



Student Teaching Application

Submission Deadlines:

- Fall Semester: February 1
- Spring Semester: September 1

Applicant Information:

Full Name: _____ Birthdate: _____

Social Security Number: _____ Student ID: _____

Major/Certification Area: _____

Current GPA: _____ Anticipated Graduation Date: _____

Student Teaching Semester: Fall _____ Spring _____

Teacher Education Admission:

I have been fully admitted to the teacher education program. Date admitted _____

Please select one:

I request a review of my application by all members of the TEC.

I request a review of my application by faculty and local school personnel ONLY of the TEC.

Faculty Evaluations

Names of your three faculty to whom you have given Faculty Evaluation Forms. Your advisor will complete the Educator Disposition Assessment.

Advisor: _____ Faculty: _____

Faculty: _____ Faculty: _____

Student Teaching Placement Guidelines and Exemptions

- In keeping with the policy instituted by the Teacher Education Committee, student teaching assignments will be made within 50 miles of the Oklahoma Baptist University Campus in Shawnee, OK. This is made in consideration of faculty travel time and availability.
- Any deviation from the 50 Mileage Limitation Policy must be formally approved by the Director of Field Experience and the Teacher Education Committee. The following clarification of this policy has been formally adopted by the Teacher Education Committee.

Requests for deviation from the policy must follow these guidelines.

1. The detailed request for special placement must be made, in writing, to the Director of Field Experience. The Director of Field Experience will review the request and possibly interview the student teacher.
2. The request, along with Director of Field Experiences' recommendation to approve or deny, will be presented to the Teacher Education Committed for consideration.
3. If approval is given for a placement beyond 50 miles and a faculty member is willing to travel the candidate must pay for additional mileage a the current OBU rate. All costs incurred in making special arrangements and/or travel expenses beyond 50 miles of Shawnee, OK must be paid by the student teacher before credit hours will be granted for the student teaching experience.

Student Teaching Experience Assignment Preferences

While the Director of Field Experience will take placement preferences into consideration, final student teaching assignments are made at the discretion of the Director. Several important factors will determine the placement of student teachers. Availability of cooperating schools/teachers, distance from the OBU campus, and personal relationships of student teacher with cooperating school employees and students. Please provide the information below to assist the Director in placing you in a student teaching experience with maximum potential for your education and growth.

Placement Preference Information (list choices in order of preference is known)

District/School	Grade Level/Subject	Teacher
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1st choice: _____

2nd choice: _____

*If you do not have a district/school or teacher preference just list grade level and subject.

List any public schools you have attended. (Include elementary and high school)

District/Schools	City/State
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_____	_____
_____	_____
_____	_____

Please Note: Candidates are not allowed to student teach where they have attended school or where a family member is employed or affiliated with the district.

ACKNOWLEDGEMENTS:

Please read the following statements carefully:

I understand that:

- 1) An incomplete application WILL NOT BE CONSIDERED for admittance to the program. Meeting or exceeding the selection criteria does not guarantee admittance to the program.
- 2) Periodic background checks are required. Information obtained may cause dismissal from the program.
- 3) Applicants may appeal a decision in writing to the Teacher Education Committee through the Director of Field Experiences or request their advisor make an appeal to the committee on their behalf.
- 4) I have read the 50-mile limit and restricted outside activities policies in this packet.
- 5) In our agreement with cooperating schools regarding the student teaching experience, the University has agreed that candidates will be available for full time participation in the total student teaching experience. This experience could include activities related to planning, events with students, parent/teacher conferences, or faculty meetings, etc.

By signing this application, I agree that I have provided true and accurate information and have read and understand the acknowledgments contained above. I further assert that I believe I have the necessary academic, personal, professional, and social qualities required for success in the teaching profession.

Applicant Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Oklahoma Baptist University
McCabe Family School of Teacher Education
Faculty Evaluation Form
~STUDENT TEACHING~

All applicants MUST fill out the front page of this form completely and sign only one "option" at the bottom of the page. Contact three OBU instructors, in person, to ask if they will complete an evaluation form for you. These will be forwarded directly to the Teacher Education office by the faculty member. (If you are a transfer student, you are permitted to use one or more of your instructors from universities prior to OBU, if necessary - you must provide their mailing addresses when listing them on your application.)

Student Name: _____ Major: _____
ID: _____ Phone: _____ Classification: _____

Faculty General Directions:

The above student has made application for admission to Student Teaching.

On the back of this sheet is a checklist of qualities related to teaching competency. The applicant is requesting your assessment of his/her competency for teaching. This form will be kept on file in the School of Education office, but EVALUATORS NEED TO BE AWARE that the Family Rights and Privacy Act of 1974 permits student to see any document in their personal files unless they waive the right, as indicated below.

From the choices listed on the back page, check the descriptions that best indicates your assessment of the qualities of this student. Please indicate your personal recommendation by placing an (X) in the correct box. Please complete the valuation as candidly as possible. Contact the School of Education office (405-585-4250) if you need clarification of any part of this form and how it will be used. EVALUATORS, please DO NOT complete this form if the student has not signed one of "options" below.

I wish to waive my right to access the confidential written assessments of me by faculty members whose names appear in the application of admission to the Student Teaching program.	
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Student Signature

Date

~ OR ~

I DO NOT wish to waive my right to access the confidential written assessments of me by faculty members whose names appear in the application of admission to the Student Teaching program.	
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Student Signature

Date

EVALUATION GUIDELINES	Exceeds Expectations 4	Meets Expectations 3	Developing 2	Poor 1	Not Observed 0
Oral Communication: Models Standard English, Varied, Distinct, Forceful					
Written Communication: Accuracy, Clarity, Vocabulary, Spelling, Penmanship					
Professionalism: Sense of Responsibility, Integrity, Punctual, Dependable, Appearance					
Attitude: Cooperative, Attentive, Responsible, Concern for people/subject matter					
Preparation: Original, Resourceful, Skillful, Confident, Ability to adjust					
Cultural and Academic Diversity: Awareness of those with different values and experiences					
Collaboration: Disagrees respectfully, respectful, flexible					
Initiative: Proactive, studious, responsible					
Stability: Leadership, Perseverance, Maturity					
Scholarship: Broad, Detailed, Technical, Cultural					
PROBABILITY OF TEACHING SUCCESS					
RECOMMENDATION					
	The candidate is recommended for Admission to Student Teaching.				
	The candidate is recommended for Admission to Student Teaching, but with <i>reservations</i> . See Comments below				
	The candidate is NOT recommended for Admission to Student Teaching, but with <i>reservations</i> . See Comments below				

EVALUATOR COMMENTS (Optional):

EVALUATOR (Instructor) DEPARTMENT DATE

Please return this Evaluation Form to the McCabe School of Education, ASAP!

Educator Disposition Assessment

Student Teaching

CAEP 3.3

Name: _____

Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each aspect of disposition based on the following scale by checking the corresponding number in the cell.

1= Poor: minimal evidence of understanding and commitment to the disposition.

2= Developing: some evidence of understanding and commitment to the disposition.

3= Meets Expectation: considerable evidence of understanding and commitment to the disposition.

4= Exceeds Expectation: complete evidence of understanding and commitment to the disposition.

Please check any behaviors listed under each aspect of disposition that needs to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each dispositional component.

1. Demonstrates effective oral communication skills		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC:3 (r)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Models standard English	Comments regarding strengths/areas for growth:			
	Varies oral communication to motivate students				
	Make appropriate comments in the classroom				
	Communicates at an appropriate level				
2. Demonstrates effective written communication skills		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 10 (c)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communicates respectfully with all stakeholders	Comments regarding strengths/areas for growth:			
	Demonstrates appropriate spelling and grammar				
	Focuses all written communications positively and professionally				
	Writes with clear legible penmanship				

3. Demonstrates professionalism: Sense of responsibility, integrity, punctual, and dependable InTASC: 9 (0)		Poor <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
	Responds to emails promptly	Comments regarding strengths/areas for growth:			
	Exhibits punctuality and attendance				
	Maintains professional boundaries				
	Keeps personal life at home				
	Works cooperatively with all stakeholders				
	Turns in work promptly				
	Avoids inappropriate conversations in and out of the classroom				
	Respects and adheres to the ethical standards of practice				
	Dresses appropriately for professional events				
4. Demonstrates a positive and enthusiastic attitude InTASC: (P, S, T)		Poor <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
	Goes above and beyond requirements	Comments regarding strengths/areas for growth:			
	Demonstrates an appropriately positive affect with students				
	Seeks solutions to problems instead of complaining				
	Encourages classmates and students				
	Tries new things that are suggested				
	Engages openly and actively with students				
5. Demonstrates preparedness in teaching and learning InTASC: 3 (p)		Poor <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
	Accepts constructive feedback	Comments regarding strengths/areas for growth:			
	Learns and adjusts from experience and reflection				
	Comes to class planned and with needed materials				
	Alters lessons in progress when needed				

6. Exhibits an appreciation of and value for cultural and academic diversity InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)		Poor	Developing	Meets Expectations	Exceeds Expectations
	Demonstrates awareness of traditional and non-traditional family contexts including family status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Embraces all diversities/differences to include racial, SES, and learning style	Comments regarding strengths/areas for growth:			
	Understanding the need for a "safe classroom" with zero tolerance of negativity to others				
	Plans activities to raise student awareness and acceptance of differences				
	Understands the importance of a positive school experience				
7. Collaborates effectively with stakeholders InTASC: 1(k), 3(n), 3(q), 7(o)		Poor	Developing	Meets Expectations	Exceeds Expectations
	Disagrees respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Possesses social awareness	Comments regarding strengths/areas for growth:			
	Listens to what stakeholders are saying as evidenced by response				
	Maintains a respectful tone at all times				
	Shares successful teaching strategies				
	Exhibits a sense of equality				
8. Demonstrates self-regulated learner behaviors/take initiative InTASC: 9(l), 9(n), 10(r), 10(t)		Poor	Developing	Meets Expectations	Exceeds Expectations
	Recognizes own weaknesses and asks for support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Asks questions proactively and is self-directed	Comments regarding strengths/areas for growth:			
	Researches and implements different and most effective teaching styles				

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

DISPOSITION INDICATORS	1=POOR	2=DEVELOPING	3=MEETS EXPECTATIONS	4=EXCEEDS EXPECTATIONS
<p>1. Demonstrates effective oral communication</p> <p>Components:</p> <ul style="list-style-type: none"> * Models standard English * Varies oral communication to motivate students * Makes appropriate comments in the classroom * Communicates at an appropriate level 	<ul style="list-style-type: none"> * Verbal interactions has multiple mistakes in grammar, poor diction, &/or inappropriate language for the age & skill level of student * Verbal communication pacing is consistently too fast or too slow * Uses little variation in tone & inflection; shows minimal or no enthusiasm * All communication is verbal, no other forms of communication used * Use of crutch/filler word(s) impedes communication & delivery 	<ul style="list-style-type: none"> * Verbal instructions has mistakes in grammar & diction * Language level often inappropriate for age & skill level of students * Pacing inconsistent in design/ delivery for students * Enthusiasm varies with topic * Shows minimal non-verbal communication * Crutch/Filler words hinder communication & delivery 	<ul style="list-style-type: none"> * Verbal instructions has occasional mistakes in grammar, or inappropriate or regional colloquialism * Pacing of communication is acceptable * Uses tone & inflection through lesson; shows enthusiasm most of the time * Verbal & non-verbal communication is used throughout * Uses crutch/filler words only on occasion 	<ul style="list-style-type: none"> * Uses proper grammar & diction * Pacing of communication is age appropriate * Uses multiple forms of communication throughout the lesson * Enthusiastic in projection & tone * Avoids crutch/filler words & slang * Makes good use of voice, body language, expression for presentation
<p>2. Demonstrates effective written communication skills</p> <p>Components:</p> <ul style="list-style-type: none"> * Communicates respectfully with all stakeholders * Demonstrates appropriate spelling & grammar * Focuses all written communication positively & professionally * Writes with clear legible penmanship 	<ul style="list-style-type: none"> * Written communication is lacking in spelling, grammar, & readability * Shows little or no respect for the reader in composition of materials * Written communication lacks professionalism & positivity 	<ul style="list-style-type: none"> * Written communication demonstrates awkward grammar &/or readability * Fails to check spelling consistently * Inconsistently demonstrates respect & professionalism in written communication * Attempts to insert positive comments in communication 	<ul style="list-style-type: none"> * Written communications have occasional spelling or grammatical errors * Communication is readable in presentation & form * Shows respect for reader in most written communications * Is positive & professional in written communication with others 	<ul style="list-style-type: none"> * Written communication consistently uses correct spelling & grammar * Written communication is consistently easy to read in its presentation & form * Is respectful of the reader in all situations * Utilizes upbeat, positive, & professional approach to communication with all
<p>3. Demonstrates professionalism</p> <p>Components:</p> <ul style="list-style-type: none"> * Responses to emails promptly * Exhibits punctuality & attendance * Maintains professional boundaries * Keeps personal life at home * Works cooperatively with all stakeholders * Turns in work promptly * Avoids inappropriate conversations in & out of the classroom * Respects & adheres to the ethical standards of practice * Dresses appropriately for professional events 	<ul style="list-style-type: none"> * Often late &/or exceeds allowable absences * Fails to maintain confidentiality regarding colleagues, students, or families * Has inappropriate contact with students or colleagues outside the classroom * Dresses inappropriately for school setting, in violation of school &/or university dress code * Lacks in promptness for work related lesson planning, emails, & administration requests 	<ul style="list-style-type: none"> * Often late &/or exceeds allowable absences but shows effort to correct when addressed * Often fails to maintain confidentiality regarding colleagues, students, or families * Shows attempts at dressing appropriately after concerns are addressed * Shows beginning efforts to be timely in written responses of all Types 	<ul style="list-style-type: none"> * Consistent in attendance & arrives on time * Maintains confidentiality regarding colleagues, students, & families * Is appropriate in relation to students & colleagues * Dresses appropriately for school aware of rules & regulations * Work related materials (emails, lesson plans, administrative paperwork) submitted on time 	<ul style="list-style-type: none"> * On time & most often early to arrive; does not miss unless necessary * Maintains complete confidentiality regarding colleagues, students, & families * Maintains professional boundaries completely Dresses appropriately for school, often exceeding the rules & expectations * Work related materials submitted early/on time

DISPOSITION INDICATORS	1=POOR	2=DEVELOPING	3=MEETS EXPECTATIONS	4=EXCEEDS EXPECTATIONS
<p>4. Demonstrates a positive and enthusiastic attitude</p> <p>Components:</p> <ul style="list-style-type: none"> * Demonstrates an appropriately positive affect with students * Seeks solutions to problems instead of complaining * Encourages classmates & students * Tries new things when suggested * Engages openly/actively with students 	<ul style="list-style-type: none"> * Is unaware or oblivious to expectations of class or school * Is unenthusiastic & negative in dealing with students (signs of boredom, excessive time on phone or email, lack of student engagement) * Complains constantly & does not take responsibility * Is not open to trying new ideas 	<ul style="list-style-type: none"> * Beginning attempts to be involved in activities * Is unenthusiastic in dealing with students, but attempts correction when suggestions are given * Complains often but attempts to see reason & adjust * Rarely attempts new ideas 	<ul style="list-style-type: none"> * Demonstrates involvement without request * Is enthusiastic & encouraging in dealings with students * Demonstrates positivity & does not complain about problems that develop * Willing to try new strategies, ideas, & problem solving designs 	<ul style="list-style-type: none"> * Encourages others to become involved * Cultivates an atmosphere of enthusiasm among classmates & students * Seeks solutions to problems within the classroom * Willing to try new strategies, ideas, & problems solving designs
<p>5. Demonstrates preparedness in teaching and learning</p> <p>Components:</p> <ul style="list-style-type: none"> * Accepts constructive feedback * Learns & adjusts from experience & reflection * Comes to class prepared & with needed materials * Alters lessons in progress when needed 	<ul style="list-style-type: none"> * Demonstrates defensiveness when confronted with constructive criticism * Unwilling or unable to learn from educational classroom experiences * Unwilling or unable to adjust as needed to lesson design during or after presentation * Comes to class unprepared &/or without materials 	<ul style="list-style-type: none"> * Acknowledges need for improvement based on feedback but lacks ability/willingness to implement changes * Recognizes the need for adjustment in classroom awareness & reflection, unsure of how or unwilling to change * Inconsistently comes to class prepared with content &/or necessary Materials 	<ul style="list-style-type: none"> * Acknowledges feedback & strives to correct concerns * Learns & adjusts teaching based on classroom experiences or reflections * Comes to class prepared with content &/or necessary materials * Demonstrates ability & willingness to alter lessons in progress 	<ul style="list-style-type: none"> * Seeks feedback for professional growth * Based on prior experiences, student/candidate anticipates concerns or potential difficulties & prepares appropriately * Comes to class prepared with multiple strategies &/or plans
<p>6. Exhibits an appreciation of and value for cultural and academic diversity</p> <p>Components:</p> <ul style="list-style-type: none"> * Demonstrates awareness of traditional & non-traditional contexts including family status * Embraces all diversities/ differences to include racial, SES, & learning * Understands the need for a "safe classroom" with zero tolerance of negativity to others * Plans activities to raise student awareness/acceptance of differences * Understands the importance of a positive school experience 	<ul style="list-style-type: none"> * Does not plan for adaptations based on individual differences within the student population * Fails to account for student exceptionalities/differences within class based on factors such as gender, class ethnicity, race, physical or mental disability, or SES * Fails to collaborate with IEP team on planning & implementing lessons that meet the needs of students with disabilities * Fails to provide a "safe classroom" by allowing negativity toward differences, not planning to aid in student awareness & acceptance of differences * Fails to promote a positive school experience for all participants 	<ul style="list-style-type: none"> * Recognizes the need for adaptations based on individual differences within the student population but unwilling or unable to implement * Attempts to account for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability, or SES * Works with IEP team to plan/implement lessons that meet the needs of students with disabilities, but unwilling or unable to implement * Recognizes the negativity toward differences but fails to raise student awareness of acceptance of students who display differences * Makes effort to promote positive school experiences for all 	<ul style="list-style-type: none"> * Plans for & implements adaptations based on individual differences within the student population * Accounts for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability, or SES * Collaborates with IEP team to plan & implement lessons that meet the needs of students with disabilities * Provides a "safe classroom" through an understanding & implementation of tolerance & acceptance for all students * Promotes a positive school experience for all participants 	<ul style="list-style-type: none"> * Plans routinely reflect sophisticated adaptations for individual differences with a sound rationale & reflection * Accounts for exceptionalities among students/accommodations for diversity found within student populations using creativity, foresight, & current research * Collaborates with IEP team & initiates plans to implement lessons that meet the needs of students with disabilities * Classroom is positive, energetic, & reflective of the needs of all students, allowing students to feel safe in their learning & sharing * Behaviors clearly show components such as selection of instructional units, materials selected for display, selection of students to demonstrate, & methods of grouping students with exceptionalities & diverse population have driven instructional decision making

DISPOSITION INDICATORS	1=POOR	2=DEVELOPING	3=MEETS EXPECTATIONS	4=EXCEEDS EXPECTATIONS
<p>7. Demonstrates self-regulated learner behavior/takes initiative Components:</p> <ul style="list-style-type: none"> * Disagrees respectfully * Possesses social awareness * Listens to what stakeholders are saying evidenced by response * Maintains a respectful tone at all times * Shares successful teaching * Exhibits a sense of equality 	<ul style="list-style-type: none"> * Exhibits behaviors that are indicative of gender or racial bias * Interacts with others in an unprofessional manner, often resorting to slang, disrespectful tone, or superiority * Disrespectful to administration, colleagues, & /or students when in disagreement * Fails to recognize need for flexibility in instruction or space * Fails to listen to stakeholders & respond politely * Unwilling to share successful teaching strategies, due to self-centered approach 	<ul style="list-style-type: none"> * Recognizes & works to correct behaviors indicative of gender or racial bias * Recognizes & attempts to correct unprofessional mannerisms in language, tone, & position with others * Makes effort to disagree in an acceptable professional manner * Recognizes & works to accept the need for flexibility in teaching & space usage * Listens to stakeholders but is unwilling or unable to respond * Shares successful teaching strategies when prompted 	<ul style="list-style-type: none"> * Uses culturally responsive approaches, demonstrating respect for cultural differences * Displays professional mannerisms in language choice, tone, & position * Displays ability to disagree respectfully & professionally * Displays flexibility with instructional decisions & awareness of spatial usage * Listens to stakeholders & responds politely & professionally * Displays willingness to share successful strategies with colleagues & others freely 	<ul style="list-style-type: none"> * Uses culturally responsive approaches demonstrating a deep understanding in respecting cultural differences for all * Demonstrates exemplary professional diversity in language, tone, equality, & initiates reciprocal behavior in others * Uses professional approach, tone, & delivery when disagreeing with stakeholders * Demonstrates willingness & understanding in recognizing need for flexibility in all areas of teaching * Collaborates with stakeholders & demonstrates a respectful tone at all times * Enthusiastically shares successful teaching strategies with colleagues or other interested parties
<p>8. Demonstrates self-regulated learner behaviors/takes initiative Components:</p> <ul style="list-style-type: none"> * Recognizes own weaknesses & asks for support * Asks questions proactively & is self-directed * Researches & implements different & most effective teaching styles * Takes responsibility for knowing students &/or colleagues 	<ul style="list-style-type: none"> * Unable to recognize own weaknesses or ask for assistance in correction * Displays an inflated sense of confidence to colleagues & administrators * Fails to accept responsibility for knowing students & their individual learning needs * Fails to take initiative to become a better teacher, via researching effective teaching styles, engaging in professional growth & development, & communicating with colleagues/administrators 	<ul style="list-style-type: none"> * Addresses weakness when advised by others yet refuses to seek help * Willingness to change with direction from others * Attempts to know students & their individual learning needs * Attempts to find methods of change by researching effective teaching styles or engaging in professional growth & development 	<ul style="list-style-type: none"> * Recognizes own weaknesses & seeks assistance for improvement * Attitude is one of positive growth, seeking to become a lifelong learner * Displays responsibility for knowing students, their individual learning needs, & strives to create positive learning experiences 	<ul style="list-style-type: none"> * Displays few weaknesses but quickly responds by adjusting behavior planning & delivery of instruction * Demonstrates mature & professional mindset toward self-improvement & lifelong learning * Embraces responsibility for knowing & engaging students in their individual learning needs & strives to create positive learning experiences * Demonstrates exemplary initiative to becoming a better teacher by researching effective teaching styles, engaging in professional growth & development, & communicating with colleagues/administrators

DISPOSITION INDICATORS	1=POOR	2=DEVELOPING	3=MEETS EXPECTATIONS	4=EXCEEDS EXPECTATIONS
<p>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</p> <p>Components:</p> <ul style="list-style-type: none"> * Demonstrates appropriate maturity, calmness, & self-regulation when discussing sensitive issues * Demonstrates the ability to identify & communicate personal strengths & weakness * Does not overreact to criticism or challenging situations * Demonstrates sensitivity to feelings of others 	<ul style="list-style-type: none"> * Displays immature & unprofessional actions when dealing with sensitive issues * Overreacts to criticism & suggestions; quick tempered; blames other * Fails to demonstrate perseverance & resilience necessary for success * Fails to demonstrate a sensitivity to the feelings of others * Unable to acknowledge personal strengths & weaknesses effectively 	<ul style="list-style-type: none"> * Shows beginning efforts of handling sensitive issues appropriately & with maturity * Attempts to control overreactions to criticism & suggestions * Shows effort in development of perseverance & resilience in challenging situations * Signs of growth toward development of sensitivity to the feeling of others * Acknowledges strengths & weaknesses, but unable to communicate issues or uses them as excuses 	<ul style="list-style-type: none"> * Demonstrates appropriate maturity & self-regulation when discussing sensitive issues * Demonstrates calmness & professionalism when hearing criticism & suggestions * Demonstrates perseverance & resilience necessary for * Displays sensitivity to the feelings of others * Shows ability to communicate strengths & weaknesses effectively, using them to move toward professional growth 	<ul style="list-style-type: none"> * Displays advanced maturity & self-control when discussing sensitive issues * Demonstrates advanced maturity by seeking guidance & suggestions for personal & professional growth * Displays a driven resilience & perseverance to become an excellent educator * Recognizes the need & demonstrates mature communication skills with superiors regarding personal issues that may affect teaching performance
POOR = Less than 21	DEVELOPING = 22-26		MEETS EXPECTATION = 27-31	EXCEEDS EXPECTATIONS = 32-36