6.1 Demonstrates behaviors that are consistent with the belief that all students can become physically educated individuals.		
VALUES DIVERSITY		
Exceeds Expectations (5)	**Meets Expectations (3)**	**Unacceptable (1)**
RELATIONSHIPS WITH OTHERS		
The candidate: • Actively *seeks out and engages in* opportunities to work and interact with people of different backgrounds. • Confronts use of negative stereotypes and language in interactions with others and promotes pro-social behavior. • Serves as an advocate for the promotion of diversity (i.e., runs a fundraising event outside of school events; participates). • Sets challenging expectations for all students* [*acting on the belief that all children can learn]. (3) • Uses Developmentally Appropriate Activity Planning AND Individually Appropriate Planning. (3) *(Examples: uses person-first language; uses inclusion style teaching; avoids gender/ orientation/cultural bias; prepares inclusive visual aids and learning activities; seeks out, reads, and plans based upon IEP - attaches IEP to Lesson Plans to support modifications; uses individualized goal setting to connect teaching and assessment; voluntarily participates in ROCKETS, Swim and Gym, or other HPE Majors Club opportunities; uses a "process versus product" grading system.)*	The candidate: • Works constructively with others of different backgrounds and viewpoints. • Voices discomfort with use of negative stereotypes and language by others during interactions . • Self-identifies, in written or classroom activity assignments, areas of personal bias, and develops a plan to improve. • Writes Developmentally Appropriate Activity Plans. (3) • Plans for individual differences when teaching or developing plans for classes. (3) • Believes that all children can learn (i.e., In Impact report discusses how the TC saw growth in the student for whom they made modifications; in class reflections notes how modifications impacted learning and teaching; when planning, provides extensions or alternate activities for differing ability levels of students). (3) *(Examples include: Use of students first names; Uses examples/visual aids that include diverse and representative populations or examples; Relates content taught to lives of students from different backgrounds.)*	The candidate: • Usually works only with those of similar backgrounds and viewpoints, but generally interacts with others in a polite, courteous and professional manner. • Does not intervene when others use negative stereotypes and language in interactions with others. • Expresses discord in class discussions or conversations about the belief that all children can learn. • Exhibits inconsistent or inaccurate analysis of own knowledge, skills and dispositions concerning diversity. • Expresses "tolerance" as a satisfactory level of inclusion. • Displays bias in communication patterns or behaviors related to gender, racial, religious, sexual orientation, ability, or other populations, either inside or outside of class. • Plans activities that challenge only or **mostly the athletically elite or skillful students.** (3)
Comments:		

6.2 Participates in activities that enhance collaboration and lead to professional growth and development.		
VALUES COLLABORATION		
Exceeds Expectations (5)	Meets Expectations (3)	Unacceptable (1)
WORKING WITH INDIVIDUALS OR GROUPS		
The candidate: • Encourages the use of ideas from all to ensure success for the group *(Ex: actively seeks out ideas from coop, supervisor and other TCs different from their own)*. • Promotes group goals above personal agendas through collaborative efforts in the classroom. • Takes a group leadership position and promotes completion of collaborative assignments. • Attends district and/or national professional conventions for professional development. • Assumes professional leadership role at any level *(Ex: Major's Club; Outside Clubs; Professional Associations)*. • Attends evening and weekend school district activities in support of their students. (4)	The candidate: • Incorporates ideas of others to promote group success. • Contributes ideas and effort to group activities. • Within collaborative settings, is accountable for or takes initiative in group responsibilities, completing them in a timely manner. • Attends University or state HPERD professional development opportunities (conventions, workshops, professional development sessions). • Actively participates in HPE Major's Club. • Volunteers in activities such as ROCKETS, Swim and Gym, or community activities. • Attends regularly scheduled school district professional development. (4) • Attends school district activities occurring during the school day. (4)	The candidate: • Fails to accepts ideas of others. • Fails to contribute to group products or process. • Conforms to assigned roles, only doing the minimum required amount of the work. • Demonstrates limited initiative within collaborative settings. • Fails to attend pre-arranged group meetings. • Does not attend professional development meetings unless assigned. • Promotes individual agendas above group goals when engaging in collaborative activities.
Comments:		
WORKING ACROSS GROUPS		
The candidate: • Initiates conversations and/or collaborative activities with peers for the purpose of school improvement (3). • Initiates collaborative activities with professionals, families and/or community members for the purpose of community improvement (4).	The candidate: • Participates in collaborative activities with peer groups to promote program or school growth and development (3). • Participates in collaborative activities with professionals, families and/or community members to promote school/community growth and development (4).	The candidate: • Promotes individual agenda above group or collaborative activities. • Fails to interact with peers to promote personal, program or school development.(3) • Fails to interact with professionals, families and/or community members (4).
Comments:		

6.3 Demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.

VALUES PROFESSIONALISM

Exceeds Expectations (5)	Meets Expectations (3)	Unacceptable (1)
PREPARATION		
The candidate: • Completes work before deadlines. • Completes work of exceptional quality with evidence of personal reflection, revision, initiative and creativity. • Arrives early to school or to class to assist in preparations for teaching. (3) • Researches and uses outside resources to prepare current and appropriate lessons. (3) • Prepares lesson plans in advance, and has appropriate materials available for substitute or Cooperating Teacher in case of unforeseen absence (4).	The candidate: • Is punctual and reliable in completing work and meeting deadlines. • Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work. • Makes prior arrangements with instructor/supervisor/group members when absence is necessary. • Uses outside resources to prepare lessons that are current and appropriate. (3)	The candidate: • Is not punctual and/or reliable in completing work. • Completes the work to meet minimum requirements for quality, clarity or adequate preparation. • Fails to notify instructor/supervisor/group members before absences/tardiness. • Comes to class or meetings without prior preparation, reading, or completion of assignments.
Comments:		
POLICIES AND PROCEDURES		
The candidate: • Follows rules and policies and encourages others to respect them. • Shares concern about rules with appropriate parties, facilitates dialogue for making changes and is proactive in offering solutions. • Recognizes unjust policies and rules and advocates for changes for social justice.	The candidate: • Follows rules and policies consistently and accepts responsibility for personally following them (e.g., appearance, behavior, attendance, language, etc.). • May share concerns about rules with appropriate parties, but honors the rules.	The candidate: • Fails to follow rules and policies without having to be reminded by others. • When reminded about breaches of rules or polices, accepts personal responsibility for actions and does not attempt to circumvent the policies. • Is defensive when questioned about actions that violate policies and procedures.
Comments:		

PROFESSIONAL DEVELOPMENT		

The candidate:
• Maintains and demonstrates progress toward a personal plan for professional growth.
• Is highly engaged in professional development.
  (Ex: provides leadership and/or is an advocate for individual students or the teaching profession).
	The candidate:
	• Seeks out opportunities as part of a personal plan for professional growth.
	• Is active in professional development.
	  (Ex: is an active member of a professional organization, attends professional activities, and/or volunteers for community service activities.)
		The candidate:
		• Limits participation in professional development to required activities
		• Has not established a plan for professional growth and development.

Comments:

6.4 Communicates in ways that convey respect and sensitivity

VALUES PERSONAL INTEGRITY

Exceeds Expectations (5)	Meets Expectations (3)	Unacceptable (1)
EMOTIONAL MATURITY		
The candidate: • Maintains control of emotions regardless of circumstances. • Accepts complete responsibility for actions; employs effective conflict resolution strategies when necessary. • Demonstrates and advocates for equitable treatment of others, including under-represented groups. • Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety. • Uses inclusive language in visual aids, music, and instructional materials. • Interacts with others/students in an empathic and caring way.	The candidate: • Maintains control of emotions. • Accepts responsibility for personal actions. • Demonstrates respect for students and learning environment regardless of age, ability, race, sexual orientation, etc. *(Examples: inclusive language in examples, demonstrations, and curricula, Inclusion Style Teaching, provides multiple levels of challenge, participation, and opportunities for success, listens to students. Demonstrates and teaches personal and social responsibility. i.e. Hellison TPSR).*	The candidate: • Is susceptible to losing control of emotions in isolated or normal circumstances. • Fails to accept personal responsibility for his/her actions or does not realize that changes are necessary.

Comments:

VALUES PERSONAL INTEGRITY - ETHICAL BEHAVIOR

The candidate: • Has a reputation as always being truthful and honest in dealing with others. • Described as a model of integrity; is willing to stand alone when faced with challenging situations. • Maintains appropriate confidentiality regarding professional or personal interactions.	The candidate: • Is truthful and honest in dealing with others. • Maintains confidentiality. • Exhibits consistent and equitable treatment of others. • Exerts effort to protect others from conditions that interfere with learning or are harmful to their health and safety.	The candidate: • Is dishonest in dealing with others/is not trustworthy. • Fails to maintain confidentiality. • Treats others unfairly or inequitably. • Fails to protect others from conditions that interfere with learning or are harmful to their health and safety.

Comments: