<table>
<thead>
<tr>
<th>Candidate</th>
<th>Date</th>
<th>Grade Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Student Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program &amp; Major</th>
<th>□ Undergraduate □ Graduate □ Mid-Semester □ Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher(s)</th>
<th>School/Grade Level/Content Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Signature of Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Candidate Performance

*Review the broad definitions below before evaluating teacher candidates.*

*“Accomplished” should be reserved for teacher candidates who are exceptional. This scoring guide should not be associated with an A to F grading scale. A 3-Accomplished (Expertise) should not be associated with an “A”, a 2-Proficient (Application) should not be associated with a “B”, and a 1-Developing (Awareness) should not be associated with a “C”.*

<table>
<thead>
<tr>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Candidate</td>
<td>Candidate</td>
<td>Candidate</td>
</tr>
<tr>
<td>• Is incapable of planning and</td>
<td>• Relies extensively on</td>
<td>• Relies minimally on the</td>
<td>• Teaches independently</td>
</tr>
<tr>
<td>teaching without cooperating</td>
<td>the cooperating teacher</td>
<td>the cooperating</td>
<td>• Consistently applies</td>
</tr>
<tr>
<td>teacher assistance</td>
<td>for instructional</td>
<td>for instructional</td>
<td>best practice to daily</td>
</tr>
<tr>
<td>• Lacks an understanding of</td>
<td>support</td>
<td>support</td>
<td>instruction (e.g., focus</td>
</tr>
<tr>
<td>best practices of instruction</td>
<td></td>
<td></td>
<td>on student learning,</td>
</tr>
<tr>
<td>• Significantly lacks an</td>
<td>• Understands best</td>
<td></td>
<td>teaching strategies,</td>
</tr>
<tr>
<td>understanding of content and</td>
<td>practices of instruction</td>
<td></td>
<td>assessment, classroom</td>
</tr>
<tr>
<td>content-specific concepts</td>
<td>but is unable to</td>
<td></td>
<td>management, etc.)</td>
</tr>
<tr>
<td></td>
<td>demonstrate on a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>consistent basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gaining an understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of content and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>content-specific concepts</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Standard 1: Students Elements</td>
<td>0 – Unsatisfactory (SUBSTANDARD)</td>
<td>1 – Developing (AWARENESS)</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1.1</td>
<td>Candidate displays knowledge of how students learn and of the developmental characteristics of age groups.</td>
<td>Does not base plans or strategies on child development or learning theory</td>
<td>Is aware of student development or learning theory in planning but does not apply during instruction OR plans do not reflect student development or learning theory but demonstrates application during instruction</td>
</tr>
<tr>
<td>1.2</td>
<td>Candidate understands what students know and are able to do and uses this knowledge to meet the needs of all students.</td>
<td>Does not use knowledge of what students know in order to plan instruction</td>
<td>Is aware of what students know but demonstrates limited use of what students know in order to plan instruction</td>
</tr>
<tr>
<td>1.3</td>
<td>Candidate expects that all students will achieve to their full potential.</td>
<td>Cannot identify specific and challenging expectations for learning activities</td>
<td>Can identify specific and challenging expectations for learning activities, but rarely applies in practice</td>
</tr>
<tr>
<td>1.4</td>
<td>Candidate models respect for students’ diverse cultures, language skills and experiences.</td>
<td>Disrespectful, cites stereotypes, discriminates, avoids certain children</td>
<td>Displays limited knowledge of cultural heritage and individual difference OR builds limited rapport with students</td>
</tr>
<tr>
<td>1.5</td>
<td>Candidate recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.</td>
<td>Does not recognize the characteristics of gifted students, students with disabilities, and at-risk students</td>
<td>Is aware of the characteristics of gifted students, students with disabilities, and at-risk students, but applies limited accommodations</td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard 2: Content Elements</th>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Candidate knows the content they teach and uses their knowledge of content-specific concepts, assumptions and skills to plan instruction.</td>
<td>Makes repeated or significant errors in content or content-specific concepts</td>
<td>Usually includes accurate knowledge, assumptions, and skills to plan instruction with little consideration for sequence of instruction</td>
<td>Includes accurate knowledge, assumptions, and skills to plan instruction in a sequence that <em>sometimes</em> reflects an understanding of prerequisite relationships among topics and concepts</td>
<td>Includes accurate knowledge, assumptions, and skills to plan instruction in a sequence that <em>consistently</em> reflects an understanding of prerequisite relationships among topics and concepts</td>
</tr>
<tr>
<td>2.2</td>
<td>Candidate understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</td>
<td>Is unaware of knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline</td>
<td>Is aware of knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline but are rarely applied</td>
<td>Uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline</td>
<td>Incorporates content-specific instructional strategies to enable students to analyze, build and adapt new understandings</td>
</tr>
<tr>
<td>2.3</td>
<td>Candidate understands school and district curriculum priorities and the Ohio academic content standards.</td>
<td>Is unaware of state/national content standards or district curriculum priorities</td>
<td>Is aware of state/national content standards or district curriculum priorities but are rarely applied in lesson plans</td>
<td>Lesson plans reflect state/national content standards or district curriculum priorities</td>
<td>Lesson plans reflect an application of state/national content standards or district curriculum priorities to maximize student learning</td>
</tr>
<tr>
<td>2.4</td>
<td>Candidate understands the relationship of knowledge within the content area to other content areas.</td>
<td>Is unaware of how to make relevant content connections between disciplines</td>
<td>Is aware of how to make relevant content connections between disciplines but rarely is applied</td>
<td>Makes relevant connections between disciplines</td>
<td>Collaboratively constructs interdisciplinary learning strategies that make connections between disciplines</td>
</tr>
<tr>
<td>2.5</td>
<td>Candidate connects content to relevant life experiences and career opportunities.</td>
<td>Is unaware of how to connect content to relevant life experiences</td>
<td>Is aware of how to connect content to relevant life experiences</td>
<td>Uses a variety of resources to connect content to relevant life experiences</td>
<td>Designs innovative learning activities to connect content to relevant life experiences</td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard 3: Assessment Elements</th>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Candidate is knowledgeable about assessment types, their purposes and the data they generate.</td>
<td>Is unaware of assessment types, their purposes and the data they generate</td>
<td>Is aware of assessment types and their purposes but is unable to describe ways to use the data generated</td>
<td>Is aware of assessment types and their purposes and is able to describe ways to use the data generated</td>
<td>Is aware of when to use different assessment types in varied situations and can describe how to use the data generated to improve teaching and learning</td>
</tr>
<tr>
<td>3.2</td>
<td>Candidate selects, develops and uses a variety of diagnostic, formative and summative assessments.</td>
<td>Is unaware of a variety of diagnostic, formative and summative assessments</td>
<td>Is aware of a variety of diagnostic, formative and summative assessments but is rarely applied</td>
<td>Selects, develops, and uses a variety of formative AND at least one summative assessment</td>
<td>Selects, develops, and uses a variety of diagnostic, formative AND summative assessments</td>
</tr>
<tr>
<td>3.3</td>
<td>Candidate analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction.</td>
<td>Is unaware of how to analyze data to monitor student progress and learning, or to plan, differentiate and modify instruction</td>
<td>Is aware of how to analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction</td>
<td>Analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction</td>
<td>Uses data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio Academic Content Standards</td>
</tr>
<tr>
<td>3.4</td>
<td>Candidate collaborates and communicates student progress with students, parents and colleagues.</td>
<td>Is unaware of how to collaborate and communicate about student progress with students, parents and colleagues</td>
<td>Is aware of how to collaborate and communicate about student progress with students, parents and colleagues</td>
<td>Communicates student progress with students, colleagues or parents</td>
<td>Collaborates AND communicates student progress with students, colleagues AND parents</td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard 4: Instruction Elements</th>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Candidate aligns his/her instructional goals and activities with school and district priorities and Ohio’s academic content standards.</td>
<td>Is unaware of how instructional goals and activities align with state/national content standards or district curriculum priorities</td>
<td>Is aware of how instructional goals and activities align with state/national content standards or district curriculum priorities but is rarely applied</td>
<td>Instructional goals and activities are aligned with state/national content standards or district curriculum priorities</td>
<td>Instructional goals and activities are aligned with state/national content standards or district curriculum priorities AND are implemented with fidelity</td>
</tr>
<tr>
<td>4.2</td>
<td>Candidate uses information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.</td>
<td>Is unaware of information about students’ learning and performance to plan and deliver instruction to improve student achievement</td>
<td>Is aware of how to use information about students’ learning and performance to plan and deliver instruction to improve student achievement, but is rarely applied</td>
<td>Uses information about students’ learning and performance to plan and deliver instruction to improve student achievement</td>
<td>Adjusts instruction based on student learning and developmental level. Identifies how individual experience, prior learning, culture and family influence student learning and plan instruction accordingly</td>
</tr>
<tr>
<td>Score</td>
<td>Standard 4: Instruction Elements</td>
<td>0 – Unsatisfactory (SUBSTANDARD)</td>
<td>1 – Developing (AWARENESS)</td>
<td>2 – Proficient (APPLICATION)</td>
<td>3 – Accomplished (EXPERTISE)</td>
</tr>
<tr>
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</tr>
<tr>
<td>4.3</td>
<td>Candidate communicates clear learning goals and explicitly links learning activities to those defined goals.</td>
<td>Is unaware of how to communicate clear learning goals.</td>
<td>Is aware of how to communicate clear learning goals but does not explicitly link learning activities to those defined goals.</td>
<td>Communicates clear learning goals AND explicitly links learning activities to those defined goals.</td>
<td>Establishes and communicates challenging learning goals based on the needs of the students AND explicitly links learning activities to those defined goals.</td>
</tr>
<tr>
<td>4.4</td>
<td>Candidate applies knowledge of how students think and learn to instructional design and delivery.</td>
<td>Is unaware of how students think and learn.</td>
<td>Is aware of how students think and learn but rarely applies it to instructional design and delivery.</td>
<td>Applies knowledge of how students think and learn to instructional design and delivery.</td>
<td>Applies knowledge of how students think and learn AND uses research based instructional activities that are sequenced and link the content of previous and future learning experiences.</td>
</tr>
<tr>
<td>4.5</td>
<td>Candidate differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students.</td>
<td>Is unaware of how to differentiate instruction to support the learning needs of all students.</td>
<td>Is aware of how to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students, but rarely applies.</td>
<td>Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students.</td>
<td>Uses data to differentiate instruction to support the learning needs of individual students, including students identified as gifted, students with disabilities and at risk students.</td>
</tr>
<tr>
<td>4.6</td>
<td>Candidate creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.</td>
<td>Is unaware of how to create and select activities that are designed to help students develop as independent learners and complex problem-solvers.</td>
<td>Is aware of how to create and select activities that are designed to help students develop as independent learners and complex problem-solvers, but is rarely applied.</td>
<td>Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.</td>
<td>Creates and selects activities AND asks and responds to challenging questions that help students develop as independent learners and complex problem-solvers.</td>
</tr>
<tr>
<td>4.7</td>
<td>Candidate uses resources effectively, including technology, to enhance student learning.</td>
<td>Is not aware of how to use resources effectively, including technology, to enhance student learning.</td>
<td>Is aware of how to use resources effectively, including technology, to enhance student learning.</td>
<td>Uses resources effectively, including technology, to enhance student learning.</td>
<td>Selects, prioritizes, and uses teaching resources, curriculum materials, and technology for their comprehensiveness, accuracy and usefulness for meeting student needs.</td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0–Unsatisfactory” or a “3–Accomplished”.
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard 5: Learning Environment Elements</th>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Candidate treats all students fairly and establishes an environment that is respectful, supportive and caring.</td>
<td>Unfair, disrespectful, and ambivalent</td>
<td>Rarely treats all students fairly and/or has not established a classroom environment that is respectful, supportive, and caring</td>
<td>Treats all students fairly and has established a classroom environment that is respectful, supportive, and caring</td>
<td>Collaborates with students to develop shared values and expectations for respectful interactions and individual and group responsibility to create a positive learning climate of mutual respect, support and care</td>
</tr>
<tr>
<td>5.2</td>
<td>Candidate creates an environment that is physically and emotionally safe.</td>
<td>Classroom is emotionally and physically unsafe</td>
<td>Rarely creates a classroom environment that is physically and emotionally safe</td>
<td>Creates a classroom environment that is physically and emotionally safe</td>
<td>Provides a physically and emotionally safe learning environment that accommodates all students. Clarifies standards of conduct and anticipates and responds to appropriate and inappropriate behavior using a variety of strategies</td>
</tr>
<tr>
<td>5.3</td>
<td>Candidate motivates students to work productively and assume responsibility for their own learning.</td>
<td>Is unaware of how to motivate students to work productively and assume responsibility for their own learning</td>
<td>Is aware of how to motivate students to work productively and assume responsibility for their own learning but is rarely applied</td>
<td>Motivates students to work productively and assume responsibility for their own learning</td>
<td>Encourages self-directed learning by motivating, engaging and teaching students specific skills essential to self-directed learning</td>
</tr>
<tr>
<td>5.4</td>
<td>Candidate creates learning situations in which students work independently, collaboratively and/or as a whole class.</td>
<td>Is unaware of how to create learning situations in which students work independently, collaboratively and/or as a whole class</td>
<td>Is aware of how to create learning situations in which students work independently, collaboratively and/or as a whole class</td>
<td>Creates effective learning situations through the selection of effective independent, collaborative, or whole class experiences</td>
<td>Creates effective learning situations through the selection of effective independent, collaborative, or whole class experiences to maximize student learning</td>
</tr>
<tr>
<td>5.5</td>
<td>Candidate maintains an environment that is conducive to learning for all students.</td>
<td>Disruptive, nonproductive environment</td>
<td>Rarely begins class in an organized and purposeful manner, uses time effectively, transitions well, and establishes and maintains routines that are conducive to learning for all students</td>
<td>Begins class in an organized and purposeful manner, uses time effectively, transitions well, and establishes and maintains routines that are conducive to learning for all students</td>
<td>Organize, allocate and manage the resources of time, space and attention to actively and equitably engage students in learning</td>
</tr>
<tr>
<td>5.5B</td>
<td>Candidate maintains effective classroom management of student behavior, including inappropriate use of technology by students.</td>
<td>No plan exists for controlling inappropriate student behavior</td>
<td>Has an appropriate plan for managing student behavior, but does not implement it consistently</td>
<td>Has an appropriate plan for managing student behavior and implements it consistently</td>
<td>Anticipates potential problems, has a proactive classroom management style, and is able to resolve conflicts without confrontation</td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard 6: Collaboration &amp; Communication Elements</th>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Candidate communicates clearly and effectively.</td>
<td>Ineffective or inappropriate written or oral communication with students</td>
<td>Rarely uses effective and appropriate written and oral communication with students</td>
<td>Uses effective and appropriate written and oral communication with students</td>
<td>Tailors communication to the specific setting, purpose and audience. Employs a range of communication tools including technology and media to maximize communication</td>
</tr>
<tr>
<td>6.2</td>
<td>Candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.</td>
<td>Is unaware of how to share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health</td>
<td>Is aware of how to share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health but rarely applies</td>
<td>Uses effective and appropriate written and oral communication with parents AND sometimes involves parents and caregivers in the educational process</td>
<td>Uses effective and appropriate written and oral communication with parents AND actively engages parents and caregivers in the educational process</td>
</tr>
<tr>
<td>6.3</td>
<td>Candidate collaborates effectively with other teachers, administrators, and school and district staff.</td>
<td>Is unaware of how to collaborate with other teachers, administrators, school and/or district staff but rarely applies</td>
<td>Collaborates effectively with other teachers, administrators, school and/or district staff</td>
<td>Engages in teaming efforts with colleagues to examine problems of practice, analyze student work and identify effective strategies</td>
<td></td>
</tr>
<tr>
<td>6.4</td>
<td>Candidate collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</td>
<td>Is unaware of how to collaborate effectively with the local community and community agencies to promote a positive environment for student learning</td>
<td>当情况适当时，与当地社区和社区服务机构合作，有效促进学习环境的积极氛围</td>
<td>Builds partnerships with local community agencies in response to identified needs of students to maximize learning</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard 7: Professional Responsibility &amp; Growth Elements</th>
<th>0 – Unsatisfactory (SUBSTANDARD)</th>
<th>1 – Developing (AWARENESS)</th>
<th>2 – Proficient (APPLICATION)</th>
<th>3 – Accomplished (EXPERTISE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct.</td>
<td>Unethical; potentially illegal behavior</td>
<td>Rarely understands, upholds, and follows professional ethics, policies, but always follows legal codes of professional conduct</td>
<td>Understands, upholds, and follows professional ethics, policies, and always follows legal codes of professional conduct</td>
<td>Understands, upholds, follows and promotes professional ethics, policies, and legal codes of professional conduct</td>
</tr>
<tr>
<td>Score</td>
<td>Standard 7: Professional Responsibility &amp; Growth Elements</td>
<td>0 – Unsatisfactory (SUBSTANDARD)</td>
<td>1 – Developing (AWARENESS)</td>
<td>2 – Proficient (APPLICATION)</td>
<td>3 – Accomplished (EXPERTISE)</td>
</tr>
<tr>
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</tr>
<tr>
<td>7.2</td>
<td>Candidate takes responsibility for engaging in continuous, purposeful professional development.</td>
<td>Does not participate in any professional development</td>
<td>Rarely takes responsibility for engaging in continuous, purposeful professional development (e.g., attends school faculty meetings, in-service meetings, seminar class, and student teacher conferences)</td>
<td>Takes responsibility for engaging in continuous, purposeful professional development (e.g., attends school faculty meetings, in-service meetings, seminar class, and student teacher conferences)</td>
<td>Actively involved in professional and community organizations that advance teaching and learning</td>
</tr>
</tbody>
</table>

Comments: Additional documentation must be provided for any element scored as a “0-Unsatisfactory” or a “3-Accomplished”.

**Dispositions: Using the following criteria, check the appropriate box to evaluate the candidate’s professional dispositions.**

<table>
<thead>
<tr>
<th></th>
<th>Dispositions</th>
<th>0-Unacceptable</th>
<th>1-Acceptable</th>
<th>2-Very Good</th>
<th>3-Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular and Punctual Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dependable and Responsible (e.g., initiates timely communication with cooperating teacher and supervisor regarding absences, scheduling, documentation, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates positive communication style with students, colleagues, and supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Appropriate use of technology for non-classroom activities (e.g., not using Facebook, texting, personal emails, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Appropriate Role Model (e.g., passion for teaching, positive attitude, no inappropriate content on personal websites such as Facebook or Twitter, not “friending” students, etc.)</td>
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<td>6</td>
<td>Appropriate Professional Appearance (e.g., proper attire, personal hygiene, etc.)</td>
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<td>7</td>
<td>High Ethical Standards (e.g., proper citation of resources, not representing others’ work as your own, adhering to the Student Academic Code of Conduct, etc.)</td>
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<tr>
<td>8</td>
<td>Appropriate Grammar and Vocabulary (including use of slang, inappropriate humor, etc.)</td>
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<tr>
<td>9</td>
<td>Responsive to Constructive Feedback</td>
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<tr>
<td>10</td>
<td>Respects Privacy of Students and Confidentiality of Information</td>
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</tbody>
</table>

Comments: Please provide additional documentation for any disposition that is scored as “0-Unacceptable”.