

Appendix A
Professionalism Rubric

The Professionalism Rubric below is drawn from Danielson's *Framework for Teaching* (Danielson, 1996). The shaded columns to the right represent expectations of certified teachers employed in schools. These areas are included to indicate a distinction between pre-service teachers, professional teachers, and teacher leaders.

ELEMENT	UN-SATISFACTORY	EMERGING	APPLYING	APPLYING ROUTINELY	APPLYING BY LEADING AND SUPPORTING
A: Showing Professionalism					
Relationships with Others in Schools and the Profession (university instructors, school leaders, colleagues, etc.)	Relationships with colleagues are negative, divisive or self-serving. Addresses concerns inappropriately (person, issues, format), or uses disrespectful language, inappropriate emotions.	Maintains cordial relationship with colleagues using appropriate means and respectful language when addressing issues of concern.	Relationships with colleagues are characterized by collaboration and cooperation. Presumes positive intent when addressing issues of concern and demonstrates willingness to learn from others.	Takes initiative in assuming responsibilities that contribute to team goals.	Initiates and facilitates collaboration to further school goals and improve school climate.
Fulfilling Professional Responsibilities	Violates the rules, policies, or procedures established by the school, the district, the university and/or the law.	Requires some guidance regarding the rules, policies, and procedures established by the school, the district, the university and/or the law.	Actively acquires knowledge of and adheres to the rules, policies, and procedures established by the school, the district, the university and/or the law.	Understands the rationales behind the rules, policies, and procedures.	...and is proactively engaged in creating positive change in rules, policy, and procedures through appropriate established channels.
B: Growing and Developing Professionally					
Content Knowledge and Pedagogical Skill	Engages in few or no professional development activities to enhance knowledge or skill; does not apply new skills in classroom.	Participates in professional activities to a limited extent when they are convenient; application of new skills attempted but may not be consistent.	Participates in school/district opportunities for professional development and applies new skills in the classroom.	Seeks out opportunities for professional development, applies new skills in the classroom, and refines skills using cycles of inquiry.	... and provides leadership in the professional development of colleagues to support school goals and improve school climate.
Continued Professional Growth	Fails to recognize or respond to feedback indicating the need for continued professional growth.	Responds to feedback indicating the need for continued professional growth.	Seeks feedback and actively works to improve practice by participating in professional development.	Demonstrates engagement in continuous cycles of inquiry and incorporates practices based on research and theory.	Consistently engages in improvement of practice and in the professional development of colleagues to support school goals and improve school climate.

C: Maintain Accurate Records					
General Record Keeping	Has no system for maintaining records, keeps records in disarray and/or does not meet deadlines, resulting in errors and confusion.	Keeps records with adequate organization, but requires frequent monitoring to avoid errors and sometimes misses deadlines.	Keeps accurate records in an organized manner and meets deadlines appropriately.	Keeps comprehensive, accurate records in an organized system that supports timely reporting.	...and assists colleagues to improve record keeping systems to further school goals and improve school climate.
Student Progress in Learning	Has no system for maintaining information on student progress on the Tx Standards, or the system is in disarray, or is inaccurate.	System for maintaining information on student progress on the Tx Standards is rudimentary and partially effective.	System for maintaining information about student progress on the Tx Standards is efficient and effective.	System for maintaining information about student progress on the Tx Standards is efficient and effectively organized for recording and reporting timely information on student progress.	Supports colleagues in developing efficient, effective systems for reporting student progress to further school goals and improve school climate.
D: Home-School Communication					
Communicates Instructional Program Information to Parents (i.e. academic standards, grade level expectations, curriculum)	Fails to communicate, provides inaccurate instructional program information to parent, or communicates without knowledge and approval of mentor or TTU Lead Teacher.	Under direction of mentor or TTU Lead Teacher provides accurate but limited instructional program information to parents.	Provides accurate and complete instructional program information as required.	Provides accurate, comprehensive and frequent instructional program information to parents.	Supports colleagues in facilitating comprehensive, frequent, two-way communication with parents about the instructional program to further school goals and improve school climate.
Communicates Individual Student Performance to Parents	Provides little or no individual student performance information to parents, fails to respond to parent requests or concerns, or communicates without knowledge and approval of mentor or TTU Lead Teacher.	Under direction of mentor or TTU Lead Teacher provides limited individual student performance information to parents under direction of mentor teacher.	Provides individual student performance information to parents on a regular basis and responds to parent requests/concerns in a timely manner.	<i>Facilitates frequent two-way communication with parents on both positive and negative aspects of student academic performance and social competencies. Response to parent concerns is handled with great sensitivity and timeliness.</i>	Supports colleagues in developing effective, two-way communication with parents about individual student progress to further school goals and improve school climate.
Advocacy/Resources for Students	Is unaware of or demonstrates disregard for resources available to assist students.	Displays some awareness or use of resources available to assist students.	Is fully aware of resources available through the school or district and works to gain access for students.	... and is aware of additional resources available through the community and assists students in gaining access.	... and initiates and facilitates development of resources to further school goals and improve school climate.