

Teacher Identity Development

Commitment to Professionalism

Demonstrates a commitment to being a professional teacher that is dedicated to strengthening the community goals.

1. Exhibits a strong work ethic. (CAEP 2022 R1.4, R3.2; INTASC 3, 9, 10)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Arrives punctually and fully prepared
- Maintains professional levels of attendance
- Follows through on commitment
- Demonstrates a willingness to go above and beyond
- Takes the initiative
- Organizes in a way that supports efficiency and reliability
- Demonstrates accountability
- Perseveres through difficulty

Comments:

2. Utilizes effective and professional communication skills (speaking, listening, writing, body language). (CAEP 2022 R1.4, R3.2; INTASC 3, 10)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Speaks clearly, courteously, and respectfully
- Shifts language usage/style according to the context and the individual(s)
- Listens thoughtfully and responsively
- Uses inviting body language and facial expressions
- Written communication, including email, is appropriate and timely

Comments:

3. Demonstrates a professional presence. (CAEP 2022 R1.4, R3.2; INTASC 3, 10)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Portrays a positive attitude and outlook
- Exhibits flexibility when changes occur
- Conveys interest/engagement across contexts (e.g. asking questions, taking notes, nodding)
- Participates actively and appropriately in conversations and tasks
- Uses technology appropriately, for instructional purposes and responsibilities
- Displays a polished appearance and dress

Comments:

4. Displays self and contextual awareness. (CAEP 2022 R1.4, R3.2)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates awareness of self as a student in relation to professionals
- Displays appropriate interpersonal boundaries with children and adults
- Adapts behavior to appropriately match a variety of contexts
- Acts as a role model in public settings, including social media
- Represents self as an emerging professional
- Behaves sensitively to school culture and climate

Comments:

Commitment to Relationships

Demonstrates a commitment to establishing and maintaining relationships that foster genuine collaboration

5. Exhibits nurturing attributes when working with others. (CAEP 2022 R1.4, R3.2; INTASC 1, 7, 9)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Shows care and kindness to each and every student and adult
- Provides help to others in a variety of ways
- Demonstrates empathy
- Exhibits behaviors that are friendly, collegial, and courteous
- Treats each person with respect
- Demonstrates patience with others and gives grace while providing accountability

Comments:

6. Displays a collaborative spirit that fosters community building. (CAEP 2022 R1.4, R3.2; INTASC 1, 3, 7)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Contributes to building a positive culture and climate (e.g. greets others, smiles, initiates conversations, gets to know others, etc.)
- Contributes to collaborative conversations
- Takes time to encourage others and celebrate their successes
- Participates actively on a team and by working to meet shared goals
- Positively impacts the success of others via personal actions
- Shares and welcomes ideas, materials, and resources
- Recognizes personal strengths and those of others

Comments:

7. Displays a willingness to put the good of others ahead of one's self. (CAEP 2022 R1.4, R3.2)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates humility
- Exudes courage by doing the right things for the right reasons
- Practices vulnerability
- Acts in ways that illustrate a student-centered belief system
- Demonstrates integrity by being trustworthy and honest
- Demonstrates selflessness in service to others and the profession

Comments:

8. Engages with others in ways that promote diversity, equity, and inclusion. (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R3.2; INTASC 2, 9)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates value and respect for others with diverse backgrounds, lived experiences, and worldviews
- Invites and considers the perspectives of others
- Implements equitable practices to ensure all students are highly engaged
- Balances the knowledge of culture/care with high expectations
- Takes actionable steps to promote inclusive educational practices
- Confronts negative stereotypes and language that further suppresses marginalized populations
- Actively seeks to disrupt rather than maintain inequitable power structures

Comments:

Commitment to Learning

Demonstrates a commitment to personal and professional self-growth

9. Displays characteristics of a self-directed learner. (CAEP 2022 R1.1, R1.3, R1.4, R3.2; INTASC 4, 7, 8, 9, 10)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Effectively works to improve upon essential teaching competencies
- Identifies areas of strength and areas of growth
- Uses effective and reflective goal-setting
- Monitors and evaluates progress on set goals and adjusts goals as needed
- Applies new learning in future work
- Exhibits a growth mindset

Comments:

10. Demonstrates an eagerness to learn from others. (CAEP 2022 R1.4, R3.2.; INTASC 1, 3, 4, 5, 8, 9)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Actively seeks feedback
- Utilizes constructive feedback to support growth
- Asks for help or advice from professionals in the field
- Proactively seeks out opportunities/resources to support learning
- Respects the knowledge and experience of in-service teachers, leaders, and course instructors to support personal/professional development
- Shows appreciation for the opportunities provided
- Engages in networking opportunities and activities

Comments:

11. Exhibits the characteristics of a *critical thinker* in the field of education. (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R3.2; INTASC 1, 3, 4, 5, 6, 7, 8, 10)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates a curiosity about teaching and learning
- Makes purposeful, thoughtful decisions to best meet students' needs
- Asks complex questions to stimulate thinking and isn't satisfied with easy answers
- Seeks out research to inform thinking and answer questions
- Make autonomous decisions based on professional judgment and resources
- Thinks creatively to support the learning process
- Takes risks by learning and trying new things
- Works towards innovative solutions to problems in the field

Comments:

12. Works to deconstruct personal biases to advocate for inclusivity. (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R3.2; INTASC 2, 3, 4, 5, 6, 7, 8)

Circle: Rarely Sometimes Frequently Consistently Not observed in this setting

Possible Indicators of Observed Behavior:

- Examines how personal experiences may influence beliefs
- Develops an awareness of one's own cultural biases
- Displays an open mind by viewing a situation/topic from multiple perspectives
- Seeks out new ideas/information to expand understanding of topics related to diversity, equity, and inclusion
- Acknowledges and acts on one's responsibility in working towards a more equitable reality for all students
- Critically considers how privilege and power influence schooling

Comments:

Open-Ended Questions:

1. What are two strengths you feel this teacher has developed?
2. What are two suggestions you have for this preservice teacher to grow their identity?