Conceptual Framework

Cares
Does the teacher candidate seek to establish a relationship of unconditional acceptance and respect for learners? This disposition is characterized by: empathy, compassion, positive rapport, respect, passion, cultural competence, and enthusiasm.

- **Take Responsibility** – Do I approach students in a manner accepting of individual strengths and weaknesses, and demonstrate responsibility for helping students grow?  
  - **Value Learners** – Do I interact with compassion, empathy, and develop a positive relationship with each student, in that the students clearly feel cared for?  
  - **Communicate Respectfully** – Do I communicate verbally and nonverbally in a respectful manner to all?  
  - **Promote Respect Among Students** – Do I help students to learn and use respectful verbal and nonverbal communication among their peers?

Collaborates
Does the teacher candidate develop high levels of involvement with learners, parents/guardians, colleagues and the community? Does he/she have effective interpersonal relationship skills and attitudes that contribute to the creation of positive collaborative experiences? This disposition is characterized by: high level of involvement, dependability, responsiveness, attentiveness, professionalism, and voice.

- **Collaborates to Support Development** – Do I collaborate with families and the community?  
  - **Plans Collaboratively** – Do I collaborate with colleagues and other professionals?  
  - **Engages in Learner-Centered Instruction** – Do I collaborate with students?  
  - **Helps Students Collaborate** – Do I plan for and encourage students to collaborate on projects?

Reflects
Does the teacher candidate analyze, debrief, and abstract from his/her experiences, articulating what he/she has felt, thought and learned through instructing learners? Does he/she have the ability to examine closely, to critique, and to ask questions? Does he/she actively review his/her activities and work to continually improve? This disposition is characterized by: critical thinking, initiative, open-mindedness, efficacy, and humility.

- **Adjusts Plans Systematically** – Do I reflect on my own knowledge and make adjustments as needed in understanding and planning?  
  - **Engages in Various Roles According to Purpose** – Do I reflect on my own teaching and make instructional adjustments as needed?  
  - **Reflects to Improve** – Do I reflect on my own assumptions and beliefs to continually grow in understanding of others?  
  - **Life Long Learner** – Do I show initiative to keep growing as a practitioner and utilize many resources to do so?
Leads
Does the teacher candidate prepare to lead instruction and assume leadership roles to advance his/her profession? Does he/she show the capacity to create vision, be creative, and be actively engaged in classroom activities? This disposition is characterized by: flexibility, inventive/creativity, self-confidence, resourcefulness, initiative, organization, responsibility, and professionalism.

| • Organizational Responsibilities – Do I follow and support school policies and the mission? (Evidenced by: attendance; completing teaching related tasks in a thorough and efficient manner; completing/turning in work in a timely manner; actively participating in group activities.) | Proficient ☐
Basic ☐
Developing ☐
Unsatisfactory ☐
Not Observed ☐ |
| • Professionalism – Do I endeavor to meet the standards expected of a teacher? (Evidenced by: appropriateness of dress; grooming, demeanor; punctuality; work ethic; tact; discretion; and courtesy) | Proficient ☐
Basic ☐
Developing ☐
Unsatisfactory ☐
Not Observed ☐ |
| • Ethics and Integrity – Do I comply with federal, state, school, and workplace policies relating to confidentiality? (Evidenced by: integrity) | Proficient ☐
Basic ☐
Developing ☐
Unsatisfactory ☐
Not Observed ☐ |
| • Leadership – Do I show willingness to accept leadership roles when appropriate? (Evidenced by: attending and participating appropriately in professional development; showing initiative; offering to take the lead when appropriate) | Proficient ☐
Basic ☐
Developing ☐
Unsatisfactory ☐
Not Observed ☐ |