Candidate Name:
Date:

Norms for Teaching Contexts

(to be used by candidates, coaches, mentors, and UW instructors)

Criteria		Rating (circle one; comment below as needed)
1. Attendance and Participation	Demonstrates consistent punctuality and attendance, not only physically, but through visible, active engagement	Consistently Usually Inconsistently Not observed
	Communicates in advance about planned absences with instructors, mentors, coaches, and program administration and considers the consequences of absence	Consistently Usually Inconsistently Not observed
2. Interactions with instructors, mentors, and colleagues	Demonstrates grace and understanding verbal and written communication	Consistently Usually Inconsistently Not observed
	Demonstrates willingness to engage in context-appropriate collaboration with mentors and colleagues	Consistently Usually Inconsistently Not observed
	Uses UW email only in all STEP/teaching related correspondence unless otherwise stipulated by placement, checks it regularly, and responds in 24 hours in most circumstances	Consistently Usually Inconsistently Not observed
	Adheres to academic and teaching profession expectations around email: allows time for the recipient to respond - at least 48 hours, but sometimes more before following up, keeps email to an appropriate length (1-2 paragraphs in most instances), uses gracious and forgiving language.	Consistently Usually Inconsistently Not observed
	Demonstrates context-appropriate boundaries with instructors, mentors, colleagues, and students; is cautious about sharing personal information, especially with social media and students.	Consistently Usually Inconsistently Not observed
3. Effective and timely preparation	Completes coursework by due date or communicates about needs if unable to meet due dates	Consistently Usually Inconsistently Not observed
	Submits lesson plan at least 48 hours (or per requirements of mentor and coach) in advance of observed lesson	Consistently Usually Inconsistently Not observed

4. Adaptability	Demonstrates engagement and commitment in UW and partner school learning communities and makes the best of the context and situation	Consistently	Usually	Inconsistently	Not observed
	Adapts to norms/expectations of different UW courses and in partner schools; reads the room; is cognizant of context-specific ways of doing and being	Consistently	Usually	Inconsistently	Not observed
5. Reliability	Follows through on obligations and commitments and communicates when overwhelmed/needs help/etc.	Consistently	Usually	Inconsistently	Not observed
	Respects confidentiality	Consistently	Usually	Inconsistently	Not observed
6. Presentation at school placements	Demonstrates a context-based understanding of presentation (e.g. clothing choices); when in the field presents self in a manner that is consistent with placement school norms and expectations. (At this point, you may want to be slightly more formal than teachers in the context in which you are placed.)	Consistently	Usually	Inconsistently	Not observed
7. Commitment to growth	Actively and consistently seeks out advice, new ideas, feedback, and suggestions and uses them to improve practice	Consistently	Usually	Inconsistently	Not observed
	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism	Consistently	Usually	Inconsistently	Not observed
	Takes a learning stance and growth mentality when given feedback	Consistently	Usually	Inconsistently	Not observed
8. Navigating conflict	Anticipates and addresses potential frustration or conflicts and approaches these situations honestly, and directly (with consideration for timing, setting, and involved parties); advocates for self	Consistently	Usually	Inconsistently	Not observed
	Works toward de-escalating potentially problematic situations and finding solutions through direct and gracious communication with consideration to the larger community	Consistently	Usually	Inconsistently	Not observed
	Demonstrates generosity in listening and reacting to others and refrains from judgment	Consistently	Usually	Inconsistently	Not observed