

OU School and Field Services Survey

		PERFORMANCE LEVELS			
Professional Standard	Field Expectation	Not Demonstrating	Partially Demonstrating	Demonstrating with Support/Modeling	Demonstrating Independently
Ethical Practice (InTASC 9, Danielson 4f)	Highly proactive in serving students; complies with rules of timeliness, confidentiality, integrity and accountability.	Pattern of tardiness, absence, unprofessional grooming or lack of preparation. May also make questionable professional decisions or shows extreme bias in interactions. Reluctant to serve student needs, possibly violating rules of confidentiality or integrity. <input type="checkbox"/>	Inconsistent in his/her attendance and timeliness or professional grooming. Sometimes demonstrates confidentiality and integrity. Struggles to be held accountable to student needs or prioritizes his/her own needs above those of students. <input type="checkbox"/>	Is reliable, timely, and ethical and professionally groomed. Demonstrates confidentiality and integrity as modeled for him/her. Balances his/her needs with those of the students. <input type="checkbox"/>	Is exceptionally timely and consistently presents as a professional. Is frequently early or attends outside of requirements. Makes ethical choices that recognize the complexity and diversity of student needs. Demonstrates confidentiality and integrity comparable to a practicing teacher. <input type="checkbox"/>
Engagement and Participation (InTASC 10, Danielson 4e)	Seeks appropriate opportunities for responsibility. Engages with all stakeholders in the interest of student learning. Exhibits stamina necessary to endure the stresses of the profession.	Avoids responsibility. Is selective and reticent about engaging with all students. Fails to maintain positive attitude or rapport when necessary professional changes and challenges occur. <input type="checkbox"/>	Takes on responsibilities as assigned and demonstrates interest in aiding student learning when risk and challenge are low. Inconsistently meets the daily challenges of the profession with required stamina or resilience. <input type="checkbox"/>	Initiates responsibilities that align with previous directions from the teacher and engages with all students, regardless of ability or complexity of task. Makes efforts to demonstrate resilience to minor challenges or obstacles in the teaching day. <input type="checkbox"/>	Initiates responsibilities that are self-designed and aligned with student learning outcomes. Engages students in a range of tasks while differentiating based on time/place/population or circumstance. Exhibits both the stamina and the resilience required in the profession. <input type="checkbox"/>
Collaboration and Communication (InTASC 10, Danielson 4d and 4c)	Communicates (virtual and face to face) in clear, timely, respectful and grammatically correct manner. Establishes rapport with students and staff. Shares knowledge, ideas, materials and responsibilities.	Communicates (virtually and face to face) in unclear or inconsistent manner, with questionable grammar. Avoids sharing ideas and resources and struggles to connect with students/staff. Rapport is not evident. <input type="checkbox"/>	Communicates (virtually and face-to-face) clearly, but may not be timely or use standard conventions. Shares ideas and connects with students/staff only when prompted to do so. Rapport is sometimes evident. <input type="checkbox"/>	Communicates (virtually and face-to-face) clearly, timely and with professional vocabulary. Increasingly shares ideas and connects with students/staff with encouragement and support. Rapport is consistently evident. <input type="checkbox"/>	Communicates (virtually and face-to-face) with professional awareness and demonstrates profession-ready preparedness. Shares meaningful and relevant ideas and materials in a true collegial manner. Rapport with students and staff is exceptional and seems effortlessly established. <input type="checkbox"/>
Professional Learning (InTASC 9, Danielson 4a and 4e)	Engages in continual evaluation of practice, particularly the effect of his/her choices on stakeholders (learners, families, colleagues). Seeks feedback and responds with effort to improve.	Demonstrates limited ability to evaluate his/her own practice, even when prompted to do so. Is unable to reference evidence of his/her claims about practice. Does not respond to feedback. <input type="checkbox"/>	Reflects on his/her practice when prompted, but struggles to consider the effect of his/her choices on stakeholders. Acknowledges feedback but needs significant coaching in efforts to improve. <input type="checkbox"/>	Regularly reflects on his/her practice, including the effect of his/her choices on stakeholders. Seeks feedback and improves with minimal coaching. <input type="checkbox"/>	Engages in continual evaluation of practice, particularly the effect of his/her choices on stakeholders (learners, families, colleagues). Seeks feedback from multiple stakeholders and responds with observable changes in behavior, approach, or strategy. <input type="checkbox"/>