
End-of-Placement Student Teaching Evaluation Form

INSTRUCTIONS

Dear Supervisor,

The End-of-Placement Student Teaching Evaluation Form is used at the *conclusion* of a placement period. While the form may be used multiple times to evaluate observations during the course of a placement, the final ratings of the End-of-Placement Student Teaching Evaluation Form are **not** the average of those observations.

The form is a summative assessment which requires you to consider *all* evidence available to you during the entire duration of the placement, including but not limited to lesson plans, discussions, logs, journal assignments, and your conversations with cooperating teachers. After the student teaching placement is completed, based on the preponderance of all of this evidence, you will determine whether and to what degree a student teacher has demonstrated the knowledge, skills and dispositions expected of beginning teachers; this will inform your final ratings on the Student Teaching Evaluation Form.

The form consists of 17 indicators¹ which are aligned with both the INTASC (Interstate Teacher Assessment and Support Consortium, 2011) and New York State Teaching (2011) Standards. Each indicator contains descriptive criteria (that is, critical behaviors, knowledge or dispositions) that provide more information of the intent of the indicator. Please peruse these criteria before giving a rating.

The scoring rubric uses a 4-point rating scale; the lowest possible rating is “1” and the highest is “4.” Ratings of 1.5, 2.5, and 3.5 are fine, but please avoid ratings such as 2.75 or 3.25. There are thus seven possible ratings: 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, and 4.0.

The four levels (Unacceptable, Emerging, Building, Refining) are developed with a progression of knowledge, skills, and dispositions from one level to the next, akin to a continuum of growth. They are defined as follows:

- 1) **Unacceptable:** The Student Teacher does not demonstrate the minimum essential knowledge, skills, and dispositions necessary for working with learners and/or demonstrates a lack of commitment to acquire such knowledge, skills, and dispositions. A rating of “1” for any of the 17 indicators signals an area of *serious* concern and requires *specific actions* to remediate it.

¹ Informed by Charlotte Danielson's *The Framework for Teaching Evaluation Instrument (2013 Edition)*

- 2) **Emerging:** The Student Teacher demonstrates the basic knowledge, skills, and dispositions expected of *beginning* teachers; however, they are demonstrated partially, inconsistently or inappropriately. The *majority* of student teachers are expected to receive a rating of “2” (emerging level) at the *end of their **first*** student teaching placement.

- 3) **Building:** The Student Teacher demonstrates adequate knowledge, skills, and dispositions expected of beginning teachers; and they apply these knowledge, skills, and dispositions consistently and appropriately. The *majority* of student teachers are expected to receive a rating of “3” (building level) at the *end of their **second*** student teaching placement

- 4) **Refining:** The Student Teacher demonstrates knowledge, skills, and dispositions *above and beyond* what is expected of beginning teachers. They expand and apply the knowledge, skills and dispositions of level 3 with an increased sophistication, usually observed in experienced teachers. Level 4 is meant to be aspirational. If you conclude that a student teacher deserves a rating of “4” in any of the 17 indicators, please **explain** what specific knowledge, skills, or dispositions warranted it.

For the 2020-2021 academic year and beyond, we added an overlay of remote learning environment “look-fors,” to provide supervisors, student teachers, and Cooperating Teachers with examples of the ways in which particular indicators might manifest in remote teaching and learning formats. These “look-fors” were generously provided by our colleagues in TC’s Tech Specialist program, with insights from the International Society for Technology in Education’s K-12 standards (<https://www.iste.org/standards/for-students>).

Please complete the form for each student teacher and return it to your program’s Student Teaching Coordinator. If you have questions or concerns about your student teacher or placement, please contact your Student Teaching/Supervising Coordinator. If you have questions or concerns about the form, please contact Sasha Gribovskaya (Gribovskaya@tc.edu) at the Office of Accreditation and Assessment.

Thank you for your service!

End-of-Placement Student Teaching Evaluation Form

Student Teacher's Name: Program:

Placement School: Grade Level Semester & Year:

Reviewer's/Supervisor's Name: Review Date:

Which student teaching placement/phase is this? 1st Placement 2nd Placement 3rd Placement

Content Knowledge

(1) Demonstrates knowledge of subject matter/discipline			Rating =
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST consistently makes content errors or does not correct errors made by learners.	The ST demonstrates basic knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and/or may lack of awareness of how these relate to each other.	The ST demonstrates solid knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and how these relate to each other.	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST demonstrates <u>extensive</u> knowledge of the central concepts, tools of inquiry, and structures in the discipline(s) and how these relate to each other, <u>other disciplines and/or contemporary issues</u>.</p>
(2) Demonstrates pedagogical content knowledge			Rating = <input type="text"/>
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST has little understanding of learning progressions related to the content.</p> <p>The ST does not recognize learner misconceptions or does not address them.</p> <p>The ST uses instructional strategies inappropriate for the subject matter/discipline.</p>	<p>The ST demonstrates knowledge of learning progressions although some of this knowledge may be inaccurate or incomplete.</p> <p>The ST recognizes learner misconceptions but is not sure how to address them.</p> <p>The ST uses limited instructional strategies or some strategies may not be appropriate for the subject matter/discipline.</p>	<p>The ST demonstrates understanding of learning progressions related to the content and uses multiple representations and explanations.</p> <p>The ST recognizes common learner misconceptions and guides learners to accurate conceptual understanding.</p> <p>The ST uses a range of instructional strategies appropriate for the subject matter/discipline.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST <u>anticipates</u> common learner misconceptions and is <u>proactive</u> in addressing them.</p>

Content Knowledge: Comments or Rating “4” Explanation

Planning

(3) Uses knowledge of learners in planning instruction

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST does not understand child or adolescent development characteristics and has unrealistic expectations for learners.</p> <p>The ST does not try to ascertain learners' prior knowledge, interests, strengths, or needs.</p> <p>The ST is not aware of different learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs).</p> <p>The ST is not aware of learners' cultural identities.</p>	<p>The ST understands child or adolescent development but may have trouble integrating this knowledge into planning.</p> <p>The ST attempts to ascertain learners' prior knowledge, interests, strengths, or needs.</p> <p>The ST is aware of different learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs) but tends to use a “one-size fits all” approach to planning.</p> <p>The ST recognizes that learners have different cultural identities but rarely differentiates materials and instruction to attend to these differences.</p>	<p>The ST's plans and expectations for learners are developmentally appropriate.</p> <p>The ST attains information about learners' prior knowledge, interests, strengths, or needs.</p> <p>The ST has a good understanding of the range of learners' needs (including but not limited to needs of learners with disabilities, giftedness, and ELLs) and plans instruction to address these needs.</p> <p>The ST is well informed about learners' cultural identities and differentiates materials and instruction to attend to these differences.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. Eg:</i></p> <p>The ST <u>uses formal and informal assessment</u> to ascertain learners' prior knowledge, interests, strengths, and needs.</p> <p>The ST <u>invites learners to pursue their own inquiries and guide their own learning</u>, drawing from the interests and cultural repertoires that are meaningful to them.</p>

(4) Sets instructional goals and objectives

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The goals and objectives are not appropriate for learners.</p> <p>The goals and objectives do not represent important learning in the discipline; no connection to standards is made.</p> <p>The goals and objectives are vague and do not lend themselves to assessment.</p> <p>The goals and objectives reflect only one type of learning.</p>	<p>Some goals and objectives are not appropriate for learners.</p> <p>Some goals and objectives reflect important learning in the discipline; general reference to standards is made.</p> <p>Some goals and objectives are clear and suggest viable forms of assessment.</p> <p>The goals and objectives reflect several types of learning but there is little coordination.</p>	<p>The goals and objectives are appropriate for learners.</p> <p>The goals and objectives are related to “big” ideas of the discipline and linked to appropriate standards.</p> <p>The goals and objectives are clear and suggest viable forms of assessment.</p> <p>The goals and objectives reflect different types of learning and opportunities for coordination.</p> <p><i>In remote learning environments, look for:</i></p> <p>Goals and objectives can be broken down into sub-objectives, allowing the</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p><u>The ST plans with short and long-term goals in mind.</u></p>

		<p>student teacher to plan a sequence of shorter online lessons that deepen learning over time.</p> <p>For asynchronous lessons, the ST provides time management and pacing suggestions to maximize learning.</p>	
(5) Uses a variety of resources in planning instruction Rating = <input type="text"/>			
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
The ST uses irrelevant, inappropriate or tangential materials that detract from the lessons.	The ST uses materials that are readily available but does not modify or seek out additional resources as appropriate for the lessons or the learners.	The ST seeks out, modifies, and uses appropriate materials and resources beyond those provided by the cooperating teacher/school.	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. Eg:</i></p> <p>The resources are often <u>multidisciplinary and matched to learners'</u> skill levels and backgrounds.</p> <p>The ST plans for <u>learners'</u> use of technologies and community resources <u>in and outside the classroom.</u></p>
There is no evidence that the ST considers the use of Internet, multimedia and other technologies, or community resources.	The ST considers the use of Internet, multimedia and other technologies, or community resources but such use is limited or not always related to goals and objectives.	The ST seeks out and purposefully uses Internet, multimedia and other technologies, and community resources in planning.	
(6) Designs coherent learning experiences Rating = <input type="text"/>			
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>Learning activities and materials are not aligned with instructional goals and objectives.</p> <p>Learning activities and materials do not make content relevant to learners.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Some learning activities and materials are aligned with instructional goals and objectives.</p> <p>The ST occasionally uses learning activities and materials that make content relevant to learners.</p> <p>Instructional groups partially support the activities, with some variety.</p> <p>Lesson plans have recognizable structure but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Learning activities and materials are aligned with instructional goals and objectives.</p> <p>The ST uses learning activities and materials that make content relevant to learners.</p> <p>Instructional groups are organized thoughtfully to maximize learning and build on learners' strengths.</p> <p>Lesson plans are well structured with reasonable time allocations.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST uses a variety of learning activities and materials <u>permitting learners' choice.</u></p> <p><i>In remote learning environments, look for:</i></p> <p>Use design principles (e.g. Backward Design) to develop innovative learning environments focused on students' inquiry and exploration.</p>
(7) Plans for assessment Rating = <input type="text"/>			
1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>Assessments do not match instructional goals and objectives.</p> <p>Assessments lack criteria.</p> <p>No formative assessments are planned.</p> <p>Assessments do not include accommodations for learners, even when the need for accommodations is obvious.</p>	<p>Assessments address only easy-to-assess or peripheral goals and objectives.</p> <p>Assessment criteria are vague.</p> <p>Formative assessments are not fully developed.</p> <p>The ST attempts to provide accommodations for learners.</p>	<p>Assessments address central goals and objectives.</p> <p>Assessment criteria are clear.</p> <p>Formative assessments are fully developed.</p> <p>Assessments include accommodations for specific learners as needed.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>Assessments provide <u>opportunities for learners' choice.</u></p>

<p>Planning: Comments or Rating “4” Explanation</p>
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Learning Environment

(8) Contributes to a positive learning environment and demonstrates inclusivity

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST is unfair towards learners.</p> <p>The ST communicates in ways that are insensitive to learners' experiences, cultural identities, or developmental needs.</p> <p>The ST is not attentive to fostering positive relationships among learners.</p> <p>The ST ignores the signs of learners not being included within learning environment.</p>	<p>The ST is generally fair to learners but may occasionally display inconsistencies or favoritism.</p> <p>The ST occasionally communicates in ways that are insensitive or inappropriate for learners' experiences, cultural identities, or developmental needs.</p> <p>The ST attempts to foster positive relationships among learners.</p> <p>The ST attempts to include all learners within learning environment.</p>	<p>The ST demonstrates fairness towards all learners.</p> <p>The ST communicates in ways that are sensitive to learners' experiences, cultural identities, and developmental needs.</p> <p>The ST encourages positive and constructive relationships among learners.</p> <p>The ST includes all learners within learning environment.</p> <p><i>In remote learning environments, look for:</i> The ST encourages students to model digital citizenship and show respect through questions and feedback provided to one another in live chats, asynchronous discussion forums, and online breakout rooms.</p> <p>The ST establishes online "netiquette" with students (rules for participating constructively in online learning).</p> <p>The ST provides multiple ways for learners to communicate and participate in class sessions.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST <u>encourages learner reflection and metacognition</u> on their relationships with other learners.</p>

(9) Contributes to an organized and safe environment

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>Much instructional time is lost due to inefficient classroom routines, procedures, and transitions. The handling of materials and supplies is inefficient or unsafe.</p> <p>The ST does not check if visual and oral communications are accessible to all learners.</p> <p>The ST does not monitor learner behavior.</p> <p>The ST is either unaware of challenging behavior or responds to it ineffectively.</p>	<p>Some instructional time is lost due to partially effective classroom routines, procedures, and transitions. The handling of materials and supplies is inconsistent.</p> <p>The ST occasionally checks if visual or oral communications are accessible to all learners.</p> <p>The ST attempts to keep track of learner behavior, but with no apparent system.</p> <p>The ST's response to challenging behavior is inconsistent (e.g., sometimes harsh, other times lenient).</p>	<p>The ST works to manage routines, procedures and transitions effectively. The handling of materials and supplies is efficient and safe.</p> <p>The ST works to make visual and oral communications accessible to all learners.</p> <p>The ST is aware of what is going on in the classroom ("the eyes in the back of the head").</p> <p>The ST uses positive, encouraging strategies to work with learners. The ST's response to challenging behavior is consistent, proportionate, and respectful to learners.</p> <p><i>In remote contexts, look for:</i> The ST provides adequate breaks for students to move/stretch or adjusts instruction to provide a screen break if students become restless.</p> <p>The ST provides social-emotional checks</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST <u>engages learners</u> in efficient and safe handling of materials and supplies.</p> <p>The ST <u>scans for potential triggers</u>; monitoring of student behavior is <u>subtle and preventative</u>.</p>

		with students (e.g. younger learners may select an emoji or face that represents how they are feeling during morning meeting; older students may answer a prompt on an online form)	
Learning Environment: Comments or Rating “4” Explanation			

Instruction

(10) Communicates lesson expectations and content

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST does not make lesson expectations, directions, or procedures clear to learners.</p> <p>The ST causes learners' confusion and misconceptions.</p> <p>The ST's communications include errors of vocabulary or usage or imprecise use of academic language.</p>	<p>The ST's communication of lesson expectations, directions, or procedures is sometimes confusing or inaccurate.</p> <p>The ST generally makes content clear to learners but occasionally gives confusing or inaccurate information.</p> <p>The ST's use of academic language is mostly clear but ST rarely takes opportunities to explain academic vocabulary to learners.</p>	<p>The ST makes lesson expectations, directions, and procedures clear to learners. When appropriate, the ST models the process to be followed in the task or activity.</p> <p>The ST makes content clear to learners.</p> <p>The ST's use of academic language is precise and serves to extend learners' understanding.</p> <p><i>In remote contexts, look for:</i> The ST models the use of new technology tools for learners.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST models academic language and <u>provides opportunities for learners to practice and master it.</u></p>

(11) Uses questioning and discussion techniques

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>Questions do not invite learner thinking; require a single correct answer.</p> <p>All discussion is between the ST and learners; learners are not invited to speak directly to one another.</p>	<p>Some questions are designed to promote learner thinking but many have a single correct answer.</p> <p>The ST invites learners to respond directly to one another's ideas but does not connect discussion to teaching.</p>	<p>The ST uses a variety of questions, inviting learners to think and/or offer multiple possible answers.</p> <p>The ST invites learners to respond directly to one another's ideas and connects discussion to teaching.</p> <p><i>In remote contexts, look for:</i> The ST uses a variety of techniques for questioning students online, depending upon the lesson (e.g. online polls, asking for responses in chat, online form, quiz tools, open discussion)</p> <p>The ST uses screen sharing opportunities or digital whiteboards to make thinking transparent and encourage students to actively generate ideas during class discussion.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST <u>encourages learners to formulate questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</u></p>

(12) Engages all learners in learning

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST ignores learners that are not productively engaged.</p> <p>Learning activities and materials require only recall or have a single correct response or method.</p> <p>The ST does not invite learners to explain their thinking.</p> <p>The lessons are either too slow or</p>	<p>The ST attempts to engage all learners.</p> <p>Learning activities and materials are a mix of those requiring thinking and those requiring recall.</p> <p>The ST occasionally invites learners to explain their thinking as part of completing tasks.</p> <p>The pacing of the lessons is</p>	<p>The ST works to engage all learners during small-group or independent work.</p> <p>Most learning activities and materials have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>The ST invites learners to explain their thinking as part of completing tasks.</p> <p>The pacing of the lessons provides learners the time needed to be</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST is <u>reflective of causes of learners' lack of engagement</u> and tries varied strategies to engage all learners.</p> <p><i>In remote contexts:</i></p>

rushed.	uneven—suitable in parts but slow or rushed in others.	intellectually engaged.	The ST provides instruction and modeling on how students might take notes or keep track of their learning for class.
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(13) Uses assessment in instruction

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST gives learners no indication of assessment criteria.</p> <p>The ST makes no effort to determine learners' understanding.</p> <p>The ST provides no feedback to learners, or feedback is global or directed to only one learner.</p> <p>The ST does not invite learners to assess their own or classmates' work.</p>	<p>The ST gives learners little information about how their work will be assessed.</p> <p>The ST occasionally uses questions and assessments to ascertain learners' understanding.</p> <p>Feedback to learners is vague and not oriented toward future improvement of work.</p> <p>The ST makes only minor attempts to engage learners in self- or peer-assessment.</p>	<p>The ST makes assessment criteria clear to learners.</p> <p>The ST regularly uses questions and assessments to ascertain learners' understanding.</p> <p>Feedback includes specific and timely guidance for learners.</p> <p>The ST invites learners to assess their own or peers' work and make improvements.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST is constantly "taking pulse" of the class; <u>monitoring of learners' understanding is sophisticated and continuous.</u></p>

(14) Demonstrates flexibility and responsiveness

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST ignores learners' boredom or lack of understanding; brushes aside learners' questions.</p> <p>The ST blames learners or their home environment for their lack of success.</p> <p>The ST makes no attempt to adjust the lessons in response to learners' confusion.</p>	<p>The ST attempts to incorporate learners' questions and interests into the lessons.</p> <p>The ST accepts responsibility for learners' confusion or lack of success but is uncertain how to assist them.</p> <p>The ST's attempts to adjust the lessons are partially successful.</p>	<p>The ST incorporates learners' questions and interests into the lessons.</p> <p>The ST accepts responsibility for learners' confusion or lack of success and tries alternative approaches to assist them.</p> <p>The ST makes on the spot adjustments to the lessons as needed.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST <u>identifies learners who may need extra time or teaching</u> and makes a plan for them.</p>

Instruction: Comments or Rating "4" Explanation

Professional Dispositions

(15) Analyzes student learning

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST does not analyze learning (performance data) over time.</p> <p>The ST draws incorrect conclusions about effectiveness of instruction.</p> <p>The ST makes no suggestions for improvement.</p>	<p>The ST attempts to analyze learning (performance data) over time but not consistently.</p> <p>The ST has a general sense of whether or not instructional practices were effective.</p> <p>The ST offers general modifications for future instruction.</p>	<p>The ST consistently analyzes learning (performance data) over time.</p> <p>The ST accurately assesses the effectiveness of instruction.</p> <p>The ST identifies specific ways in which instruction might be improved.</p> <p><i>In remote contexts, look for:</i> Where possible and allowable, ST uses technology creatively to capture student thinking during class sessions (e.g., screen casting or short videos).</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST's assessment of the effectiveness of instruction is <u>detailed and includes specific examples of instructional outcomes that were achieved or not achieved.</u></p>

(16) Positions oneself as a learner

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST's ideas about learners, learning and teaching are rigid and/or biased.</p> <p>The ST resists discussing performance with supervisors or colleagues or makes no changes/shows no growth in response to feedback.</p> <p>The ST is hostile to different viewpoints, backgrounds, and belief systems.</p>	<p>The ST attempts to reflect on his or her ideas about learners, learning and teaching but does not always see their impact on practice.</p> <p>The ST reluctantly accepts feedback from supervisors and colleagues and makes some changes/shows limited growth in response to such feedback.</p> <p>The ST is somewhat defensive in response to different viewpoints, backgrounds, and belief systems.</p>	<p>The ST reflects on his/her ideas about learners, learning and teaching and their impact on practice.</p> <p>The ST welcomes feedback from supervisors and colleagues and makes appropriate changes/shows growth in response to such feedback.</p> <p>The ST is open to different viewpoints, backgrounds, and belief systems and engages in pursuit of common understandings.</p> <p><i>In remote contexts, look for:</i> The ST reflects on their knowledge and use of technology, especially their fluency in using technology to promote student understanding; the ST demonstrates a commitment to continuing to learn about technology, which is always evolving, and continuing to develop their comfort and expertise with a range of digital tools.</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST <u>actively seeks</u> feedback from supervisors and colleagues and uses such feedback to improve teaching.</p>

(17) Demonstrates professionalism

Rating =

1 - Unacceptable	2 - Emerging	3 - Building	4 - Refining
<p>The ST is unprofessional in appearance (e.g., inappropriate clothes, etc.) or conduct (e.g., lateness or unexcused absences, disorganized or unprepared).</p> <p>The ST is rude or dishonest in interactions with learners, colleagues,</p>	<p>The ST is generally professional in appearance and conduct but may occasionally lack initiative or maturity.</p> <p>The ST is polite and honest in interactions with learners, colleagues,</p>	<p>The ST is professional in appearance and conduct and demonstrates dependability, maturity, and initiative.</p> <p>The ST shows honesty, integrity, and confidentiality in interactions with</p>	<p><i>Please explain in text box below what ST's practice(s) warrant the rating of 4. For eg:</i></p> <p>The ST's relationships with the cooperating teacher(s), supervisor(s), and colleagues</p>

and supervisors. The ST willfully disregards school or district regulations. The ST's relationships with the cooperating teacher(s), supervisor(s), or colleagues are characterized by negativity or combativeness.	and supervisors. The ST is inconsistent in his/her compliance with school and district regulations. The ST has cordial relationships with the cooperating teacher(s), supervisor(s), and colleagues.	learners, colleagues, and supervisors. The ST complies with school and district regulations. The ST has productive relationships with the cooperating teacher(s), supervisor(s), and colleagues. <i>In remote contexts, look for:</i>	are <u>characterized by mutual respect and collaboration</u> .
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Professional Dispositions: Comments or Rating "4" Explanation