

Miner Assessment Tool (MAT): University Faculty/Field Supervisor/Site Coordinator Assessment Form

Domain 1: Planning				
<p>1.1</p> <p>Standards & Alignment</p> <p>The teacher designs clear, well-organized, sequential lessons that reflect best practices, align with the standards, and are appropriate for diverse learners.</p>	<p>Accomplished - 4</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 goals. • Integration of technology to enhance mastery of goal(s). 	<p>Proficient - 3</p> <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 & lesson closure ◦ Fit into the broader unit and course objectives ◦ Are appropriate for diverse learners • All objectives aligned with the lesson's goal. • Integration of technology when applicable. 	<p>Developing - 2</p> <p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Most goals are aligned with state content standards. • Most activities, materials, and assessments that: <ul style="list-style-type: none"> ◦ Are sequenced ◦ Sometimes provide appropriate time for the lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<p>Improvement Needed - 1</p> <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.
	<p>1.2</p> <p>Data & Assessment</p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. EB Checklist</p>	<p>Accomplished - 4</p> <p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Formal & informal assessments to monitor the progress of all students and incorporate appropriate diagnostic, formative, and summative assessment 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 connected to specific instructional strategies and use of results to reflect on their 	<p>Proficient - 3</p> <p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Formal and informal assessments to monitor the 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 assessment and 	<p>Developing - 2</p> <p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Formal and informal assessments to monitor the 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>teaching and to monitor teaching strategies and behaviors concerning 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 	instruction accordingly		
<p>1.3</p> <p>Knowledge of Students</p> <p>The teacher ensures high levels of learning, social-emotional development & achievement for all students. FB Checklist</p>	<p>Accomplished - 4</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>Proficient - 3</p> <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>Developing - 2</p> <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>Improvement Needed - 1</p> <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 a few students.
	<p>1.4</p> <p>Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence & achievement.</p>	<p>Accomplished - 4</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 maintain both group and individual accountability. • All students understand their individual roles within instructional groups and facilitate opportunities for student input on goals and outcomes of activities. • Activities, resources, technology, and instructional materials aligned to instructional purpose are varied and appropriate to students' ability levels. 	<p>Proficient - 3</p> <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 understand their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<p>Developing - 2</p> <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 understand their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

Domain 2: Instruction

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p style="text-align: center;">2.1</p> <p style="text-align: center;">Achieving Expectations</p> <p>The teacher supports all learners in pursuing 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 evidence shows 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 in 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 in 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 in their own learning. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Sets expectations that challenge a 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 in their own learning.
<p style="text-align: center;">2.2</p> <p style="text-align: center;">Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</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 techniques to mitigate concerns. 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>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 of thinking (e.g., analytical, practical, creative, and research-based). 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>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., analytical, practical, creative, and research-based). Rarely draws on students' background knowledge to make connections to lesson and content. 	<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 students to use different types of thinking (e.g., analytical, practical, creative, and research-based). Does not draw on students' background knowledge or make connections to content.

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p>2.3</p> <p>Communication</p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort. EB Checklist</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including using 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 grammar errors. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify the 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 lesson's objective.

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p>2.4</p> <p>Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs. EB Checklist</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> Adapts lessons to address the 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 all students' learning and/or social/ emotional needs. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Adapts lessons to address the 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 do not respond appropriately to student learning or social/emotional needs.

<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>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"> 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 student input 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

<p>3.1</p> <p>Classroom Environment, Routines, and Procedures</p> <p>The teacher organizes a safe, accessible and efficient classroom.</p>	<p>Accomplished - 4</p>	<p>Proficient - 3</p>	<p>Developing - 2</p>	<p>Improvement Needed - 1</p>
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

<p>3.2</p> <p>Managing Student Behavior</p> <p>The teacher establishes, communicates, and maintains clear expectations for student behavior.</p>	<p>Accomplished - 4</p>	<p>Proficient - 3</p>	<p>Developing - 2</p>	<p>Improvement Needed - 1</p>
	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.

3.3	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
<p>Classroom Culture</p> <p>The teacher, leads a mutually respectful and collaborative class of actively engaged learners.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful to each other. 	<ul style="list-style-type: none"> 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 & Appearance	<p>The resident maintained full, regular, and punctual attendance to include attending and participating in additional events, i.e., parent/teacher night.</p> <p>The resident maintained professional attire per district/campus code and regulations, including co-curricular activities.</p>	<p>The resident is punctual and has had no unplanned absences throughout the semester.</p> <p>For any excused absence, prior notification was reported to the faculty/field supervisor/site coordinator or cooperating/mentor teacher.</p> <p>The resident maintained professional attire as per district/campus code and regulations.</p>	<p>The resident has not demonstrated consistent punctuality and/or has had unplanned absences throughout the semester.</p> <p>For any excused absence, prior notification may not have been reported to the faculty/field supervisor/site coordinator or cooperating/mentor teacher the day before the absence.</p> <p>The resident received minimal redirection to adhere to the district/campus code and regulations regarding professional attire.</p>	<p>The resident is persistently tardy and/or has had excessive absences throughout the semester.</p> <p>Prior notification for an absence was not reported to the faculty/field supervisor /site coordinator/ mentor teacher.</p> <p>The resident did not maintain professional attire and was more than once re-directed by either the faculty member/mentor teacher or site coordinator to adhere to the district/campus code and regulations.</p>

4.2 Commitment to the Teaching Profession

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
Content and Pedagogical Development	<p>The resident synthesizes and creates new content and curricular knowledge to implement various strategies to engage all levels of student abilities and interests.</p> <p>The resident expertly assesses and adapts lesson plans to maintain a focus on student centered learning.</p>	<p>The resident integrates and applies new content and curricular knowledge across a variety of settings to implement various strategies to engage student abilities and interests.</p> <p>The resident regularly assesses and adapts lesson plans to maintain a focus on student centered learning.</p>	<p>The resident improves content and curriculum knowledge and applies new pedagogy to improve teaching when provided the professional opportunity.</p> <p>The resident sometimes assesses lesson plans with a focus on student centered learning.</p>	<p>The resident fails to apply pedagogical skills to improve teaching when provided the professional opportunity.</p> <p>The resident fails to assess lesson plans with a focus on student centered learning.</p>
Professional Learning	<p>The resident actively participates and presents at professional learning workshops/conferences/seminars.</p> <p>The resident engages in inquiry on their practice and improves teaching and learning based on research and theory.</p>	<p>The resident regularly attends professional learning workshops/conferences/seminars</p> <p>The resident actively seeks out and responds to feedback to improve practice.</p>	<p>The resident sometimes attends professional learning workshops/conferences/seminars.</p> <p>The resident inconsistently responds to feedback indicating the need for improvement in practice.</p>	<p>The resident fails to attend professional learning workshops /conferences/ seminars</p> <p>The resident fails to recognize or respond to feedback indicating the need for improvement in practice.</p>

Reflection	The resident is self-reflective and initiates next steps from formal and informal observations consistently.	The resident is reflective and follows through with next steps as discussed with mentor teacher and/or site coordinator after each formal and informal observation(POP Cycles).	The resident is somewhat reflective and/or does not set and follow through with next steps as discussed with mentor teacher and/or site coordinator after each formal observation(POP Cycles).	The resident is not reflective and does not set and follow through with next steps as discussed with mentor teacher and/or site coordinator after each formal observation(POP Cycles).
Teacher Leadership	<p>The resident decisively and expertly applies creative solutions to solve problems.</p> <p>The resident proactively seeks out change and willingly takes risks to support new initiatives.</p> <p>The resident takes the initiative in forming collegial relationships and building a culture of trust.</p>	<p>The resident focuses on and applies creative solutions to solve problems.</p> <p>The resident embraces change and willingly takes risks to support new initiatives.</p> <p>The resident is regularly accessible to colleagues and treats others fairly and trustingly.</p>	<p>The resident sometimes focuses on creative solutions to solve problems.</p> <p>The resident mostly accepts change and supports new initiatives.</p> <p>The resident sometimes is accessible to colleagues and treats others fairly.</p>	<p>The resident is unfocused and has difficulty solving problems.</p> <p>The resident fails to accept change and support new initiatives.</p> <p>The resident is not accessible to colleagues and is not trustworthy.</p>

4.3 Professional Relationship Skills & Communication

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed - 1
Oral & Written Communication with Campus Community	<p>The resident communicates in both oral and written forms in a superior manner regarding clarity, proactiveness, and cultural responsiveness.</p> <p>The resident consistently and fluidly adapts communication to different situations and audiences, including professional and personal social media.</p> <p>The resident collaborates with others in a superior way that contributes to a professional community and fosters a positive school & community climate.</p>	<p>The resident communicates in both oral and written form in an effective and proactive manner.</p> <p>The resident frequently adapts communication to different situations and audiences, including professional and personal social media.</p> <p>The resident collaborates with others in a way that contributes to a professional community and fosters a positive school & community climate.</p>	<p>The resident communicates in both oral and written form in a manner that is occasionally ineffective and not proactive.</p> <p>The resident is occasionally ineffective in adapting communication to different situations and audiences, including professional and personal social media.</p> <p>The resident is sometimes ineffective in collaborating with others in a way that contributes to a professional community and fosters a positive school & community climate.</p>	<p>The resident consistently communicates in both oral and written form in an ineffective and not proactive manner.</p> <p>The resident is frequently ineffective in adapting communication to different situations and audiences, including professional and personal social media.</p> <p>The resident fails to collaborate with others in a way that contributes to a professional community or fosters a positive school & community climate.</p>

Conflict Management	The resident effectively addresses concerns or conflicts	The resident effectively addresses concerns or conflicts and helps to identify potential solutions to issues.	The resident is somewhat effective at handling concerns and conflicts.	The resident is ineffective at handling concerns and conflicts.
	The resident helps to identify potential solutions to issues.	The resident helps to identify potential solutions to issues.	The resident sometimes manages to identify potential solutions to issues.	The resident fails to identify potential solutions to issues.
	The resident is able to anticipate and prevent conflicts.			The resident contributes to or creates conflict.

4.4 Beliefs about Students and Learning

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed -1
Ethic of Care	<p>The resident looks for, makes inquiries into, and recognizes students' needs and demonstrates attentiveness and sensitivity to those needs.</p> <p>The resident always demonstrates responsibility for students' needs.</p> <p>The resident consistently and expertly interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access.</p>	<p>The resident recognizes students' needs and demonstrates attentiveness and sensitivity to those needs.</p> <p>The resident demonstrates responsibility for students' needs.</p> <p>The resident interacts with and responds to all students equitably, understanding that all students come to school with different abilities, opportunities, and access.</p>	<p>The resident sometimes recognizes students' needs and demonstrates attentiveness and sensitivity to some student needs.</p> <p>The resident sometimes demonstrates responsibility for students' needs.</p> <p>The residents' behaviors sometimes demonstrate a lack of recognition that all students come to school with different abilities, opportunities, and access.</p>	<p>The resident does not recognize students' needs or demonstrate attentiveness or sensitivity to those needs.</p> <p>The resident does not demonstrate responsibility for students' needs.</p> <p>The residents' behaviors demonstrate a lack of recognition that students come to school with different abilities, opportunities, and access.</p>
Understands & Values Diversity	<p>The resident consistently encourages cultural sensitivity and shows inclusivity to diverse perspectives.</p> <p>The resident models culturally responsive pedagogical practices.</p>	<p>The resident encourages cultural sensitivity and shows inclusivity to diverse perspectives.</p> <p>The resident implements culturally responsive pedagogical practices and attempts to model them.</p>	<p>The resident attempts to encourage cultural sensitivities and include diverse perspectives.</p> <p>The resident sometimes implements culturally responsive pedagogical practices.</p>	<p>The resident misses opportunities to encourage cultural sensitivities and perspectives.</p> <p>The resident is unaware of culturally responsive pedagogical practices.</p>

4.5 Ethical and Responsible Conduct

	Accomplished - 4	Proficient - 3	Developing - 2	Improvement Needed -1
<p>Knowledge and Practice of the Texas Educators' Code of Ethics</p>	<p>The resident'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.</p> <p>The resident 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.</p>	<p>The residents' 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.</p> <p>The resident demonstrates ethical conduct in their own practice and in their interactions with students and colleagues.</p>	<p>The residents' 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.</p> <p>The resident demonstrates actions that might be perceived as violating ethical conduct, as outlined in the Texas Code of Ethics.</p>	<p>The residents' actions show little or no familiarity with the Texas Educator Code of Ethics.</p> <p>The resident demonstrates actions that violate ethical conduct, as outlined in the Texas Code of Ethics.</p>