-Appropriate (Professional, formal/informal) and clear use of language -Effective in both handwritten and electronic communication -Professionally organized and well-developed -Error-free writing (e.g., spelling, grammar, and mechanics) Handwritten and electronic communications frequently include: -confusing language and/or unclear messaging -poor organization and/or incomplete development of thoughts and ideas -unprofessional or informal/conversational language -errors that distract from message content

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-Dress and overall appearance -Digital presence (e.g. social media) There is a frequent pattern of inappropriate dress, overall appearance, social media content (e.g., Shapchat, Instagram, Facebook, etc.), and/or other digital representations (e.g., images,

Very rarely, dress, overall appearance, social media (e.g., Snapchat, Instagram, Facebook, etc.), and other digital representations (e.g.,

lack professionalism.

Dress, overall appearance, social media (e.g., Shapchat, Instagram, Facebook, etc.), and other digital representations (e.g., images, are befitting of a professional educator.

and digital platforms are a

-Maintains high standards for professional and scholarly work -Consistently focuses on improving practice -Self-motivated toward high- quality performance goals	Fails to complete some assigned professional and scholarly tasks, misses key details, and appears indifferent toward these deficiencies. No evidence that new knowledge is being incorporated into professional practice. Appears uninterested in developing or meeting performance goals.	Completes assigned professional and scholarly tasks, but at times misses key details. Some evidence of incorporating new learning into professional practice. Works to develop and meet performance goals with some prompting.	Maintains high standards for professional and scholarly work, approaching every task with appropriate effort and attention to detail. Incorporates new learning into instructional practice and subsequent work. Self-motivated to develop and meet performance goals.	seeks out best practices for professional work when setting performance goals.
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-Shows the ability to interpret, analyze, and explain effectively -Uses good judgement and reason -Fair and equitable

Supports DE efforts and practices.

Resists or is unsupportive of DEI efforts and practices.

Unaware of how own identities, beliefs, and biases may influence their work as a professional educator.

Does not consider multiple perspectives during classroom activities.

Does not consider accessible and inclusive instructional strategies in both planning and lessons.

Supports DE efforts and practices with coaching.

> When prompted to do so, reflects upon how own identities, beliefs, and biases may influence their work as a professional educator.

Allows for multiple perspectives during classroom activities.

Occasionally plans for accessible and inclusive instructional strategies, but frequently misses opportunities to incorporate them into the lesson.

-Consistently supports Diversity, Equity, and Inclusion (DE) efforts and practices -Considers multiple perspectives -Reflects on own identities, beliefs, and biases

-Receptive to feedback from multiple sources -Applies feedback to future efforts -Focuses on feedback as a tool for personal and professional improvement	Non-receptive and defensive toward feedback from supervisors, colleagues, and other school personnel. Rarely uses feedback to adapt future instruction.	Receptive to feedback from supervisors, colleagues, and other school personnel. Uses feedback to adapt future instruction when prompted to do so.	Independently requests feedback from supervisors, colleagues, and other school personnel. Uses feedback to adapt future instruction.	regularly articulates how feedback is being used for both personal and professional improvement.
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