



**Competency 1 – Content Knowledge** – The teacher candidate understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Possesses Knowledge of Central Concepts of the Discipline(s)</b>  IPTS 1.A		Makes content errors or does not correct content errors students make	Often displays basic knowledge of concepts but is unable to articulate connections with other parts of the discipline or with other disciplines	Consistently displays solid knowledge of concepts; makes connections among the content, other parts of the discipline, and other disciplines; pursues additional knowledge
<b>Utilizes Viewpoints, Theories, Methods of Inquiry</b>  IPTS 1.2, 1.3		Has little if any familiarity with viewpoints, theories or methods of inquiry appropriate to the discipline	Often demonstrates knowledge of viewpoints, theories, and methods of inquiry appropriate to the discipline	Consistently demonstrates viewpoints, theories and methods of inquiry appropriate to the discipline; engages students in generating and testing knowledge
<b>Understands and uses Knowledge of Prerequisite Relationships</b>  IPTS1.7		Rarely displays an understanding of prerequisite knowledge important for student learning of the content	Often displays an understanding of prerequisite learning and often makes connections to content	Consistently demonstrates an understanding of & actively builds on prerequisite relationships to make connection to topics, concepts, and other content
<b>Integrates Knowledge into Instructional Objectives</b> IPTS 4.1		Unsuccessfully attempts to use objectives in the development of a lesson	Often uses objectives to develop an effective lesson	Consistently presents meaningful instructional objectives and usually reinforces them throughout the lesson
<b>Incorporates Content-Related Pedagogy</b>  IPTS 1.5		Rarely displays understanding of pedagogical issues involved in student learning of the content	Often displays basic pedagogical knowledge but does not anticipate student misconceptions	Consistently demonstrates good pedagogical practices that reflect current research within the discipline & usually anticipates & adjusts for student misconceptions
<b>Applies Appropriate Technology</b>  IPTS 1.4		Rarely uses technology to enhance learning	Often incorporates available technological opportunities into lesson presentations	Consistently designs learning experiences that incorporate technological opportunities to enhance learning & develop students' skills in technology

**Competency 1 – Content Knowledge – Continued**

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<p><b>Evaluates and Utilizes Teaching Resources</b></p> <p>IPTS 1.1</p>		<p>Rarely utilizes resources in the classroom or those available through the school or district for teachers and students</p>	<p>Often utilizes resources for teachers and students available through the school and district</p>	<p>Consistently and effectively evaluates and utilizes resources for teachers &amp; students available through the school &amp; district; seeks other materials to enhance instruction from professional societies or the community</p>



**Competency 3 – Diversity** – The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<p><b>Possesses Knowledge of Multifaceted Diversity Issues</b></p> <p>IPTS 3.A, B, C, D, E</p>		Rarely demonstrates an awareness of diversity issues in his/her classroom	Often demonstrates an awareness of several diversity issues in his/her classroom	Consistently demonstrates an awareness of the many diversity issues in his/her classroom and/or those beyond the classroom/school
<p><b>Provides for Varied Learning Needs</b></p> <p>IPTS 3.5, 3.6, 3.7</p>		Rarely makes provision for varied learning needs and styles	Often utilizes a variety of strategies including technologies that meet the learning needs and styles of most students in the classroom	Consistently assesses & identifies student learning needs and styles; usually designs lessons that incorporate a variety of strategies and technologies addressing the learning needs, styles, strengths and development of all students
<p><b>Creates Learning Community</b></p> <p>IPTS 3.1</p>		Rarely encourages supportive interpersonal relationships among students, regarding disabilities, culture & prior experiences	Often encourages and supports students' understanding and respect of one another, regardless of disabilities, culture & prior experiences	Consistently creates a learning community in which individual differences are respected and celebrated; provides opportunities where students can learn to respect and value each other in and outside of their classroom

**Competency 4 – Planning for Instruction** – The teacher candidate understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Provides Alignment with Instructional Goals and Standards</b> IPT 4.1, 4.2		Instructional goals and standards are lacking, unclear or inappropriate	Often instructional goals are clear and follow district curriculum guidelines	Goals are consistently clear, suitable for most students in the class, and meet the established goals of the district and state curriculum
<b>Plans Appropriately for Diverse Students</b>  IPT 4.5, 4.6, 4.8		Plans are lacking, unclear or inappropriate for diverse students	Often plans appropriately for some of the diverse needs of the students in the class; incorporates students' experiences	Consistently plans appropriately for most of the diverse needs of the students in the class and incorporates students' experiences
<b>Plans in Advance</b>  IPT 4.3		Little or no short or long range planning which seldom meets deadlines	Basic short and long range planning which often meets deadlines	Consistently well-developed short and basic long range planning which meets deadlines
<b>Prepares High Quality Lesson Plans</b> IPT 4.3		Unclear or sketchy purpose, organization and detail	Often has clear purpose, organization, and sufficient detail	Consistently has clear purpose, organization, sufficient detail and flexibility
<b>Acquires and Organizes Materials and Resources</b> IPT 4.4		Has difficulty acquiring and organizing required materials	Is often able to acquire and organize required materials	Consistently supplements required materials and organizes for efficient instruction
<b>Selects Resources Based on Accuracy and Usefulness</b> IPT 4.9		Has difficulty selecting resources for accuracy and usefulness	Often selects resources which are accurate and useful	Consistently selects resources which are accurate, useful, and relevant to the students
<b>Incorporates Variety in Activities</b>  IPT 4.5, 4.8		Little variety in learning activities, nor do they reflect recent professional research	Often provides variety of learning activities, and some activities reflect recent professional research	Consistently provides variety of learning activities that reflect recent professional research
<b>Plans for Instructional Groups</b>  IPT 4.5, 4.8		Instructional groups do not support the instructional goals	Instructional groups are often varied and appropriate to the instructional goals	Instructional groups are consistently varied and appropriate to the different instructional goals and needs of all the students

### Competency 4 - Planning for Instruction - Continued

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Plans for Assessment</b>		Rarely plans for assessment or assessment is not aligned with instructional objectives	Often demonstrates the ability to design assessment that is in line with objectives and procedures	Consistently designs a variety of assessment strategies to meet individual needs that are aligned with instructional objectives and procedures
<b>Integrates Multiple Content Areas and Uses Interdisciplinary Approaches</b> IPTs 4.7, 6.7		Rarely integrates multiple content areas or uses interdisciplinary approaches	Often integrates multiple content areas and uses interdisciplinary approaches	Consistently integrates multiple content areas and uses interdisciplinary approaches
<b>Incorporates Knowledge of Families &amp; Community</b> IPTs 3.3		Plans rarely show awareness of local community	Plans often show evidence of an understanding of the students' families, culture & local community	Plans consistently draw on an understanding of the students' families, culture, local community expectations and resources
<b>Incorporates Instructional Technologies</b> IPTs 4.10		Rarely uses technology to enhance learning	Often incorporates a variety of technological aids into instruction	Consistently incorporates a variety of technological aids into instruction and designs learning experiences to promote student skills in technology

**Competency 5 – Learning Environment** – The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Performance of non-instructional duties</b>		Considerable instructional time is lost in performing non-instructional duties	Systems for performing non-instructional duties are often efficient, resulting in little loss of instructional time	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time
<b>Management of Classroom Environment</b>  IPT5 5.4, 5.6		Rarely analyzes the classroom environment nor makes decisions to enhance the environment	Often analyzes the classroom environment and makes decisions to enhance student motivation and engagement in productive work	Consistently analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another
<b>Management of Time, Materials and Space</b>  IPT5 5.5		Rarely organizes, allocates, or manages time, materials, and physical space effectively	Often organizes, allocates, and manages time, materials, and physical space to provide active engagement of most students	Consistently organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of all students in productive tasks
<b>Expectations</b>  IPT5 5.3		Standards of conduct and learning rarely appear to have been established, or students are confused as to what the standards are	Standards of conduct and learning often appear to have been established for most situations, and most students seem to understand them	Standards of conduct and learning are clear to all students and appear to have been developed with student participation
<b>Monitoring of Student Behavior</b>  IPT5 5.1, 5.3, 5.6		Student behavior is not monitored, and teacher candidate is unaware of what students are doing	Is often aware of student behavior but may miss the activities of some students	Monitoring by teacher is consistently proactive and supportive in tone, encompasses entire classroom, and encourages student participation

### Competency 5 – Learning Environment – Continued

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Response to Student Behavior</b>  IPTS 5.1, 5.6		Does not respond to behavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity	Often attempts to consistently and appropriately respond to student behavior	Response to behavior is consistently appropriate and demonstrates respect for students' dignity
<b>Teacher-Student Interactions</b>  IPTS 5.1		Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students; students exhibit disrespect for teacher	Interactions are often appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures; students exhibit only minimal respect for teacher	Interactions are consistently friendly; demonstrate general warmth, caring, and respect; and are appropriate to developmental and cultural norms; students exhibit respect for the teacher and each other

**Competency 6 – Instructional Delivery** – The teacher candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Promotion of Higher Level Thinking</b>  IPTS 6.2, 6.5		Is active in presenting information to the class, but rarely engages them in meaningful activities and the students are passive recipients of the information	Often mixes instructional approaches; designs some activities to promote higher level cognitive activity and student independence and/or responsibility for their own learning	Consistently uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for their own learning
<b>Instructional Roles</b>  IPTS 6.4		Rarely uses two or more instructional roles and usually relies on the use of one instructional role to meet all purposes of instruction	Often demonstrates comfort in using two or three instructional roles and is increasingly proficient at matching these with the content and purposes of instruction	Consistently varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students
<b>Lesson Structure and Pacing</b>  IPTS 6.5		Rarely do lessons have a clearly defined structure, or the pacing of the lesson is too slow or rushed, or both	Often lessons have a recognized structure around which the activities are organized; usually the pacing of lessons is appropriate to their purpose	Consistently lessons are purposefully structured and coherent, allowing for reflection and closure; pacing and targeting of lessons is appropriate for all student levels
<b>Use of Resources</b>  IPTS 6.6		Rarely uses additional resources and is tied to the text or teaching manuals; materials do not engage students mentally	Often uses a variety of materials, human and technological resources to enhance learning	Consistently uses a wide variety of materials, human and technological resources from the school and the community to enhance learning
<b>Alternative Teaching Strategies</b>  IPTS 1.6, 6.1, 6.5		Rarely offers alternative representations; is prepared to offer one explanation or presentation of a concept and tends to repeat it	Often is able to offer an alternative representation of concepts to help students understand	Consistently develops a variety of representations of concepts, using alternative explanations that support the learning of all students

### Competency 6 – Instructional Delivery – Continued

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Student Feedback</b>  IPTS 6.3		Rarely addresses questions or interests of students, and usually does not respect the responses of students	Often accommodates students' questions or interests but does not consistently respect the responses of students	Consistently promotes student questions and sharing of interests to create opportunities to enhance learning; consistently uses appropriate feedback and respects student responses
<b>Directions and Transitions</b>  IPTS 5.2		Rarely are expectations established or clear directions given; transitions and routines are overly time consuming or disruptive	Often clear directions are provided; expectations are established; transitions & routines are sometimes time consuming or disruptive	Consistently provides clear, concise directions, establishes appropriate expectations, executes time efficient transitions and routines are handled promptly and smoothly
<b>Grouping of Students</b>		Rarely are instructional groups appropriate to the students or to the instructional goals	Often instructional groups are appropriate to the goals of the lesson and moderately productive	Consistently, instructional groups are appropriate and fully productive to the instructional goals of the lesson
<b>Activities and Assignments</b>		Rarely are the activities and assignments appropriate to students and generally do not engage students mentally	Often activities and assignments are appropriate to students and sometimes engage them mentally	Consistently, students are engaged in the activities and assignments in their exploration of content; activities and assignments are appropriate to students and to the learning goals of the instruction
<b>Lesson Adjustment</b>  IPTS 6.3		Rarely alters an instructional plan even when a change will clearly improve a lesson	Often attempts to adjust lessons when needed, sometimes with mixed results	Consistently makes appropriate adjustments to lessons when they are warranted and the adjustments occur smoothly

**Competency 7 – Communication** – The teacher candidate uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Oral Communication</b>  IPTS 7.1, 7.2, 7.5, 7.7		Is barely audible, may contain some grammar and syntax errors; vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused	Is audible, and often is grammatically and syntactically correct	Consistently is correct and expressive with well-chosen vocabulary; models accurate, effective communication that enriches the lesson when conveying information, asking questions, and responding to students
<b>Written Communication</b>  IPTS 7.1, 7.5, 7.7		Rarely organized or displays problems with spelling, grammar, and/or mechanics	Often exhibits basic competence in organization, spelling, grammar, and/or mechanics	Consistently models accurate, effective communication when conveying ideas and information to students, parents and other professionals
<b>Non-verbal Communication</b>  IPTS 7.5, 7.7		Rarely uses appropriate non-verbal communication that is free of negative conflicting or distracting communication mannerisms	Often exhibits basic competence in non-verbal communication, free of negative, conflicting, or distracting non-verbal communication mannerisms	Consistently uses a variety of appropriate non-verbal skills to communicate effectively with students
<b>Opportunities for Students to Communicate</b>  IPTS 7.3		Rarely provides opportunities for open discussions by students and students' interaction with the teacher is predominantly recitation style, with teacher mediating all questions and answers; few opportunities for written, visual and non-verbal communication	Often provides opportunities for open discussion and written, non-verbal and visual communication by students	Consistently creates varied opportunities for successful discussions and use of effective written, nonverbal and visual communication of all students
<b>Listening Skills</b>  IPTS 7.6		Rarely demonstrates good listening, conflict resolution or group facilitation skills	Often demonstrates good listening, conflict resolution, and group facilitation skills	Consistently demonstrates excellent listening, (eye contact, appropriate facial expressions, attentive posture, turn-taking), conflict resolution, and group facilitation skills

**Competency 8 – Assessment** – The teacher candidate understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Alignment of Assessment</b>  IPT 8.1		Rarely aligns content and assessment methods with instructional goals and objectives	Often content and assessment methods are nominally aligned and suitable to some goals and objectives	Consistently utilizes assessments that are completely aligned with the instructional goals and objectives
<b>Variety of Formal and Informal Assessments to Guide Instruction</b>  IPT 8.2		Rarely uses formal and informal assessment techniques to modify teaching strategies to meet the needs of students	Often uses some formal and informal assessment techniques for a variety of purposes	Consistently uses a variety of formal and informal assessment techniques (including pre and post assessments) to enhance knowledge, evaluate progress or performance, and modify teaching and learning strategies with students
<b>Assessment Criteria</b>  IPT 8.3		Rarely have the assessment criteria and standards been developed, and when present, they are either not clear or have not been clearly communicated to students	Often the assessment criteria and standards are clear and have been clearly communicated to students	Consistently the assessment criteria and standards are clear and have been clearly communicated to students; there is evidence that students contributed to the development of the criteria and standards, when appropriate
<b>Student Self-Assessment Activities</b>  IPT 8.3		Rarely involves students in assessing their own performance	Often involves students in assessing their own performance	Consistently involves students in assessing their own performance and encourages student to take responsibility for monitoring and improving their own performance
<b>Record of Student Progress</b>  IPT 8.4, 8.5		Rarely maintains a systematic approach for maintaining information on student progress in learning, and, where present, it tends to be rudimentary and only partially effective	Often maintains a system for monitoring information on student progress in learning, and it is generally effective	Consistently uses an appropriate system for maintaining and monitoring information on student progress in learning that is effective for a variety of types of information that is collected
<b>Non-instructional Record Keeping</b> IPT 8.4		Rarely maintains adequate records	Often maintains adequate records	Consistently and accurately maintains needed records

### Competency 8 – Assessment – Continued

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Communication of Progress</b>  IPTS 8.4		Rarely is clear, effective or consistent in communicating criteria/progress to students and parents	Is often clear and consistent in communicating criteria/progress to students; is working on parent communication	Is consistently clear, concise and consistent in communicating criteria/progress to students and parents on a regular basis
<b>Evidence of P-12 Learning</b>				
<b>Pre-Assessment data collected</b>		Rarely undertakes an assessment to understand the prior student learning in the areas to be taught	Often undertakes an assessment to understand the prior student learning in the areas to be taught	Planning and instruction consistently includes assessment of prior learning in areas to be taught
<b>Assessment data guides instruction</b>		Rarely plans or executes appropriate instruction to advance student learning based on prior assessment data	Often plans and executes appropriate instruction to advance student learning based on prior assessment data	Consistently plans and executes appropriate instruction to advance student learning based on prior assessment data
<b>Assessment Data Used to Monitor Progress</b>		Rarely designs and implements appropriate assessment instruments to measure progress toward objectives	Often designs and implements appropriate assessment instruments to measure progress toward objectives	Consistently designs and implements appropriate assessment instruments to measure progress toward objectives
<b>Data analyzed to guide future instruction</b>		Analysis and reflection of data on student learning is rarely used for further planning to impact results	Analysis and reflection of data on student learning are often used for further planning to impact results	Instruction consistently demonstrates evidence of analysis and reflection of data on student learning to impact results

**Competency 9 – Collaborative Relationships** – The teacher candidate understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Collaboration</b>  IPTs 9.1, 9.2, 9.3		Does not collaborate with others to enhance student learning or develop an effective learning climate within the school	When asked, will collaborate with others to enhance student learning or develop an effective learning climate within the school	Initiates collaboration with others, creates situations where collaboration with others will enhance student learning, and collaborates to develop an effective learning climate within the school
<b>Engagement of Families</b>  IPTs 9.4, 9.5		Makes no attempt to inform and engage families in the instructional program or such attempts are inappropriate	Makes modest and inconsistently successful attempts to inform and engage families in the instructional program	Makes efforts to consistently inform and engage families in the instructional program successfully
<b>Community Resources</b>  IPTs 9.5, 9.6		Does not use community resources	Identified and used community resources 1 or 2 times	Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities
<b>Advocate for Students</b> IPTs 9.7		Does not advocate for students	Often advocates for students	Consistently advocates for students with success

**Competency 10 – Reflection and Professional Growth** – The teacher candidate is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Reflection and Action</b>  IPTS 10.1		Reflection or revision of practice is often inadequate or inaccurate; repeats mistakes or evidences difficulty learning from past experiences	Uses 1 or 2 sources of information to base reflection and revision of practice; reflection or revision of practice is adequate and accurate; shows some evidence of learning from past experience	Consistently uses classroom observation, information about students, and pedagogical knowledge as sources for reflection, evaluation, revision of practice, and future actions to be implemented
<b>Collaboration</b>  IPTS 10.2, 10.3, 10.4, 11.1		Does not collaborate with other professionals	Has collaborated with 1 or 2 professionals to problem solve, generate ideas, share resources or seek feedback	Consistently collaborates with other professionals as resources for problem solving, generating ideas, sharing experiences, seeking feedback and sharing a variety of instructional resources
<b>Professional Growth</b>  IPTS 10.3		Engages in no professional development activities to enhance knowledge or skill	Participates in professional activities when they are needed or made available	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill

**Competency 11 – Professional Conduct and Leadership** – The teacher candidate understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well being.

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Ethical Conduct</b>  IPTS 11.2		Has difficulty verbalizing and evidencing confidentiality &/or fairness	Often maintains confidentiality and evidences fairness	Consistently maintains confidentiality and evidences fairness
<b>Positive Demeanor and Sense of Humor</b>		Has difficulty appearing congenial and positive or has an inappropriate sense of humor	Working to be congenial, be positive, and to demonstrate an appropriate sense of humor in routine circumstances.	Congenial, positive, and has a well-developed sense of humor that is positive and without sarcasm even in difficult situations
<b>Emotional Maturity</b>		Unable to maintain emotional control and requires direct guidance in responding to emotional or stressful situations	Often demonstrates emotional control, utilizes appropriate self disclosure and other strategies to respond to difficult situations	Consistently demonstrates emotional control, utilizes appropriate self disclosure and other strategies to respond to difficult situations
<b>Flexibility</b>		Unwilling to change or makes inappropriate changes that sacrifices the integrity of the lesson and/or learning	Often willing to change and make adaptations when unexpected or new situations occur	Willingness to change is consistently based on sound pedagogical principles; seeks needed change to enhance learning
<b>Approachability</b>		Pupils tend to avoid student teacher	Is beginning to be sought out by students in classroom settings	Is consistently sought out by students in classroom settings
<b>Ability to Self-Evaluate</b>		Unable or inaccurately identifies own biases and prejudices, strengths and weaknesses, or use reflective practices to set goals	Is often able to accurately identify own biases and prejudices, strengths and weaknesses, and use reflective practices to set goals	Is consistently able to accurately identify own biases and prejudices, strengths and weaknesses, and uses reflective practices to set goals
<b>Reverence for Teaching</b>		Teacher demonstrates minimal drive and enthusiasm, and/or lacks adequate work ethic	Often demonstrates drive, enthusiasm, and adequate work ethic	Consistently demonstrates drive, enthusiasm, and industrious work ethic; seeks opportunities to learn skills and conveys high expectations for achievement

**Competency 11 – Professional Conduct and Leadership – Continued**

<b>Demonstrated Characteristics</b>	<b>Unobserved</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient (at beginning teacher level)</b>
<b>Response to Constructive Criticism</b>		Avoids or is unreceptive to feedback; rarely accepts or incorporates suggestions in subsequent practice	Often accepts and incorporates suggestions in subsequent practice	Consistently requests feedback; accepts, incorporates and enhances suggestions in subsequent practice
<b>Responsibility</b>  IPTs 11.3		Demonstrates limited skills in time management and dependability; does not accept responsibility for personal decisions or the health and safety of others	Often manages time effectively; is dependable; accepts consequences for actions and prioritizes health and safety concerns of others	Consistently manages time effectively; is dependable; accepts consequences for actions and prioritizes health and safety concerns of others and follows through without reminders.
<b>Leadership</b>  IPTs 11.4, 11.5, 11.6		Limited sense of self and mission as a teacher; participates reluctantly	Developing a sense of self and mission as a teacher; participates in collaborative efforts	Has a strong sense of self and mission; takes initiative to create and collaborate; aspires to teach everyone

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Adapted from educational materials from University of Nebraska-Lincoln, University of Northern Iowa, and Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.