

MEES Teacher Candidate Assessment Rubric

Standard 1

| Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students. | | | | |
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| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester. | 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below): |
| <ul style="list-style-type: none"> Provides no opportunity for students to process content. | <ul style="list-style-type: none"> Demonstrates an awareness of possible strategies to allow students to process content. | <ul style="list-style-type: none"> Provides students Limited opportunities to process content. | <ul style="list-style-type: none"> Provides students with multiple opportunities to process the content. | <ul style="list-style-type: none"> Identifies low engagement and responds with strategies to increase engagement. Uses a variety of skillful questioning strategies to promote active participation and depth of student response. Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson. |
| <ul style="list-style-type: none"> Shares incorrect information. | <ul style="list-style-type: none"> Demonstrates an understanding of basic content | <ul style="list-style-type: none"> Conveys information accurately when teaching content | <ul style="list-style-type: none"> Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. | |
| <ul style="list-style-type: none"> Does not address needed vocabulary or terminology necessary to understand content. | <ul style="list-style-type: none"> Plans to introduce vocabulary and terminology, but use strategies to enhance student engagement and responses. | <ul style="list-style-type: none"> Introduces vocabulary and terminology necessary to understand content, but uses limited strategies | <ul style="list-style-type: none"> Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students in the content. | |

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| | | to engage students in this information. | | |
| <ul style="list-style-type: none"> No evidence of planning for student engagement. | <ul style="list-style-type: none"> Plans for student engagement but no evidence of implementation. | <ul style="list-style-type: none"> Students are engaged in the content, although inconsistently. | <ul style="list-style-type: none"> The majority of students exhibit engagement in the content, consistently. | |

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

Standard 2

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| <p>Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</p> | | | | |
| <p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> | <p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> | <p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> | <p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p> | <p>4-Exceeding Candidate:</p> <p>The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> |
| <ul style="list-style-type: none"> Makes no attempt to differentiate content, process, product, or environment and/or shows no awareness of student differences. | <ul style="list-style-type: none"> Describes possible ways to differentiate and adjust instruction based on student differences. | <ul style="list-style-type: none"> Varies activities and instructional strategies within a lesson but does not intentionally consider individual student differences. | <ul style="list-style-type: none"> Prepares and implements lessons that intentionally vary one or more of the following with purpose in order to address student differences: content, process, product and/or environment. | <ul style="list-style-type: none"> Recognizes student needs in the moment and adjusts strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response. |
| <ul style="list-style-type: none"> Provides no evidence of understanding students' background knowledge and learning needs. | <ul style="list-style-type: none"> Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs. | <ul style="list-style-type: none"> Uses evidence-based instructional strategies for differentiation without addressing the needs of specific learners. | <ul style="list-style-type: none"> Applies knowledge of individual students' cognitive, social, emotional, and physical needs and interests by selecting a variety of evidence-based instructional strategies, including any necessary accommodations and/or modifications. | <ul style="list-style-type: none"> Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions. |
| <ul style="list-style-type: none"> Provides no evidence of understanding students' languages, | <ul style="list-style-type: none"> Demonstrates understanding of students' languages, | <ul style="list-style-type: none"> Affirms students' languages, family, culture, and/or | <ul style="list-style-type: none"> Integrates understanding of students' languages, family, culture, and community when | |

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| family, culture, and community needs. | family, culture, and community in planning. | community during learning opportunities. | selecting, creating and/or adapting learning opportunities. |
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Representative Indicator: 2.4 Differentiated Lesson Design

Standard 3

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| Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards. | | | | |
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i> | 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below): |
| <ul style="list-style-type: none"> Does not align learning activities to standards. | <ul style="list-style-type: none"> Plans for learning activities somewhat aligned to standards. | <ul style="list-style-type: none"> Implements learning activities aligned to standards. | <ul style="list-style-type: none"> Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen standards. | <ul style="list-style-type: none"> Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. Makes adjustments during the lesson while still following district curriculum. Connects learning objectives to real world references to aid in student comprehension |
| <ul style="list-style-type: none"> Does not post or mention the learning objectives during the lesson | <ul style="list-style-type: none"> Posts the learning objectives but does not mention the objective during the lesson. | <ul style="list-style-type: none"> States the learning objectives so that some students are able to articulate the objective of the lesson. | <ul style="list-style-type: none"> Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson. | |

Representative Indicator: 3.1 Implementation of Curriculum Standards

Standard 4

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

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| <p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> | <p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> | <p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> | <p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p> | <p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> |
| <ul style="list-style-type: none"> No evidence of knowledge of importance of students sharing ideas and generating possible solutions. | <ul style="list-style-type: none"> Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions. | <ul style="list-style-type: none"> Provides one strategy for to students to share ideas and generate possible solutions. | <ul style="list-style-type: none"> Uses multiple strategies in which all students convey their ideas and/or solutions through product and/or process. | <ul style="list-style-type: none"> Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information. |
| <ul style="list-style-type: none"> No evidence of knowledge of importance of student analysis and discussion of problems and possible solutions | <ul style="list-style-type: none"> Explains and plans strategies for analyzing and discussing problems. | <ul style="list-style-type: none"> Facilitates one opportunity for students to analyze and discuss problems and possible solutions. | <ul style="list-style-type: none"> Facilitates multiple opportunities in which students analyze and discuss problems and possible solutions. | <ul style="list-style-type: none"> Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. |
| <ul style="list-style-type: none"> No evidence of knowledge of questions that promote critical thinking | <ul style="list-style-type: none"> Includes questions that promote critical thinking in planning | <ul style="list-style-type: none"> Uses questioning techniques reflecting critical thinking. | <ul style="list-style-type: none"> Uses questioning techniques that results in students providing answers reflecting critical thinking. | <ul style="list-style-type: none"> Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media. |
| <ul style="list-style-type: none"> No evidence of instruction in rigor and relevance. | <ul style="list-style-type: none"> Plans for rigor and relevance | <ul style="list-style-type: none"> Uses one strategy to incorporate rigor and relevance. | <ul style="list-style-type: none"> Consistently uses multiple evidence-based instructional strategies to promote rigor and relevance. | <ul style="list-style-type: none"> Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. |

Representative Indicator: 4.1 Student Engagement in Critical Thinking

Standard 5

| Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. | | | | |
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| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i> | 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below): |
| | | | | <ul style="list-style-type: none"> Involves all students in creating a safe learning environment that respects differences and individual preferences. |
| <ul style="list-style-type: none"> No evidence of classroom expectations that would contribute to a safe learning environment. | <ul style="list-style-type: none"> Articulates a plan to communicate expectations to maintain a safe learning environment. | <ul style="list-style-type: none"> Communicates expectations to students in advance though may not be consistent while maintaining these expectations throughout the lesson. | <ul style="list-style-type: none"> Plans, communicates, and implements developmentally appropriate expectations to maintain a respectful and safe learning environment. | <ul style="list-style-type: none"> Seeks feedback from students on his or her teaching, strategies, classroom, etc. |
| <ul style="list-style-type: none"> Demonstrates difficulty connecting with students on an interpersonal level. | <ul style="list-style-type: none"> Describes strategies for building relationships with students, but does not demonstrate in practice. | <ul style="list-style-type: none"> Fosters positive social interactions in the classroom. | <ul style="list-style-type: none"> Maintains positivity in formal and informal interactions, which allows students to actively engage in learning. | <ul style="list-style-type: none"> Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. |
| <ul style="list-style-type: none"> No evidence of strategies for monitoring student behavior and addressing common disruptions. | <ul style="list-style-type: none"> Explains strategies for monitoring student behavior and minimizing disruptions. | <ul style="list-style-type: none"> Responds appropriately to disruptions that distract from student learning. | <ul style="list-style-type: none"> Proactively utilizes varied classroom management strategies to minimize disruptions to the learning environment. | <ul style="list-style-type: none"> Consistently monitors student behavior and utilizes varied management and/or organizational strategies |

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| | | | | effectively to motivate students and minimize interference with classroom instruction. |
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Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Standard 6

| Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | | |
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| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i> | 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below): |
| <ul style="list-style-type: none"> No evidence of instructions in lesson plan nor implements during lesson. | <ul style="list-style-type: none"> Plans to provide instructions, but does not convey to students during lesson. | <ul style="list-style-type: none"> Conveys instructions to students through verbal OR non-verbal cues | <ul style="list-style-type: none"> Conveys clear instructions through verbal AND non-verbal cues or other communication strategies. Follows up with students not understanding instructions. | <ul style="list-style-type: none"> Adjust conversation skills and interactions to support individual student understanding. Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques as appropriate to the discipline or skill of students. Consistently uses and fosters correct, effective verbal and nonverbal |
| <ul style="list-style-type: none"> No evidence of understanding of the need to articulate desired outcomes to enhance student comprehension. | <ul style="list-style-type: none"> Plans to explain desired outcomes but does not attempt to convey to students during the lesson | <ul style="list-style-type: none"> Attempts to explain desired outcomes | <ul style="list-style-type: none"> Articulates expectations for student expression with respect for diverse perspectives and backgrounds. | |
| <ul style="list-style-type: none"> Significant inadequacies, including volume, tone, sight lines, and/or inflection, convey candidate's lack of awareness. | <ul style="list-style-type: none"> Volume, tone, inflection, and/or sight lines, negatively impact-lesson delivery. | <ul style="list-style-type: none"> Inadequate volume, tone, inflection, or sight lines minimally impact lesson delivery. | <ul style="list-style-type: none"> Ensure volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary | |

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| <ul style="list-style-type: none"> Communication to diverse audiences such as students/families/colleague includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning. | <ul style="list-style-type: none"> Communication to diverse audiences such as students/families/colleagues includes errors that significantly interfere with meaning. | <ul style="list-style-type: none"> Communication to diverse audiences such as students/families/colleagues includes errors that do not interfere with meaning. | <ul style="list-style-type: none"> Communicates with diverse audiences such as students/families/colleagues to fulfill intended purpose. | <p>communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.</p> <ul style="list-style-type: none"> Selects culturally and linguistically appropriate communication based on audience and context |
| | | | <p>The teacher very effectively uses many strategies in communications with students that show sensitivity to culture, gender, intellectual, and physical differences.</p> | |

Representative Indicator: 6.1 Verbal and Nonverbal Communication

Standard 7

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| <p>Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.</p> | | | | |
| <p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> | <p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> | <p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> | <p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p> | <p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> |
| <ul style="list-style-type: none"> No evidence of data from assessments to monitor the progress of students. | <ul style="list-style-type: none"> Articulates the importance of collecting assessment data but does not utilize the data to | <ul style="list-style-type: none"> Uses formative and summative assessment data to monitor the progress of the class as a whole. | <ul style="list-style-type: none"> Uses formative and summative assessments to effectively monitor the progress of each | <ul style="list-style-type: none"> Analyzes trend data to respond instructionally resulting in a positive impact on student learning. |

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| | monitor the progress of students. | | student and the class as a whole. | <ul style="list-style-type: none"> • Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. |
| <ul style="list-style-type: none"> • No evidence that formative assessments are needed to guide future instruction. | <ul style="list-style-type: none"> • Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction, but does not implement. | <ul style="list-style-type: none"> • Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. | <ul style="list-style-type: none"> • Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. | <ul style="list-style-type: none"> • Supports students in creating and articulating progress toward goals. |
| <ul style="list-style-type: none"> • No evidence of an understanding of maintaining student assessment records. | <ul style="list-style-type: none"> • Articulates the importance of maintaining student assessment records, but does not demonstrate this understanding in practice. | <ul style="list-style-type: none"> • Professionally maintains student assessment records though processes are inconsistent. | <ul style="list-style-type: none"> • Professionally maintains student assessment records in a consistent manner. | <ul style="list-style-type: none"> • Uses formative assessment strategies to adjust mid-lesson instruction. • Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data. |

Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records

Standard 8

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

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| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i> | 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below): |
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| <ul style="list-style-type: none"> No evidence of reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator. | <ul style="list-style-type: none"> Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level. | <ul style="list-style-type: none"> Reflects on the lesson but makes limited connections to student learning and engagement. | <ul style="list-style-type: none"> Reflects on the effectiveness of a lesson based on student learning and engagement. | <ul style="list-style-type: none"> The candidate is committed to the learning of the entire school, not just his or her own growth. Actively participates in a professional organization to improve practice. Identifies areas of growth and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc. |
| <ul style="list-style-type: none"> No evidence of acceptance of feedback provided through conferencing with mentors. | <ul style="list-style-type: none"> Accepts feedback but does not utilize feedback to adjust and improve practice. | <ul style="list-style-type: none"> Accepts and utilizes feedback inconsistently to adjust and improve practice. | <ul style="list-style-type: none"> Accepts and utilizes feedback consistently to adjust and improve practice | |
| <ul style="list-style-type: none"> No evidence of recognition or acknowledgement of own weaknesses even when prompted | <ul style="list-style-type: none"> Acknowledges weaknesses when prompted, but does not improve professional conduct. | <ul style="list-style-type: none"> Monitors and adjusts professional conduct when prompted. | <ul style="list-style-type: none"> Monitors and adjusts professional conduct through self-assessment. | |
| <ul style="list-style-type: none"> No evidence of explanation of acknowledgement the importance of professional development. | <ul style="list-style-type: none"> Acknowledges the importance of professional development, but does not attend. | <ul style="list-style-type: none"> Attends approved professional development. | <ul style="list-style-type: none"> Uses techniques or strategies introduced in approved professional development to improve student learning. | |

Representative Indicator: 8.1 Self-Assessment and Improvement

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

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| <p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> | <p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> | <p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> | <p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p> | <p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> |
| <ul style="list-style-type: none"> No evidence of understanding of the importance of professional collaboration with colleagues. | <ul style="list-style-type: none"> Recognizes the importance of professional collaboration with colleagues, but does not participate. | <ul style="list-style-type: none"> Participates in professional collaborations with colleagues. | <ul style="list-style-type: none"> Prepares for and fully engages in professional collaboration with colleagues to enhance student learning. | <ul style="list-style-type: none"> Volunteers to be a member of a school-wide committee. Collaborates with community members for the benefit of students. |
| <ul style="list-style-type: none"> No evidence of understanding of importance of building relationships. | <ul style="list-style-type: none"> Recognizes the importance of building relationships with students, colleagues, and families but does not do so. | <ul style="list-style-type: none"> Builds and maintains appropriate relationships with a limited number of students, colleagues, and families. | <ul style="list-style-type: none"> Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families. | <ul style="list-style-type: none"> Actively participates in school or district events to build a broad network of collaboration. |

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning