

	Distinguished	Accomplished	Proficient	Developing	Improvement needed
Domain 2: INSTRUCTION: Evidence is apparent in instruction and classroom					
<p>Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>					
Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.					
<ul style="list-style-type: none"> Sets academic expectations that challenge all students 					
<ul style="list-style-type: none"> Persists with the lesson until there is evidence that most students demonstrate mastery of the objective 					
<ul style="list-style-type: none"> Addresses student mistakes and follows through to ensure student mastery. 					
<ul style="list-style-type: none"> Provides students with opportunities to take initiative of their own learning. 					

COMMENTS:

DISTINGUISHED	ACCOMPLISHED Rare for Teaching	PROFICIENT Expectation	DEVELOPING Expectation for	IMPROVEMENT NEEDED
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Rare for In-service Teachers. Instructional Planning Includes:	Candidates Instructional Planning Includes:	level for middle to end of Clinical Teaching Instructional Planning Includes:	pre and beginning Clinical Teachers Instructional Planning Includes:	Instructional Planning Includes:
<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning.

their progress over time.	students take initiative of their own learning and self-monitor.			
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<p>Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>					
<p>Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p>					
<ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. 					
<ul style="list-style-type: none"> Integrates learning objectives with other disciplines 					
<ul style="list-style-type: none"> Anticipates possible student misunderstanding. 					
<ul style="list-style-type: none"> Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research based). 					

COMMENTS

<p>DISTINGUISHED Rare for In-service Teachers.</p>	<p>ACCOMPLISHED Rare for Teaching Candidates</p>	<p>PROFICIENT Expectation level for middle to</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
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Instructional Planning Includes:	Instructional Planning Includes:	end of Clinical Teaching Instructional Planning Includes:	Instructional Planning Includes:	
<ul style="list-style-type: none"> • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, 	<ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different 	<ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately 	<ul style="list-style-type: none"> • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

<p>practical, creative and research-based).</p> <ul style="list-style-type: none">Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	<p>types of thinking (e.g., analytical, practical, creative and research-based).</p> <ul style="list-style-type: none">Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	<p>reflects how the lesson fits within the structure of the discipline and the state standards.</p>		
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Dimension 2.3 Communication:
The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
Standards Basis:
1D, 1E, 2A, 3A, 4D
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data

COMMENTS

Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.					
<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. 					
<ul style="list-style-type: none"> Recognizes students' misunderstandings and responds with an array of teaching techniques to clarify concepts. 					
<ul style="list-style-type: none"> Provides explanations that are clear and uses verbal and written communication that is clear and correct. 					
<ul style="list-style-type: none"> Asks, remembers, understands and applies level questions that focus on the objective of the lesson and provokes discussion 					
<ul style="list-style-type: none"> Uses probing questions to clarify and elaborate learning. 					

<p>DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning Includes:</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
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<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus 	<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and 	<ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
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<p>and broader understanding of the objective of the lesson.</p> <ul style="list-style-type: none"> • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<p>on the objective of the lesson and provoke thought and discussion.</p> <ul style="list-style-type: none"> • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. 	<p>elaborate learning.</p>		
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<p>Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>					
<p>Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p>					
<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. 					
<ul style="list-style-type: none"> Regularly monitors the quality of student participation and performance. 					
<ul style="list-style-type: none"> Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught 					
<ul style="list-style-type: none"> Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 					

COMMENTS

<p>DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning Includes:</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
<ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all 	<ul style="list-style-type: none"> Adapts lessons to address some student needs. 	<ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful

<p>strategies to address individual needs of all students.</p> <ul style="list-style-type: none"> • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>students.</p> <ul style="list-style-type: none"> • Regularly monitors the quality of student participation and performance • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students 	<p>students.</p> <ul style="list-style-type: none"> • Regularly monitors the quality of student participation and performance • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs 	<p>differentiation.</p> <ul style="list-style-type: none"> • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
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<p>Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>					
<p>Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p>					
<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. 					
<ul style="list-style-type: none"> Adjusts instruction and activities to maintain students' engagement. 					
<ul style="list-style-type: none"> Monitors student behaviors and responses for engagement and understanding. 					

COMMENTS

<p>DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning Includes:</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
<ul style="list-style-type: none"> • Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> • Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> • Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> • Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear

				disengaged or disintereste d.
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					Distinguished	Accomplished	Proficient	Developing	Improvement needed	
Domain 3: LEARNING ENVIRONMENT - Evidence is apparent in the classroom:										
<p>Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom. Standards Basis: 1D, 4A, 4B, 4C, 4D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>										
Environment, Routines and Procedures: The clinical teacher organizes a safe, accessible and efficient classroom.										
<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. 										
<ul style="list-style-type: none"> Students actively participate in groups, manage supplies and equipment with very limited teacher direction. 										
<ul style="list-style-type: none"> The classroom is safe and organized to support learning objectives and is accessible to most students. 										
<p>DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>						

COMMENTS

		Includes:		
<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.

<p>Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>					
<p>Managing Student Behavior: The clinical teacher establishes, communicates, and maintains clear expectation for student behavior.</p>					
<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. 					
<ul style="list-style-type: none"> Most students meet expected classroom behavior standards 					

COMMENTS

<p>DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning Includes:</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the

the teacher create, adopt and maintain classroom behavior standards.	know, understand and respect classroom behavior standards.		interrupts learning.	classroom.
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<p>Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners. Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>					
<p>Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.</p>					
<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning 					
<ul style="list-style-type: none"> Students work respectfully, individually and in groups. 					

COMMENTS

<p>DISTINGUISHED Rare for In-service Teachers. Instructional Planning Includes:</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of Clinical Teaching Instructional Planning Includes:</p>	<p>DEVELOPING Expectation for pre and beginning Clinical Teachers Instructional Planning Includes:</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
<ul style="list-style-type: none"> Consistently engages all 	<ul style="list-style-type: none"> Engages all students with 	<ul style="list-style-type: none"> Engages all students in 	<ul style="list-style-type: none"> Establishes a learning 	<ul style="list-style-type: none"> Establishes a learning

<p>students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.</p> <ul style="list-style-type: none"> • Students collaborate positively and encourage each other's efforts and achievements. 	<p>relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.</p> <ul style="list-style-type: none"> • Students collaborate positively with each other and the teacher. 	<p>relevant, meaningful learning.</p> <ul style="list-style-type: none"> • Students work respectfully individually and in groups. 	<p>environment where most students are engaged in the curriculum.</p> <ul style="list-style-type: none"> • Students are sometimes disrespectful of each other. 	<p>environment where few students are engaged in the curriculum.</p> <ul style="list-style-type: none"> • Students are disrespectful of each other and of the teacher.
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	Distinguished	Accomplished	Proficient	Developing	Improvement needed	
Domain 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES						
<p>Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p>						
<p>Professional Demeanor and Ethics: The clinical teacher meets LU expectations for attendance, professional appearance, and decorum, procedural, ethical, legal, and statutory responsibilities.</p>						
<ul style="list-style-type: none"> Behaviors are in accordance with the code of Ethics and Standard Practices for Texas Educators. 						
<ul style="list-style-type: none"> Meets all professional Standards (e.g., attendance professional appearance and behaviors). 						
<ul style="list-style-type: none"> Advocates for the needs of students in the classroom. 						

COMMENTS

<p>DISTINGUISHED Rare for In-service Teachers.</p>	<p>ACCOMPLISHED Rare for Teaching Candidates Instructional Planning Includes:</p>	<p>PROFICIENT Expectation level for middle to end of</p>	<p>DEVELOPING Expectation for pre and beginning Clinical</p>	<p>IMPROVEMENT NEEDED Instructional Planning Includes:</p>
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Instructional Planning Includes:		Clinical Teaching Instructional Planning Includes:	Teachers Instructional Planning Includes:	
<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

Post Interactive Conference

Date _____

Time in/out _____

Comments _____