

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title II Teacher Quality Enhancement Grant**

**DRAFT \*\*\* Student Teaching Rubric\*\*\* DRAFT**

Based on the *Connecticut Common Core of Teaching (CSDE, 1999)*  
and *Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996)*

Data collection for student teaching evaluation focuses on the following CCCT categories (and competencies underlying each):

- II. Teachers apply knowledge by: Planning, Instructing, Assessing and Adjusting
- III. Teachers demonstrate professional responsibility through: Reflection on Continuous Learning, Professional and Ethical Practice, Leadership and Collaboration

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
<b>Planning: Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.</b>					
II.P.1.a II.P.2.a	<b>1. Designing learning tasks and assessment that:</b> <ul style="list-style-type: none"> <li>• Include specific and measurable short-term learning objectives</li> <li>• Build on students' prior learning,</li> <li>• Include effective assessment methods and performance criteria, and</li> <li>• Are connected and aligned with long-term curricular goals in local, state or national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives are not specific and/or measurable and focus on rote, isolated activities.</li> <li>• Tasks do not connect with student's prior learning, are not suitable to students' academic needs, and do not follow a coherent progression.</li> <li>• Assessment content and method are not aligned to learning objectives, contains no clear criteria.</li> <li>• Little or incorrect connection to local, state or national curricular standards is articulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives are general and focus on task completion with some application of skills.</li> <li>• Tasks build on students' prior learning, most of which are suitable to students' academic need, with uneven progression.</li> <li>• Some assessment content and methods are aligned to learning objectives, with unclear criteria.</li> <li>• General connection to local, state or national curricular standards is articulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives are specific and measurable, and focus on application of skills and building some conceptual understanding.</li> <li>• Tasks build on students' prior learning and are suitable to students' academic needs, with even, coherent progression.</li> <li>• Assessment content and methods are aligned to learning objectives and varied with clear, specific and measurable performance criteria.</li> <li>• Specific connection to local, state or national curricular standards is articulated.</li> </ul>	Lesson plan Class contextual information Pre/Post conference
II.P.1.b II.P.2.c	<b>2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.</b>	<ul style="list-style-type: none"> <li>• Instructional resources are unsuitable to the instructional objectives or do not support the content or the learning needs of the students.</li> <li>• Instructional groups are inappropriate for the content or students learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional resources are suitable to the instructional objectives and generally support the content and most of the students' learning needs.</li> <li>• Instructional groups are appropriate but limited in the details as to how they will be used to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional resources are varied and suitable to the instructional objectives and support the content and all students' learning needs.</li> <li>• Instructional groups are fully described, appropriate and varied.</li> </ul>	Lesson plan Class contextual information Pre/Post conference
II.P.2.b	<b>3. Planning instruction that addresses diversity of learning needs, e.g., learning styles, multicultural perspectives, interdisciplinary connections or real world experiences).</b>	<ul style="list-style-type: none"> <li>• Instructional plan did not address diversity of student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional plan addresses some diversity of student needs limited to modification of time frames or grouping arrangements for some students and some use of real world experiences related to the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional plan addressed most of the diversity of student needs, learning styles and interests and included modification of tasks as well as some use of real world, interdisciplinary or multicultural experiences related to the content.</li> </ul>	Lesson plan Class contextual information Pre/Post conference

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<b>Instructing: Teachers create a positive learning environment, use effective verbal, nonverbal and media communications techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.</b>					
II.I.3.a	<b>4. Communicating and reinforcing developmentally appropriate standards of behavior.</b>	<ul style="list-style-type: none"> <li>No standards of behavior appear to have been established or communicated explicitly, or students are confused as to what the standards are.</li> <li>Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behavior appear to have been established for most situations, and most students seem to understand them. Standards are communicated through oral or written notice of the class rules with need of some reminders.</li> <li>Consequences are generally consistent and developmentally appropriate to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behavior are communicated through oral, written and other forms of reinforcement (class meetings, lessons, etc), and are clear to students.</li> <li>Consequences are applied consistently, are developmentally appropriate to the students.</li> </ul>	Lesson observation Written information about standards of behavior
II.I.3.e II.I.3.g	<b>5. Fostering a learning community by:</b> <ul style="list-style-type: none"> <li><b>Establishing rapport and a non-threatening learning environment</b></li> <li><b>Promoting sensitivity to individual differences</b></li> <li><b>Encouraging students to take risks in their approach to learning, and</b></li> <li><b>Fostering ethical and responsible behavior in students.</b></li> </ul>	<ul style="list-style-type: none"> <li>Responses to and interactions with students are minimal, negative or inappropriate to the age of the students.</li> <li>Does not model or reinforce sensitivity to individual differences.</li> <li>Expects students to follow a prescribed format for learning and attempts to explore new and creative responses to questions or assignments are not encouraged or reinforced.</li> <li>Does not promote ethical and responsible behavior in students.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes rapport by demonstrating fairness and acceptance of students.</li> <li>Occasionally models sensitivity to individual differences through explicit statements and choice of materials and activities.</li> <li>Encourages students to take risks in their approach to learning but students may be unsure of how to respond and will only occasionally explore new and creative responses to questions or assignments.</li> <li>Promotes ethical and responsible behavior in students in response to specific incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes rapport by demonstrating fairness and acceptance and communicating and modeling these behaviors to students.</li> <li>Frequently models sensitivity to individual differences through patterns of interactions which and support a variety of learning and performance styles and encourages students to respect differences.</li> <li>Creates and promotes an intellectually and emotionally safe environment where students, when encouraged, will take risks and their efforts will be dignified and supported.</li> <li>Promotes ethical and responsible behavior in students in response to specific incidents.</li> </ul>	Lesson observation

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II.1.3.b II.1.3.c	<b>6. Managing routines and transitions effectively by organizing, allocating and managing resources of time, space, activities and material.</b>	<ul style="list-style-type: none"> <li>Routines are not established.</li> <li>Materials, time and space are not effectively managed as evidenced by student confusion about directions for routines and excessive time off-task between instructional segments.</li> <li>Transitions are disorderly and/or are time consuming.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are established but students need detailed directions.</li> <li>Materials, time and space are somewhat organized to facilitate easy transition to instruction, but result in additional time off-task.</li> <li>Transitions are at times disorderly or inefficient.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are established.</li> <li>Students carryout transitions automatically (including materials, time and space) without need for detailed directions with minimal time off-task between instructional segments.</li> <li>Transitions are orderly and efficient.</li> </ul>	Lesson observation
II.1.3.d II.A.7.c	<b>7. Promoting shared responsibility for learning by:</b> <ul style="list-style-type: none"> <li><b>Communicating and reinforcing high expectations for learning (through lesson initiation, development and closure), and</b></li> <li><b>Effectively varying teacher-centered and student-centered instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li>Expectations for student learning are either unclear or not communicated to students.</li> <li>Consistently directs the learning with whole group or individual instruction as the primary mode of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for student learning are communicated and reinforced with some limited opportunities for self-monitoring.</li> <li>Primarily directs the learning but also uses small group activities and allows limited opportunities for students to explore the learning.</li> </ul>	<ul style="list-style-type: none"> <li>High expectations for student learning are consistently communicated for all students and various forms of help, reinforcement, encouragement and opportunities for self-monitoring are regularly provided.</li> <li>Teacher and student roles are varied in the learning experience and grouping patterns and tasks are used to provide opportunities for students to make choices and develop their independence as learners.</li> </ul>	Lesson observation
II.1.4.a II.1.6.a II.1.6.b II.1.4.c	<b>8. Implementing learning strategies and tasks to create learning experiences that:</b> <ul style="list-style-type: none"> <li><b>Are organized and sequenced effectively,</b></li> <li><b>Demonstrate effective use of materials, and</b></li> <li><b>Help students make connections within and across learning segments, and lead students to learn related to the learning objectives.</b></li> </ul>	<ul style="list-style-type: none"> <li>Instructional activities and materials are not organized or sequenced effectively.</li> <li>Materials are used ineffectively with students or in regard to the instructional objectives.</li> <li>Instruction does not help students to make connections with prior learning segments or the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional activities and materials are generally organized and sequenced effectively.</li> <li>Materials are generally appropriate to the students or only moderately successful in advancing the instructional objectives.</li> <li>Instruction leads students to make some procedural connections with prior learning segments and the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional activities and materials are consistently organized and sequenced effectively.</li> <li>Instructional groups and materials are productive and fully appropriate to the students or to the instructional objectives.</li> <li>Instruction leads students to make procedural and conceptual connections with prior learning segments and the learning objectives.</li> </ul>	Lesson observation, Lesson plan

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	<p><b>9. Building on student learning within the content or discipline of focus by:</b></p> <ul style="list-style-type: none"> <li>• Presenting the content accurately,</li> <li>• Developing important content specific knowledge and skills, and</li> <li>• Meeting district, state and national curricular or content standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of content includes inaccuracies that interfere with student learning.</li> <li>• Representation and explanation of content or skill are inappropriate, unclear or uses poor examples and analogies.</li> <li>• <i>Refer to applicable content curricular standards for the district, state, or national professional organization.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of content is generally accurate and supports student learning.</li> <li>• Representation and explanation of content or skill are inconsistent in quality, some skillful, others difficult to understand with focus on factual knowledge with some attention to major concepts within the discipline.</li> <li>• <i>Refer to applicable content curricular standards for the district, state, or national professional organization.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of the content is consistently accurate.</li> <li>• Representation and explanation demonstrate command of the content and are varied. Lesson focuses on important ideas, essential questions or concepts and connects students' prior knowledge, other disciplines or real world experiences.</li> <li>• <i>Refer to applicable content curricular standards for the district, state, or national professional organization.</i></li> </ul>	<p>Lesson observation Lesson plan Pre-/Post-Conference</p>
<p>II.1.3.f II.1.5.b</p>	<p><b>10. Implementing learning tasks, activities and using materials that support a diversity of learning needs through differentiated instruction.</b></p>	<ul style="list-style-type: none"> <li>• Instruction does not address the learning needs of students, and modification of learning tasks, activities and materials is not evident or is limited to providing extra time.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction includes some approaches to support specific students' learning needs and exceptionalities by modifying assignments, materials or time frames.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction includes various approaches to support specific students' learning needs and exceptionalities by modifying objectives, assignments, materials or time frames.</li> </ul>	<p>Pre- and Post-Conference Lesson observation</p>

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II.I.5.b	<p><b>11. Facilitating tasks, assessments and classroom interactions that promote the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts</b></p> <ul style="list-style-type: none"> <li><b>i.e., knowing when to... provide information, clarify an issue, model, lead and let students struggle with a difficulty.</b></li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks and activities are teacher-centered, do not utilize problem solving and decision-making, focused primarily on low level questions, memorization, mechanics or discrete skills that did not build students' content knowledge or skills.</li> <li>Teacher-student interactions are predominantly lecture style. Discourse is not evident</li> <li>Teacher response does not dignify students' response, assist students by prompting or rephrasing, transfer understanding from one level to the next, or connect student responses with one another or probe for clarification.</li> <li>Uses assessments that primarily measure factual or procedural knowledge and include evaluation criteria which are unclear or not aligned with learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks and activities are student-centered, and sometimes utilize problem solving and decision-making focused on a combination of low and high level questions, literal comprehension or following procedures with some opportunities for students to apply skills.</li> <li>Teacher-student interactions engage students in learning tasks and/or discussions/discourse (oral or written) with uneven results.</li> <li>Teacher response dignifies students' responses and different viewpoints, assists students by prompting or rephrasing, transferring understanding from one level to the next, connects student responses with one another, or probes for clarification.</li> <li>Uses assessments that measure a mix of factual and procedural knowledge and some application of skills, are aligned with learning objectives, and include general evaluation criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks and strategies are frequently student-centered, inquiry-based, and focused on high level questions with opportunities to build understanding in, apply content knowledge or skills (e.g., problem solving, interpreting text, communicating ideas).</li> <li>Teacher-student interactions represent full student engagement in tasks and/or discussions with teacher stepping aside, when appropriate, and allowing student independence and responsibility, successfully engaging most students in discourse (oral or written).</li> <li>Teacher response dignifies students' responses and different viewpoints, assists students by prompting or rephrasing, transferring understanding from one level to the next, connects student responses with one another, or probes for clarification.</li> <li>Uses multiple assessment strategies which measure procedural, conceptual knowledge and application of skills aligned with learning objectives, and include clear, specific evaluation criteria.</li> </ul>	Lesson observation
II.I.5.a	<p><b>12. Communicating clearly, using precise language and acceptable oral and written expressions.</b></p>	<ul style="list-style-type: none"> <li>Does not communicate clearly or audibly.</li> <li>Spoken or written language contains grammatical and/or syntax errors.</li> <li>Vocabulary is developmentally inappropriate or vague, leaving students confused.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly and audibly.</li> <li>Spoken and written language is free of grammatically and syntactically correct.</li> <li>Vocabulary is developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly, audibly, and expressively.</li> <li>Spoken and written language grammatically and syntactically correct.</li> <li>Vocabulary is developmentally appropriate, well chosen and enriches the lesson.</li> </ul>	Lesson observation

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<b>Assessing and Adjusting: Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.</b>					
II.A.7.a	<b>13. Monitoring student understanding of the lesson and engagement at appropriate points and adjusting teaching when necessary.</b>	<ul style="list-style-type: none"> <li>Monitoring focuses on students' on-task behavior with little attention to students' progress toward learning objectives</li> <li>Minimal or no adjustments made.</li> <li>Does not attempt to re-engage students who were off-task.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring focuses on task completion and student engagement in learning activities</li> <li>Adjusts for time, space, availability of materials.</li> <li>Attempts to re-engage students who were off-task.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring focuses on students' strengths and weaknesses related to the learning objective.</li> <li>Adjustments address instructional strategies, activities, and materials for the class.</li> <li>Attempts to re-engage students who were off-task and adjusted instruction to ensure engagement throughout the lesson.</li> </ul>	Lesson observation Written analyses
BEST Portfolio Rubrics	<b>14. (NEW) Providing performance feedback (oral or written) that focuses on content and assists students in improving their performance.</b>	<ul style="list-style-type: none"> <li>Feedback to students is limited to comments about task completion and/or is inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback to students is general and provided limited information about their learning strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback to students is a mix of general and specific comments about the content knowledge or skills and provides appropriate information about their strengths and weaknesses.</li> </ul>	Observation of feedback during instruction Written feedback on student work Portfolio
II.A.7.e	<b>15. Collecting and analyzing multiple sources of student data ( e.g., classroom observations, student work, teacher made assessments, standardized test data, CMT/CAPT data, school records, etc.).</b>	<ul style="list-style-type: none"> <li>Uses limited student learning data to make short-term decisions and is unable to analyze or incorrectly analyzes student progress.</li> <li>Has not system for maintaining information on student progress in learning or system in disarray.</li> </ul>	<ul style="list-style-type: none"> <li>Uses student learning data to make short-term decisions and is able to analyze student progress.</li> <li>Has a rudimentary system for maintaining information on student learning progress.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of student learning data to make short-term decisions and project long-term and is able to analyze student progress.</li> <li>Has an effective system for maintaining information on student learning progress.</li> </ul>	Conferences, commentaries and written analyses, portfolio, observations by CT
II.A.7.b	<b>16. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and adjusts future plans and instructional approaches accordingly.</b>	<ul style="list-style-type: none"> <li>Analysis of student learning focuses on student behavior with little attention to students' progress toward learning objectives or goals.</li> <li>Unable to or incorrectly connects the impact of instruction on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student learning focuses mainly on task completion, with some reflection on adjustment of future plans and instructional approaches related to time and task completion.</li> <li>Identifies some general connections between the impact of instruction and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student learning focuses mainly on student strengths and weaknesses in learning procedures and student application of skills, with some reflection on adjustment of future plans and instructional approaches to improve student learning.</li> <li>Makes specific connections between the impact of instruction and student learning.</li> </ul>	Conferences, commentaries and written analyses, portfolio

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<b>Professional and Ethical Practice: Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.</b>					
III.PR.1	<b>17. Conducts oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).</b>	Teacher candidate violates one or more areas of the Code.	Teacher candidate acts professionally in accordance with the Code.		All conduct in personal and professional life
III.PR.1	<b>18. Conducts oneself as a professional in regard to student teaching responsibilities, e.g., following school policies and procedures, reporting to school as scheduled, appropriate appearance, completing work assigned in timely manner and according to expectations, communicating with parents, etc.</b>	Teacher candidate demonstrates a pattern of unprofessional behavior.	Teacher candidate demonstrates a pattern of professional behavior.		Observation in clinical experiences, conferences, class participation, written commentaries, portfolio
<b>Reflection and Continuous Learning: Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.</b>					
III.PR.2.a	<b>19. Working collaboratively with colleagues to examine the effectiveness of instructional strategies (based on student learning) in order to identify areas for learning and set goals for own professional development.</b>	Teacher candidate does not seek regular and ongoing dialogue with cooperating teacher in order to identify areas and sets goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	Teacher candidate promotes regular dialogue and conferring with the cooperating teacher about instructional effectiveness, to identify areas and sets goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	Teacher candidate promotes regular dialogue and conferring with the cooperating teacher, other faculty and staff about instructional effectiveness to identify areas and sets goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	Observation in clinical experiences, conferences, written commentaries, portfolio
<b>Leadership and Collaboration: Teachers demonstrate a commitment to their students and a passion for improving their profession.</b>					
III.PR.6.a III.PR.6.a	<b>20. Demonstrating dispositions critical to self and students:</b> <ul style="list-style-type: none"> <li>enthusiasm about their own learning and about life in their daily work., and</li> <li>commitment to developing the minds and characters of their students.</li> </ul>	Teacher candidate shows a pattern of negative attitude and beliefs about own learning needs and daily responsibilities as a teacher, and shows lack of commitment to supporting the development of students.	Teacher candidate shows ongoing enthusiasm about own learning needs, his/her daily responsibilities as a teacher, and a commitment to supporting the development of students.		Observation in clinical experiences, conferences, class participation, written commentaries, portfolio