CTE CANDIDATE ASSESSMENT FORM

Please use this form as a tool to help facilitate observations and discussions of Candidate proficiency within a particular set of HTSB standards or “Focus Areas” in each Module.

You can also use this form to transfer your scores and comments to the “official” electronic version of the CTE Candidate Assessment Form when you formally rate the CTE Candidate.

Please use the following scale for your proficiency ratings.¹

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<tr>
<th>Rating</th>
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<tr>
<td>4</td>
<td>Candidate ALWAYS does this as a teacher (Exceeds Proficiency)</td>
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<tr>
<td>3</td>
<td>Candidate MOSTLY does this as a teacher (Meets Proficiency)</td>
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<tr>
<td>2</td>
<td>Candidate SOMETIMES does this as a teacher (Developing Proficiency)</td>
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<tr>
<td>1</td>
<td>Candidate RARELY/NEVER does this as a teacher (Below Proficiency)</td>
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<td>NA</td>
<td>NOT ATTEMPTED - Candidate did not have the opportunity to do this.</td>
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<tr>
<td>NS</td>
<td>NOT SURE - Question is confusing, ambiguous, or difficult to rate.</td>
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4 - Candidate ALWAYS does this as a teacher (Exceeds Proficiency)

- The Candidate always or consistently demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a high level of confidence and competence in all situations. The Candidate’s demonstration of the standard is a model for teachers.

3 - Candidate MOSTLY does this as a teacher (Meets Proficiency)

- The Candidate mostly demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with a good level of confidence and competence in most situations. The Candidate may need a little bit more practice and guidance for demonstrating the standard.

2 - Candidate SOMETIMES does this as a teacher (Developing Proficiency)

- The Candidate sometimes demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with some level of confidence and competence in some situations. The Candidate may need some more practice and guidance for demonstrating the standard.

1 - Candidate RARELY/NEVER does this as a teacher (Below Proficiency)

- The Candidate rarely or never demonstrates the standard OR if the standard is situational, then the Candidate demonstrates the standard with little or no level of confidence and competence in any situation. The Candidate may need a lot more practice and guidance for demonstrating the standard.

NA – NOT ATTEMPTED - Candidate did not have the opportunity to do this

- The Candidate did not have the opportunity or appropriate situation to demonstrate the standard.

NA – NOT SURE – Question is confusing, ambiguous, or difficult to rate

- The standard is difficult to rate because the standard language is confusing or isn’t clear. In addition, the rater may not be familiar with the standard enough to give it an appropriate rating.

¹ For first-time raters, please go the Alternative Certification Website [http://teachcte.leeward.hawaii.edu/](http://teachcte.leeward.hawaii.edu/) and click on CTE Candidate Assessment for a brief training on rating the Form (required by the program for first-time raters).
HTSB Standard 1: Learner Development

Focus Area #1: Candidate describes students’ development, background & interests, and how this can be used to support their development. (1.1a, 1.2, 1.3, 8.4)

_____ CANDIDATE NOTES LEARNER DEVELOPMENT - Does Candidate note changes and patterns in learners across some areas of development? (1.1a)

_____ CANDIDATE NOTES LEARNER INTERESTS – Does Candidate actively seek out some information about learner interests in order to engage learners in developmentally appropriate learning experiences? (1.2)

_____ CANDIDATE USES DEVELOPMENTALLY APPROPRIATE INSTRUCTION - Does Candidate engage learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker? (1.3, 8.4)

HTSB Standard 3: The Learning Environment

Focus Area #2: Candidate establishes and communicates classroom rules, routines, and procedures to students and families. (3.2, 3.1)

_____ CANDIDATE ESTABLISHES RULES, ROUTINES, AND PROCEDURES – Does Candidate articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work? (3.2)

_____ CANDIDATE COMMUNICATES EXPECTATIONS TO FAMILIES – Does Candidate set expectations for the learning environment appropriate to school/district policies and communicate expectations clearly to families? (3.1)

Focus Area #3: Candidate communicates respectfully and is a responsive and supportive listener. (3.3, 3.4)

_____ CANDIDATE COMMUNICATES RESPECTFULLY – Does Candidate communicate verbally and nonverbally in ways that demonstrate respect for each learner? (3.3)

_____ CANDIDATE IS A RESPONSIVE AND SUPPORTIVE LISTENER – Is Candidate a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment? (3.4)

Focus Area #4: Candidate manages the learning environment efficiently (3.5)

_____ CANDIDATE MANAGES THE LEARNING ENVIRONMENT EFFICIENTLY – Does Candidate manage the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time? (3.5)
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HTSB Standard 7: Planning Instruction

Focus Area #1: Candidate uses student prior knowledge and collaborations with colleagues/families to choose and organize CTE standards/objectives into a meaningful unit or lesson plan (7.1, 7.2, 5.1, 7.5, 7.9, 6.3, 7.10, 1.1b)

- CANDIDATE IDENTIFIES MEASURABLE AND MEANINGFUL LEARNER OUTCOMES - Does Candidate use the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills? (7.1)

- CANDIDATE DEVELOPS MEANINGFUL UNIT PLANS – Does Candidate plan and sequence common learning experiences and performance tasks linked to the learning objectives, and make content relevant to learners? (7.2)

- CANDIDATE INCORPORATES INTERDISCIPLINARY/THEMES – Does Candidate help learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas? (5.1)

- CANDIDATE USES PRIOR KNOWLEDGE TO PLAN INSTRUCTION – Does Candidate plan instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests? (7.5)

- CANDIDATE USES ASSESSMENT DATA OVER TIME TO INFORM PLANNING – Does Candidate use data on learner performance over time to inform planning, making adjustments for recurring learning needs? (7.9)

- CANDIDATE COLLABORATES TO IMPROVE INSTRUCTION BASED ON ASSESSMENT DATA – Does Candidate participate in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data? (6.3)

- CANDIDATE USES FAMILY INTERACTIONS TO ADJUST PLANNING – Does Candidate use information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support? (7.10)

- CANDIDATE SEEKS RESOURCES TO ADJUST TEACHING – Does Candidate seek resources, including from families and colleagues, to adjust teaching? (1.1b)
HTSB Standard 6: Assessments

Focus Area #2: Candidate uses a variety of valid formative assessments (6.1, 6.6)

_____ CANDIDATE USES A VARIETY OF VALID FORMATIVE ASSESSMENTS – Does Candidate use, design or adapt a variety of classroom formative assessments, matching the method with the type of learning objective? (6.1)

_____ CANDIDATE USES VALID ASSESSMENTS – Does Candidate match learning goals with classroom assessment methods? (6.6)

Focus Area #3: Candidate provides models and criteria for assessments (6.4a)

_____ CANDIDATE PROVIDES MODELS AND CRITERIA OF ASSIGNMENTS – Does Candidate engage each learner in examining samples of quality work on the type of assignment being given? Does Candidate provide learners with criteria for the assignment to guide performance? (6.4a)

Focus Area #4: Candidate creates digital gradebook to track students’ progress (6.5)

_____ CANDIDATE CREATES DIGITAL GRADEBOOK TO TRACK LEARNER PROGRESS – Does Candidate make digital and/or other records of learner performance so that s/he can monitor each learner’s progress? (6.5)

Focus Area #5: Candidate gives students multiple opportunities to complete the assessments (6.7)

_____ CANDIDATE GIVES LEARNERS MULTIPLE PRACTICE ASSESSMENTS – Does Candidate give learners multiple practice assessments to promote growth? (6.7)
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MODULE 3: HTSB STANDARDS 4, 5, 8 & 2:
INSTRUCTION & ACCOMMODATIONS

HTSB Standard 4, 5, & 8: Instruction

Focus Area #1: Candidate uses instructional strategies that support learning outcomes (8.1)

_____ CANDIDATE USES INSTRUCTIONAL STRATEGIES THAT SUPPORT LEARNER OUTCOMES – Does Candidate direct students’ learning experiences through instructional strategies linked to learning objectives and content standards? (8.1)

Teacher-Centered Instruction

Focus Area #2: Candidate clearly communicates to students the lesson outcomes, content, and misconceptions (8.2, 4.1, 4.2)

_____ CANDIDATE MAKES LEARNER OUTCOMES UNDERSTANDABLE – Does Candidate make the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning? (8.2)

_____ CANDIDATE CLEARLY COMMUNICATES CONTENT – Does Candidate accurately and effectively communicate concepts, processes and knowledge in the discipline, and use vocabulary and academic language that is clear, correct and appropriate for learners? (4.1)

_____ CANDIDATE ADDRESSES CONTENT MISCONCEPTIONS – Does Candidate draw upon his/her initial knowledge of common misconceptions in the content area, use available resources to address them, and consult with colleagues on how to anticipate learner’s need for explanations and experiences that create accurate understanding in the content area? (4.2)

Student-Centered Instruction

Focus Area #3: Candidate contextualizes content and incorporates real world application (4.5, 5.2)

_____ CANDIDATE CONTEXTUALIZES CONTENT – Does Candidate link new concepts to familiar concepts and help learners see them in connection to their prior experiences? (4.5)

_____ CANDIDATE INCORPORATES REAL WORLD APPLICATION – Does Candidate engage learners in applying content knowledge and skills in authentic contexts? (5.2)

Focus Area #4: Candidate provides students with multiple representations and approaches (MI & learning styles) to learn the content (4.3, 2.2)

_____ CANDIDATE USES MULTIPLE REPRESENTATIONS OF CONTENT – Does Candidate use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards? (4.3)
CANDIDATE INCORPORATES MULTIPLE INTELLIGENCES/LEARNING STYLES – Does Candidate incorporate multiple approaches to learning that engage a range of learner preferences? (2.2)

Focus Area #5: Candidate students with collaborative and constructivist student-centered approaches to learn and communicate the content (e.g., inquiry, critical thinking, questioning, collaboration, flexible grouping (4.4, 5.3, 8.8, 5.7, 8.3, 8.10, 3.6, 5.5)

CANDIDATE DEVELOPS LEARNERS’ INQUIRY OF CONTENT – Does Candidate engage learners in applying methods of inquiry used in the discipline? (4.4)

CANDIDATE DEVELOPS LEARNERS’ CRITICAL THINKING – Does Candidate engage learners in learning and applying the critical thinking skills used in the content area(s)? Does s/he introduce them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues? (5.3)

CANDIDATE USES QUESTIONS TO DEVELOP LEARNERS’ CRITICAL THINKING – Does Candidate pose questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting? (8.8)

CANDIDATE INCORPORATES LEARNER COLLABORATION – Does Candidate structure interactions among learners and with local and global peers to support and deepen learning? (5.7)

CANDIDATE INCORPORATES GROUP WORK TO LEARN CONTENT – Does Candidate prepare learners to use specific content-related processes and academic language? Does s/he also incorporate strategies to build group work skills? (8.3)

CANDIDATE FACILITATES GROUP INSTRUCTION – Does Candidate develop learners’ abilities to participate in respectful, constructive discussions of content in small and whole group settings? Does s/he establish norms that include thoughtful listening, building on one another’s ideas, and questioning for clarification? (8.10)

CANDIDATE VARIES GROUPING ACTIVITIES - Does Candidate vary learning activities to involve whole group, small group and individual work, to develop a range of learner skills? (3.6)

CANDIDATE ALLOWS MULTIPLE REPRESENTATIONS OF LEARNERS’ CONTENT MASTERY – Does Candidate provide opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor? (5.5)

Focus Area #6: Candidate provides students with models and multiple opportunities for the students to communicate the content (4.6, 8.9)

CANDIDATE AND LEARNER MODEL CONTENT – Does Candidate model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning? (4.6)
CANDIDATE MODELS ALTERNATIVE REPRESENTATIONS OF CONTENT AND ALLOWS LEARNERS TO PRACTICE – Does Candidate model the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assign work that allows the learners to practice doing so? (8.9)

Technology

Focus Area #7: Candidate provides opportunities for students to use interactive technology and research tools to learn the content and assists them in evaluating sources and communicating their findings. (7.4, 3.7, 8.7a, 8.7b)

CANDIDATE INCORPORATES TECHNOLOGY – Does Candidate integrate technology resources into instructional plans? (7.4)

CANDIDATE INCORPORATES INTERACTIVE TECHNOLOGIES - Does Candidate provide opportunities for learners to use interactive technologies responsibly? (3.7)

CANDIDATE ASSISTS LEARNERS USE RESEARCH TOOLS – Does Candidate help learners use a variety of sources and tools, including technology, to access information related to an instructional objective? (8.7a)

CANDIDATE ASSISTS LEARNERS TO EVALUATE SOURCES AND COMMUNICATE RESEARCH FINDINGS - Does Candidate help students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience? (8.7b)

Language & Literacy

Focus Area #8: Candidate develops students’ content literacy by incorporating language strategies and resources to read and write text in a specific context for a targeted purpose/audience (5.4, 8.5)

CANDIDATE DEVELOPS LEARNERS’ CONTENT LITERACY – Does Candidate engage learners in developing literacy and communication skills that support learning in the content area(s)? Does s/he help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both? (5.4)

CANDIDATE INCORPORATES LANGUAGE STRATEGIES – Does Candidate integrate primary language resources into instruction? (8.5)

HTSB Standard 2: Accommodations

Focus Area #9: Candidate identifies specific needs of the students and accommodates with individualized support, formative assessments, flexible grouping, and varied learning experiences (2.1, 7.3, 7.8a, 7.7)

CANDIDATE ACCOMMODATES FOR THE LEARNER – Does Candidate identify learners who need additional support and/or acceleration and design learning experiences to support their progress? (2.1, 7.3)
CANDIDATE USES FORMATIVE ASSESSMENT TO SUPPORT LEARNERS - Does Candidate use learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning? (7.8a)

CANDIDATE USES FLEXIBLE GROUPING TO SUPPORT LEARNERS – Does Candidate identify learners with similar strengths and/or needs and group them for additional supports? (7.7)

Focus Area #10: Candidate collaborates with colleagues and specialists to meet learner needs (7.8b, 8.6, 4.7)

CANDIDATE COLLABORATES WITH COLLEAGUES TO MEET LEARNERS’ NEEDS - Does Candidate seek assistance from colleagues and specialists to identify resources and refine plans to meet learner needs? (7.8b)

CANDIDATE SEeks RESOURCES FOR ELL STRATEGIES – Does Candidate seek assistance in identifying general patterns of need in order to support language learners? (8.6)

CANDIDATE SEeks RESOURCES TO MAKE CONTENT ACCESSIBLE TO LEARNERS’ LANGUAGE – Does Candidate consult with other educators to make academic language accessible to learners with different linguistic backgrounds? (4.7)

Special Needs

Focus Area #11: Candidate applies special needs interventions (IEP, etc), including assessment accommodations as designated by school protocols and documents progress (2.5, 2.6, 6.9a)

CANDIDATE INCORPORATES LEARNERS’ SPECIAL NEEDS – Does Candidate apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families? (2.5)

CANDIDATE FOLLOWS SCHOOL INTERVENTION PROTOCOLS – Does Candidate follow a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and document learner progress? (2.6)

CANDIDATE MAKES ASSESSMENT ACCOMMODATIONS FOR LEARNERS’ SPECIAL NEEDS – Does Candidate implement required accommodations in assessments and testing conditions for learners with disabilities? (6.9a)

Focus Area #12: Candidate accommodates for Gifted and Talented students by providing more challenging learning goals and differentiating assessments (6.10)

CANDIDATE MAKES ACCOMMODATIONS FOR ADVANCED LEARNERS – Does Candidate differentiate assessments, which may include providing more challenging learning goals for learners who are advanced academically? (6.10)
English Language Learners (ELL)

**Focus Area #13:** Candidate incorporates language development strategies and assessment accommodations to make content and language accessible to linguistically diverse students (2.3, 6.9b)

_____ **CANDIDATE INCORPORATES LEARNER’S LANGUAGE** – Does Candidate incorporate tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners? (2.3)

_____ **CANDIDATE MAKES ASSESSMENT ACCOMMODATIONS FOR LEARNERS’ LANGUAGE** – Does Candidate implement required accommodations in assessments and testing conditions for learners language learning needs? (6.9b)

Culture & Diversity

**Focus Area #14:** Candidate includes multiple perspectives in lesson that includes students’ personal, family, community, and cultural experiences and norms (2.4)

_____ **CANDIDATE INCORPORATES LEARNERS’ CULTURE** – Does Candidate include multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms? (2.4)
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Tracking and Assessing Student Progress

**Focus Area #1:** Candidate uses digital records and/or other records to support analysis and reporting of students’ progress (6.2b)

- CANDIDATE USES GRADEBOOK TO TRACK LEARNER PROGRESS - Does Candidate keep digital and/or other records to support his/her analysis and reporting of learner progress? (6.2b)

**Focus Area #2:** Candidate uses assessment and results ethically by implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results (6.8)

- CANDIDATE USES ASSESSMENTS AND RESULTS ETHICALLY – Does Candidate engage in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results? (6.8)

Adjusting Instruction

**Focus Area #3:** Candidate uses data from multiple formative assessments to track learner progress and adjust instruction (6.2a, 7.6)

- CANDIDATE USES DATA FROM MULTIPLE ASSESSMENTS TO GUIDE INSTRUCTION – Does Candidate use data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standard and use this analysis to guide instruction to meet learner needs? (6.2a)

- CANDIDATE USES FORMATIVE ASSESSMENT TO ADJUST PLANNING – Does Candidate use data from formative assessments to identify adjustments in planning? (7.6)

**Focus Area #4:** Candidate provides effective feedback and opportunities for students to self-assess and improve (6.4b)

- CANDIDATE PROVIDES FEEDBACK OF ASSIGNMENTS AND GUIDES LEARNERS’ TO SELF-EXAMINE WORK AND MAKE IMPROVEMENTS – Does Candidate use assignment criteria to point out strengths in performance to learners and offer concrete suggestions for how to improve their work? Does Candidate structure reflection prompts to assist each learner in examining his/her work and making improvements? (6.4b)
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HTSB Standard 9: Professionalism

Cares about Students

Focus Area #1: Candidate takes responsibility for all students’ learning by developing professional practice, helps them reach their full potential, protects their health, safety, and rights, and teaches them to respect others (9.1, 9.2, 9.3, 9.4)

_____ CANDIDATE TAKES RESPONSIBILITY FOR ALL STUDENTS’ LEARNING BY DEVELOPING PROFESSIONAL PRACTICE – Does Candidate take responsibility for student learning by providing them with appropriate educational services on research and accepted best practices? (9.1)

_____ CANDIDATE HELPS STUDENTS’ ACHIEVE THEIR FULL POTENTIAL – Does Candidate promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential? (9.2)

_____ CANDIDATE NURTURES STUDENTS’ RESPECT AND COMPASSION - Does Candidate nurture in students life-long respect and compassion for themselves and others? (9.3)

_____ CANDIDATE PROTECTS THE HEALTH, SAFETY, WELL-BEING, AND RIGHTS OF STUDENTS - Does Candidate take all reasonable precautions to protect the health, safety, well-being, and legislative rights of students? (9.4)

Cares about being a Professional

Focus Area #2: Candidate demonstrates appropriate professionalism behavior and treats everyone fairly, equitably, and with respect (9.5, 9.6, 9.7)

_____ CANDIDATE DEMONSTRATES PROFESSIONAL BEHAVIOR – Does Candidate exhibit behaviors which uphold the dignity of the profession such as responding to feedback in a solution-orientated manner, dressing appropriately for school setting, being punctual, organized, and meeting deadlines? (9.5)

_____ CANDIDATE IS RESPECTFUL TO EVERYONE – Does Candidate maintain a respectful and professional relationship with students, parents, colleagues, and the public? (9.6)

_____ CANDIDATE IS FAIR AND EQUITABLE TO EVERYONE – Is Candidate fair and equitable in his/her treatment of students, parents, colleagues, and the public? (9.7)
**Cares about being Ethical**

**Focus Area #3:** Candidate is open and honest, demonstrates integrity by not exploiting personal relationships, makes teaching practices transparent, and keeps information confidential about students, parents, and colleagues as required by law (9.8, 9.9, 9.10, 9.11)

- **CANDIDATE DEMONSTRATES INTEGRITY** – Does Candidate NOT exploit professional relationships with students for personal gain and declines and gratuity, gift, or favor that would impair or influence professional decisions or actions? (9.8)

- **CANDIDATE IS OPEN AND HONEST TO EVERYONE** – Is Candidate truthful in representing facts concerning educational matters and is open and honest with students, parents, colleagues, and the public? (9.9)

- **CANDIDATE MAKES TEACHING PRACTICES TRANSPARENT TO EVERYONE** - Does Candidate make information about education research and best practices available to students, parents, colleagues, and the public? (9.10)

- **CANDIDATE KEEPS INFORMATION CONFIDENTIAL** – Does Candidate keep information about students, parents, and colleagues in confidence, unless disclosure is required by law or serves a professional purpose? (9.11)

**HTSB Standard 10: Collaboration**

**Focus Area #4:** Candidate communicates and collaborates with students, colleagues, school, and with families and the community to meet the needs of all learners (10.1, 10.2, 10.3, 10.4)

- **CANDIDATE COLLABORATES WITH COLLEAGUES** - Does Candidate participate on the instructional team(s) and use advice and support from colleagues to meet the needs of all learners? (10.1)

- **CANDIDATE COLLABORATES WITH SCHOOL** - Does Candidate participate in school-wide efforts to implement a shared vision and contributes to a supportive culture? (10.2)

- **CANDIDATE COLLABORATES WITH FAMILIES AND COMMUNITY** - Does Candidate elicit information about learners and their experiences from families and communities and use this ongoing communication to support learner development and growth? (10.3)

- **CANDIDATE COMMUNICATES WITH LEARNING COMMUNITY TO DEVELOP COLLABORATION** - Does Candidate use technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community? (10.4)
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