the Texas Educators' Code of Ethics: Professional Ethical Conduct, Practices, and Performance; Ethical Conduct Toward Professional Colleagues; or Ethical Conduct toward Students. The Teacher Candidate demonstrates actions that might be perceived as violating ethical conduct, as outlined in the Texas Code of Ethics. 	<ul style="list-style-type: none"> The Teacher Candidate's actions show little or no familiarity with the Texas Educator Code of Ethics. The Teacher Candidate demonstrates actions that violate ethical conduct, as outlined in the Texas Code of Ethics.

	Evidence	Explicit, Actionable Next Steps
Reinforcement		
Refinement		

