

Criterion One: Whole Child

3=*The candidate demonstrates a commitment to educating the whole child by:*

- Consistently ensuring that students learn about and practice a healthy lifestyle.
- Always making certain that students learn in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Actively and consistently engaging students in their own learning and helping them feel connected to the school and broader community.
- Always ensuring that students have access to personalized learning and caring and qualified educators.
- Continually and effectively working with staff, parents, and community stakeholders to help students to develop the skills and attitudes that will ultimately prepare them for college, further study, or employment in the global environment.

2= *The candidate demonstrates an adequate commitment to educating the whole child by:*

- Making some attempts to have students learn about and practice a healthy lifestyle.
- Usually making certain that students learn in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Occasionally engaging students in their own learning and helping them feel connected to the school and broader community.
- Usually ensuring that students have access to personalized learning and caring and qualified educators.
- Working with staff, parents, and community stakeholders to help students to develop skills and attitudes that will ultimately prepare them for college, further study, or employment in the global environment.

1=*The candidate demonstrates little to no commitment to educating the whole child by:*

- Rarely paying attention to helping students learn about and practice a healthy lifestyle; does not see that as within the scope of their position
- Not considering that students learn in an intellectually challenging environment that is physically and emotionally safe for students and adults
- Engaging a limited number of students in their own learning and helping them feel connected to the school and broader community while many students are taught in a teacher-directed, whole-group fashion.
- Ensuring that only a limited number of students have access to personalized learning and caring and qualified educators while many students lack access to a differentiated learning environment that addresses their readiness levels, interests, and learning profiles.
- Rarely working with staff, parents, and community stakeholders to help students to develop skills and attitudes that will ultimately prepare them for college, further study, or employment in the global environment; does not see that as within the scope of their position