

# Arkansas State University Intern Evaluation Rubric (TESS)

<b>Domain 1: Planning and Preparation</b>
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<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exceeds</b>
<b>1a: Demonstrating knowledge of content and pedagogy</b>	The teacher intern makes or does not correct content errors and retains little understanding of appropriate strategies for instruction, prerequisites important to learning, and use of appropriate pedagogical approaches.	The teacher intern recalls concepts but does not relate them to each other, has some awareness of prerequisite, but they may be inaccurate or incomplete, and they plan a limited range of appropriate pedagogical approaches to discipline or students.	The teacher intern demonstrates knowledge of important concepts and relationships, accurate understanding of prerequisites for topics and concepts, and is familiar with a wide range of effective pedagogical approaches in the discipline.	The teacher intern exhibits extensive knowledge of important concepts and knows relationships to each other and to other disciplines, understands prerequisites and provides link to necessary structures to ensure understanding, and plans for a wide range of effective pedagogical approaches in the discipline, including anticipating student misconceptions.

### 1a: Knowledge of Content and Pedagogy Indicators:

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| <ul style="list-style-type: none"> <li>✓ Lesson and unit plans show important concepts from discipline</li> <li>✓ Plans consider prerequisites – concepts and skills</li> <li>✓ Clear and accurate explanations</li> </ul> | <ul style="list-style-type: none"> <li>✓ Accurate answers to student questions</li> <li>✓ Feedback furthers learning</li> <li>✓ Interdisciplinary connections in plans &amp; practice</li> </ul> |
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<b>1b: Demonstrating knowledge of students</b>	The teacher intern distinguishes little or no understanding and doesn't seek knowledge of students or doesn't demonstrate a respect for background cultures, skills, language proficiency, interests, and special needs.	The teacher intern demonstrates the importance of knowing about the class as a whole and seeks knowledge of student background cultures, skills, language proficiency, interests, and special needs.	The teacher intern demonstrates the nature of student learning and collects info on groups of students and seeks info from several sources about student background cultures, skills, language proficiency, interests, and special needs.	The teacher intern actively seeks knowledge from a variety of sources for individual student background cultures, skills, language proficiency, interests, and special needs.
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### 1b: Knowledge of Students Indicators:

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| <ul style="list-style-type: none"> <li>✓ Formal &amp; informal information about students gathered to use in planning</li> <li>✓ Student interests &amp; needs learned and used in planning</li> <li>✓ Participation in community cultural events</li> </ul> | <ul style="list-style-type: none"> <li>✓ Allows families to share heritage</li> <li>✓ Database or log of students w/special needs [teacher intern created]</li> </ul> <p style="margin-top: 0;"><b>Artifact required</b></p> |
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<b>1c: Setting Instructional outcomes</b>	The teacher intern shows low expectations and instructional outcomes that lack precision for important learning. Activities reflect teacher-centeredness, representing only one type of learning, discipline, and strand, and are only suitable for only some of the students.	The teacher intern shows moderately high expectations and precision of the learning. The intern plans instructional outcomes suitable for some students, but they consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect several types of learning, but the intern makes no attempt at coordination or integration.	The teacher intern mostly shows high expectations and precision for important learning in the discipline of instructional outcomes. They demonstrate clear outcomes for student learning and viable methods of assessment. They integrate several different types of learning opportunities for coordination of instructional outcomes. Interns consider various needs of groups of students.	The teacher intern demonstrates high expectations and precision for important learning in the discipline of all instructional outcomes. The intern states clear learning goals, in form of student learning and produces viable methods of assessment. Several different types of learning and opportunities for coordination and integration are being utilized and the intern considers varying needs of individual students.
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### 1c: Setting Instructional Outcomes Indicators:

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| <ul style="list-style-type: none"> <li>✓ Outcomes of a challenging cognitive level</li> <li>✓ Statements of learning, not activity</li> <li>✓ Outcomes central to discipline and related to other disciplines</li> </ul> | <ul style="list-style-type: none"> <li>✓ Assessment of student attainment</li> <li>✓ Outcomes differentiated for students' abilities</li> </ul> |
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Note: This instrument has been adapted from Arkansas Teacher Excellence Support System (TESS) and Harding University at Searcy, based on Charlotte Danielson Framework for Teaching 2011.

Component	Unsatisfactory	Basic	Proficient	Exceeds
<b>1d: Demonstrating knowledge of resources</b>	The teacher intern displays unawareness of resources, including appropriate technology to enhance their own knowledge, to use in teaching, or for students who need the reinforcement.	The teacher intern demonstrates basic awareness but no broad knowledge of resources. The intern maintains some familiarity of appropriate technology available through the school or district to enhance their own knowledge, to use in teaching, and for students who need reinforcement.	The teacher intern demonstrates knowledge of the school, district, external, and online resources, including technology available to enhance their own knowledge, to use in teaching, or for students who need reinforcement.	The teacher intern demonstrates extensive knowledge of resources of the school, district, community, professional organizations, universities, online resources, including appropriate technology available to enhance their own knowledge, to use in teaching, and for students who need reinforcement.
<b>1d: Knowledge of Resources Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ District provided materials</li> <li>✓ A range of texts</li> <li>✓ Guest speakers</li> <li>✓ Internet resources</li> </ul> <ul style="list-style-type: none"> <li>✓ Materials from professional organizations</li> <li>✓ Participating in professional learning or professional groups</li> <li>✓ Community resources</li> </ul>				
<b>1e: Designing coherent instruction</b>	The teacher intern designs incoherent instruction with meaningless outcomes and variation. The intern does not engage students, and shows unrealistic time allocations. The instruction is suitable for only some of the students.	The teacher intern demonstrates some suitable designing of coherent instruction to meaningful outcomes with moderate cognitive challenges but with partial support of the outcomes. The lesson or unit presents a recognizable structure and reflects a limited knowledge of students and resources.	The teacher intern aligned the instruction to outcomes that are suitable to groups, including significant cognitive challenge with some differentiation for different groups and activities have reasonable time allocations. The intern designs a lesson or unit with clear structure that is likely to engage students in significant learning.	The teacher intern demonstrates in-depth knowledge and understanding to plan high-level cognitive activities that differentiate activities appropriately for individual students, including variation of instruction that leans toward some student choice. The lesson or unit structure is clear and differentiates pathways according to diverse student needs.
<b>1e: Designing Coherent Instruction Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ Lessons that support instructional outcomes and reflect important concepts</li> <li>✓ Instructional maps that relate to prior learning</li> <li>✓ Activities that have higher-order thinking</li> <li>✓ Student choice</li> </ul> <ul style="list-style-type: none"> <li>✓ Varied resources</li> <li>✓ Purposeful learning groups</li> <li>✓ Structured lesson plans</li> </ul>				
<b>1f: Designing student assessment</b>	The teacher intern's approach to assessment is not congruent to the outcomes or is nonexistent. The intern does not plan for using assessment results in designing future instruction.	The teacher intern demonstrates partial assessment of outcomes being developed but most are unclear. The intern plans to use assessment results to plan for future instruction for the class as a whole.	The teacher intern aligned clear assessments to the learning outcomes that may be adapted to groups of students and has well-developed strategies with particular design methods. The intern implements assessment results to plan for future instruction for groups of students.	The teacher intern fully aligned assessments with the learning outcomes that show clear evidence of student contribution to design. The assessments match individual students, and the intern uses assessment results to plan for future instruction.
<b>1f: Designing Student Assessments Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ Plans showing match of assessment to outcomes</li> <li>✓ Assessment type matches style of outcome</li> <li>✓ Student performance opportunities</li> </ul> <ul style="list-style-type: none"> <li>✓ Modified assessment for individuals as needed</li> <li>✓ Clear expectations for each level of performance</li> <li>✓ Formative assessments to inform instruction – during instruction</li> </ul>				

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**Domain 2: The Classroom Environment**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exceeds</b>
<b>2a: Creating an environment of respect and rapport</b>	The teacher intern's interactions with the students and among the students shows negative, demeaning, inappropriate, or insensitivity to students' age or culture backgrounds, and characterized by conflict, sarcasm, or put-downs.	The teacher intern's interactions with the students and among the students validate generally appropriate, occasional inconsistencies, favoritism or disregard to students age or cultural backgrounds. Students show minimal respect for teacher and students don't disrespect one another.	The teacher intern's interactions with the students and among the students express politeness and friendliness, demonstrate general caring and respect and relate appropriately to the cultural and developmental differences among groups of students. Students demonstrate respect toward the teacher and among each other.	The teacher intern's interactions among the individual students demonstrate genuine respect and caring for individuals and groups. Students trust the teacher intern with sensitive information and show genuine caring for one another, monitor treatment of others, correcting respectfully when needed.

**2a: Environment of Respect and Rapport Indicators:**

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| <ul style="list-style-type: none"> <li>✓ Respectful talk and turn taking</li> <li>✓ Respect for students' background and life outside the room</li> <li>✓ Teacher intern and student body language</li> <li>✓ Physical proximity</li> <li>✓ Warmth and caring</li> </ul> | <ul style="list-style-type: none"> <li>✓ Politeness</li> <li>✓ Encouragement</li> <li>✓ Active listening</li> <li>✓ Fairness</li> </ul> |
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<b>2b: Establishing a culture for learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher intern commitment to the subject, low expectations for student achievement, little respect for or knowledge of student's diverse cultures, and little or no student pride in work. Students just complete the work.	The teacher intern shows little conviction about importance of the work and only attempts to create a culture for learning and students demonstrate only minimal buy-in. Outcomes, activities, assignments and interactions convey only modest expectations at least for student learning and achievement. Students invest little energy in pride in work.	The teacher intern establishes a genuine enthusiasm for content and students show consistent commitment to its value. Outcomes, activities, assignments and interactions convey high expectations for most. Students accept requirement of high quality work and show pride.	The teacher intern displays a passion for the subject and creates a culture for learning in which everyone shares a belief in the importance of the subject. The students actively participate, display curiosity, take initiative, and value the importance of content. Outcomes, activities, assignments and interactions convey high expectations for all. Students internalize expectations.
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**2b: A Culture for Learning Indicators:**

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| <ul style="list-style-type: none"> <li>✓ Belief in the value of the work</li> <li>✓ High expectations, supported through both verbal and nonverbal behaviors</li> <li>✓ Expectation and recognition of quality</li> </ul> | <ul style="list-style-type: none"> <li>✓ Expectation and recognition of effort and persistence</li> <li>✓ Confidence in students' ability evident in everyone's language and behaviors</li> <li>✓ Expectation for all students to participate</li> </ul> |
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<b>2c: Managing classroom procedures</b>	The teacher intern does not productively engaged students in the learning process; the transition time between activities and lessons segments is chaotic and handled inefficiently, resulting in significant loss of instructional time. Volunteers and paraprofessionals remain idle most of the time due to them having no clear defined duties.	The teacher intern engages only some of the groups of students. Some transitions run inefficient and routines function moderately well only resulting in some loss of instructional time. Volunteers and paraprofessionals produce engagement during portions of class and require frequent supervision.	The teacher intern organizes small groups of students well and most students demonstrate engagement in learning. Little instructional time is lost due to classroom routines and procedures. Volunteers and paraprofessionals remain productively and independently engaged during the entire class.	The teacher intern stays organized with group work, engages all students all of the time, and students assume responsibility for productivity. The transitions remain seamless with students assuming responsibility for routines and are initiated by students. Volunteers and paraprofessionals make substantive contribution to classroom.
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**2c: Manage Classroom Procedures Indicators:**

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| <ul style="list-style-type: none"> <li>✓ Smooth functioning of all routines</li> <li>✓ Little or no loss of instructional time</li> </ul> | <ul style="list-style-type: none"> <li>✓ Students playing an important role in carrying out the routines</li> <li>✓ Students knowing what to do, where to move</li> </ul> |
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Component	Unsatisfactory	Basic	Proficient	Exceeds
<b>2d: Managing student behavior</b>	The teacher intern does not convey that any behavior standards have been established and students remain confused about expectations. No monitoring of student behavior exists and the intern continues to be unaware of what students are doing. The intern demonstrates no response to misbehavior and is inconsistent, overly repressive or disrespectful.	The teacher intern establishes behavior standards and most students understand them. The intern remains generally aware of student behavior, but may miss some student activity. The teacher intern attempts to respond and monitor students with uneven results; however no major infractions occur.	The teacher intern establishes behavior standards that are clear to all students and the intern is aware of student behavior at all times. The intern's response is appropriate, successful, and respectful; and student behavior remains generally appropriate.	The teacher intern establishes clear behavior standards to all students, encourages student participation, and monitors all students in order to be preventive. Students self-monitor and peer monitor – correcting each other respectfully. The intern's response validates highly effective, sensitive; and student behavior is entirely appropriate.

**2d: Manage Student Behavior Indicators:**

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| ✓ Clear standards of conduct, may be posted, may be referred to during lesson | ✓ Fairness                           |
| ✓ Absence of acrimony between teacher and students concerning behavior        | ✓ Absence of misbehavior             |
| ✓ Awareness of student conduct  | ✓ Reinforcement of positive behavior |
| ✓ Preventive action when needed by the teacher                                |                                      |

<b>2e: Organizing physical space</b>	The teacher intern makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. A significant mismatch between the physical arrangements hinders learning activities or the intern makes poor use of physical resources.	The teacher intern's classroom is safe and at least essential learning is accessible to most students. The intern uses physical resource adequately and the furniture may be adjusted but with limited effectiveness.	The teacher intern's classroom is safe and learning equally accessible to all students. The intern uses physical space skillfully and furniture arrangement is a resource for learning activities.	The teacher intern's classroom is safe and students ensure that all learning is equally accessible to all. The intern and the students use physical resources easily and skillfully – students adjust furniture to advance their learning.
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**2e: Organize Physical Space Indicators:**

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| ✓ Pleasant, inviting atmosphere  | ✓ Furniture arrangement suitable for learning activities                                 |
| ✓ Safe environment               | ✓ Effective use of physical resources – computer technology by both teacher and students |
| ✓ Accessibility for all students |  |

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**Domain 3: Instruction**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exceeds</b>
<b>3a: Communicating with students</b>	The teacher intern's expectation for learning, directions, procedures, and explanations of content remain unclear or confusing to students. The intern's usage of language contains errors, both oral and written, and remains inappropriate to students' diverse cultures or levels of development.	The teacher intern's expectations for learning, directions, procedures, and explanations of the content have been attempted with limited success, but have been clarified after student confusion. The intern's usage of language remains correct but may not be completely appropriate to students' diverse cultures or levels of development.	The teacher intern's expectations for learning, directions, procedures, and explanations of the content ensure clear purpose, including broader learning. The intern's usage of language, both oral and written, is appropriate to students' diverse cultures or levels of development.	The teacher intern's expectations for learning, directions and procedures, and explanations of the content are clear to students, including broader learning. The intern's usage of language, both oral and written, communicate clear and expressive language appropriate to students' diverse cultures or levels of development. The intern uses well-chosen vocabulary that enriches the lesson and extends student knowledge.

**3a: Communicating with Students Indicators:**

- ✓ Clarity of lesson purpose
- ✓ Clear directions and procedures specific to lesson activities
- ✓ Absence of content errors and clear explanations of concepts
- ✓ Students comprehension of content
- ✓ Correct and imaginative use of language

<b>3b: Using questioning and discussion techniques</b>	The teacher intern's questioning and discussion techniques remain of poor quality and low cognitive challenge with rapid succession. The interactions between teacher intern and the students exist as predominantly recitation style with the teacher mediating all questions and answers which leaves few students taking part in the discussion.	The teacher intern's questioning and discussion techniques remain a combination of low and high quality with rapid succession, but only some thoughtful responses. The intern tries to engage the students in discussion but has uneven results and limited success.	The teacher intern's questioning and discussion techniques remain of high quality with adequate wait and response time. The intern creates genuine discussion among students, stepping aside when appropriate and successfully engages all in discussion.	The teacher intern's questioning and discussion techniques remain uniform of high quality with adequate response time. The students form many questions; they assume most of the responsibility for classroom discussion, initiate topics and make contributions unsolicited to ensure all voices are heard.
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**3b: Questioning and Discussion Techniques Indicators:**

- ✓ Questions of high cognitive challenge, formed by both students and teacher
- ✓ Questions with multiple correct answers or multiple approaches – even when there is a single correct response
- ✓ Effective use of student responses and ideas
- ✓ Discussion with teacher out of central, mediating role
- ✓ High levels of student participation in discussion

<b>3c: Engaging students in learning</b>	The teacher intern creates student engagement in learning inappropriately for age or background and students not mentally engaged. The instructional groups subsist as inappropriate to students or outcomes and unsuitable to purposes. No clear defined structure exists and the pace is too slow, rushed, or both.	The teacher intern creates student engagement in learning appropriately for some students with instructional groups only partially appropriate for students and moderately successful in advancing the outcome of the lesson. A recognizable structure exists but not uniform and the pacing is inconsistent.	The teacher intern produces student engagement of learning appropriately for students and almost all are cognitively engaged in exploring content. The instructional groups stay productive and fully appropriate to students and to instructional purposes of the lesson. A clearly defined structure exists and pacing remains generally appropriate.	The teacher intern engagement of student learning conveys all students cognitively engaged. Students initiate or adapt activities and projects to enhance their understanding, student groups are productive and fully appropriate to instructional purposes, and students initiate choice, adapt or create materials to enhance learning. A highly coherent structure exists allowing for reflection and closure and the pacing remains appropriate for all students.
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**3c: Engaging students in learning Indicators:**

- ✓ Activities aligned with the goals of the lesson
- ✓ Student enthusiasm, interest, thinking, problem-solving, etc.
- ✓ Learning tasks that require high-level student thinking and are aligned with lesson objectives
- ✓ Students highly motivated to work on all tasks and persistent even with challenging tasks
- ✓ Students actively 'working' rather than watching teacher 'work'
- ✓ Suitable pacing of lesson – not dragging nor rushed – time for closure and student reflection

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Component	Unsatisfactory	Basic	Proficient	Exceeds
<b>3d: Using assessment in instruction</b>	The teacher intern does not employ assessment in instruction or they remain of poor quality with no self-assessment or monitoring of student performance. The students do not identify criteria and performance standards for evaluation.	The teacher intern employs assessment some of the time, but they remain uneven and inconsistent, and occasionally self-assessment. The intern monitors the class as a whole without using diagnostic information. The students identify some criteria and standards for evaluation.	The teacher intern employs assessment regularly in instruction and monitors groups of students using limited diagnostic prompts, but they remain timely with the intern consistently giving high quality feedback. Students remain fully aware of criteria and performance standards and frequently assess and monitor quality of their own work.	The teacher intern employs multiple assessments during instruction; students remain fully aware of evaluation criteria and performance standards and have contributed to developing the criteria. The intern monitors progress of individual students and uses timely and consistent high quality feedback in student learning. The intern frequently assesses, monitors, and makes active use of the information to improve the quality of their own work.

**3d: Using Assessment in Instruction Indicators:**

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| <ul style="list-style-type: none"> <li>✓ Pays close attention to evidence of student understanding</li> <li>✓ Creates specific questions to elicit evidence of student understanding</li> </ul> | <ul style="list-style-type: none"> <li>✓ Circulates to monitor student learning and to offer feedback</li> <li>✓ Students assessing their own work against established criteria</li> </ul> |
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<b>3e: Demonstrating flexibility and responsiveness</b>	The teacher intern adheres rigidly to instructional plan, even when change is clearly evident. The intern ignores or brushes aside student questions and/or interests, and when the student struggles with learning, the intern gives up or blames the student or student's home environment.	The teacher intern tries to adjust the instructional plan but remains only partially successful. The intern tries to consider student questions and/or interests; however, the lesson pacing remains disrupted. The intern accepts responsibility for success of all students, but few instructional strategies have been used.	The teacher intern makes smooth minor adjustments to the instructional plan and successfully considers questions and/or student interests. The intern persistently seeks approaches for students who struggle by drawing on a broad repertoire of strategies.	The teacher intern successfully makes a major adjustment to the instructional plan when needed and seizes major opportunities to enhance learning, builds on interests or spontaneous events. The intern persists to find effective approaches for students who need help by using many strategies and seeking additional resources from school resources.
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**3e: Demonstrating Flexibility and Responsiveness Indicators:**

- ✓ Incorporation of student interests and events of the day in a lesson
- ✓ Visible adjustment in the face of student lack of understanding
- ✓ Seeking opportunities for a teachable moment

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**Domain 4: Professional Responsibilities**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exceeds</b>
<b>4a: Reflecting on teaching</b>	The teacher intern doesn't recognize if a lesson was effective or the outcomes achieved and provides no suggestions for improving the lesson.	The teacher intern develops a partial accurate idea of the lesson's effectiveness and whether outcomes were met but only provides general suggestions for improving the lesson.	The teacher intern develops an accurate assessment of lesson's effectiveness and extent of meeting outcomes and remains able to make a few specific suggestions of what could be made for future lessons.	The teacher intern develops thoughtful and accurate assessment of the lesson's effectiveness and achievement of outcomes with many specific examples. The intern draws on an extensive repertoire to suggest alternative strategies for future lessons.
<b>4a: Reflecting on Teaching Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ Accurate reflections on a lesson</li> <li>✓ Citations of adjustments to practice, drawing on a repertoire of strategies</li> </ul>				
<b>4b: Maintaining accurate records</b>	The teacher intern's method for keeping accurate records is nonexistent or remains in disarray which results in errors and confusion.	The teacher intern's method for keeping accurate records remains satisfactory but exists at a rudimentary level and only partially effective; frequent monitoring needed to avoid errors.	The teacher intern's method for keeping accurate records remains fully accurate efficient, and effective.	The teacher intern's method for keeping accurate records remains fully accurate, efficient, and effective and students contribute to its maintenance.
<b>4b: Maintaining Accurate Records Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ Routines and systems track student complete assignments</li> <li>✓ Systems of info regarding: student progress v. outcomes</li> <li>✓ Process of keeping non-instructional records</li> </ul> <p style="text-align: center;"><b>Artifact required</b></p>				
<b>4c: Communicating with families</b>	The teacher intern communicates with families sporadically or culturally inappropriate, or lack of communication exists.	The teacher intern communicates with families sporadically; however, they attempt to communicate but not always appropriately. The intern makes a partial effort to communicate with families.	The teacher intern communicates frequently and successfully engages most families in the instructional program. The intern conveys information about individual student progress that remains culturally appropriate.	The teacher intern communicates frequently and sensitively with individual families in a culturally sensitive manner with students contributing to the communication. The intern responds to family concerns and handles them professionally.
<b>4c: Communicating with Families Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ Frequent &amp; culturally appropriate info sent home re: instructional program /student progress</li> <li>✓ Two-way communication</li> <li>✓ Frequent opportunities for families to engage</li> </ul> <p style="text-align: center;"><b>Artifact required</b></p>				
<b>4d: Participating in a professional community</b>	The teacher intern avoids participating in the professional community or in school and district events and projects. The intern demonstrates a negative or combative relationship with colleagues and remains reluctant to feedback.	The teacher intern maintains a cordial relationship in order to fulfill duties required, but only participates when directly invited. The intern accepts feedback but remains somewhat reluctant.	The teacher intern participates actively in the professional community and maintains a positive and productive relationship with colleagues. The Intern remains open to feedback and volunteers to contribute to the process.	The teacher intern makes a substantial contribution to participating in a professional community, remains supportive and cooperative, and takes initiative in leadership roles in at least one aspect. The intern seeks out feedback from colleagues and freely volunteers.
<b>4d: Participating in a Professional Community Indicators:</b>				
<ul style="list-style-type: none"> <li>✓ Regular participation w/colleagues to share and plan for student success</li> <li>✓ Regular participation in professional courses or communities that emphasize improving practice</li> <li>✓ Participation in school initiatives</li> <li>✓ Regular participation and support of community initiatives</li> </ul> <p style="text-align: center;"><b>Artifact required</b></p>				

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<b>4e: Growing and developing professionally</b>	The teacher intern does not engage in professional development activities and resists feedback from supervisors and/or colleagues. The intern demonstrates no effort to share knowledge or assume responsibilities.	The teacher intern participates to a limited extent in professional development activities at his/her convenience and accepts feedback reluctantly.	The teacher intern engages in opportunities for professional development and welcomes feedback from colleagues and actively participates in assisting others.	The teacher intern seeks out opportunities for professional development and makes systematic effort to conduct action research. The intern seeks out feedback and initiates important activities in which they can contribute.
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**4e: Growing and Developing Professionally Indicators:**

- ✓ Frequent attendance in courses and workshops; regular academic reading
- ✓ Part of professional organization supporting academic inquiry
- ✓ Part of learning networks w/colleagues; share regular feedback
- Artifact required**

<b>4f: Demonstrating professionalism</b>	The teacher intern displays little awareness of the code of ethics and professionalism, and only contributes to practices that remain self-serving and/or harmful to students. The intern fails to comply with the school and district regulations and timelines. The intern does not demonstrate honesty, integrity, confidentiality, punctuality, and does not make decisions based on the well fair and needs of all students.	The teacher intern inconsistently attempts to comply with the code of ethics and professionalism, and honestly in the interactions with colleagues, students, and the public. The intern complies only enough to get by when it comes to the school and district regulations and timelines. The intern demonstrates some forms of honesty, integrity, confidentiality, punctuality, and making decisions based on the well fair and needs of all students.	The teacher intern displays a high level of the code of ethics and professionalism in their interactions with colleagues, students, and the public. The intern complies fully with the school and district regulations and works to see that all students receive a fair opportunity to success. The intern demonstrates a high level of honesty, integrity, confidentiality, punctuality, and making decisions based on the well fair and needs of all students.	The teacher intern assumes a leadership role in ensuring compliance with the code of ethics and professionalism in interactions with colleagues, students, and the public. The intern takes a leadership role and displays the highest standards of ethical conduct of the code of ethics, especially when it comes to honesty, integrity, confidentiality, punctuality, and making decisions based on the well-being and needs of all students.
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**4f: Showing Professionalism Indicators:**

- ✓ Reputation as trustworthy and sought as a sounding board
- ✓ Challenging practices to put students first
- ✓ Reminds others that students are highest priority [professional settings]
- ✓ Consistently fulfilling school district mandates re: policies and procedures
- ✓ Supporting students, even in difficult situations or conflicting policies

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