

8.8 Is well-groomed and dresses in a professional manner.

All of the following are inappropriate attire and grooming for students participating in teaching for all CSU-Pueblo students:

Dress

Jeans, shorts
Caps and hats (indoors)
T-shirts
Tank tops, halters
Very short skirts
Clothing with drug, alcohol, and distracting logos and words

Grooming

Noticeable body odor
Strong perfumes
Dirt, stains on body and/or clothing
Dirty or uncombed hair
Torn clothing

Other

Distracting jewelry (size, noise)
Body piercing jewelry (not earrings)
Gum and tobacco chewing
Distracting make-up (e.g., bright eye shadow)

For additional rules, please check the guidelines for field experiences in the *Teacher Education Handbook*.

NOTE: Some schools/districts have dress codes for teachers; students completing field experiences should be aware of and follow school/district policies which may be more restrictive than examples listed above; dress should match the formality of other educators in the school

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
Observations	Evidence of unprofessional dress/grooming when attending field experiences, teaching, or other assignments in the school as documented by a) ratings in the "basic" range by classroom teachers (for preservice students) or by coaches (for TiRs), b) unfavorable feedback from school personnel documented in student's file or c) direct observation of unprofessional dress/grooming	Evidence of inconsistency in professional dress/grooming while present in the school for field experiences or teaching as documented by a) ratings in the "developing" range by classroom teachers (for preservice students) or coaches (TiRs) or b) direct observation of "developing" grooming/ dress; concerns may be addressed by a support plan that is not yet closed	Consistent professional dress/grooming as documented by the following evidence: a) evaluations in the "proficient" range by field experience teachers (for preservice students) or coaches (for TiRs) and no documentation of unprofessional dress/grooming in the student's file AND/OR b) direct observation of "proficient" grooming/dress AND c) student dresses in a manner that allows full participation in all activities for teaching (e.g., appropriate dress for a field day would not include dress heels for women)	To be rated "advanced," the student must meet all of the criteria for "proficient" and evidence exists through consistent ratings in the "advanced" range by field experience teachers or coaches who have directly observed the student over time

Operationalization/Criteria:

Guidelines for Admission to Education:

1. Benchmark for admission is a rating of "proficient:" S/he demonstrates *consistent professional dress and grooming*.
2. To score, review faculty and classroom teacher evaluations and average the ratings; any additional information available in TEIMS should also be considered. Any score of "basic" must be followed up with a recommendation of admission with reservations.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "proficient." This rating requires continued consistent adherence to professional dress/grooming over the time the student is in the program.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, Goal 8 reflection, notes included in student's file, intervention/support plans

Guidelines for Program Completion/Student Teaching:

Benchmark is a rating of "proficient." This rating requires continued consistent adherence to professional dress requirements over the time the student is in the program, including teaching. The Inventory narrative may cite consistency of information; e.g., *Ratings of faculty and classroom teachers over a two year period of time are consistently proficient or advanced.*

Evidence to be Evaluated:

Field experience teacher evaluations, notes in student's file, intervention/support plans AND direct observation during teaching and feedback from other educators

Rationale:

These guidelines were developed through consultation with administrators and teachers in the area schools in which CSU-Pueblo places students in early field experiences and student teaching, 2006-2008.