

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment

N= No opportunity to observe, 0=Unacceptable (has not yet reached beginning level), 1-2=Beginning, 3-4=Acceptable, 5-6=Target

Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) Scores: 1 - - 2	Acceptable (Puts into practice, uses, implements, reflects) Scores: 3 - - 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) Scores: 5 - - 6
a. Establishes, monitors, and maintains high expectations for student behavior.	No evidence of communicating expectations, develops an awareness of student behavior and/or reflects on the situation.	Sets expectations for the learning environment and communicates expectations clearly; develops an awareness of student behavior and reflects on the situation.	Promotes appropriate student behavior through positive reinforcements and proactive measures in support of the learning environment. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary.	Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary.
b. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time.	No evidence of recognizing the importance of using time, space, and materials to promote learning and/or can identify how time, space, and materials in a classroom are allocated and their purpose.	Recognizes how use of time, space, and materials can promote learning and can identify how these resources in a classroom are allocated to instructional purposes.	Uses time, space, and materials to support and maximize efficient access to materials, time on task, and interactions between and among the teacher and students.	Reflects on and adjusts space and strategies used for managing time effectively to ensure smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students.
c. Communicates and models fair and respectful treatment of all.	No evidence of clarifying expectations or intervening in cases of inappropriate or disruptive behavior. Fails to promote appropriate student behavior through positive reinforcements or proactive measures.	Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning.	Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment.	Evaluates, adjusts, and models practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others.
d. Promotes social development / student responsibility for self.	No evidence of awareness of the importance of social development and student responsibility for self.	Develops an awareness of the importance of social development; encourages student responsibility for self.	Plans and implements strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Reflects on the use of strategies and activities used to promote social development.	Makes changes to strategies and activities used to develop individual responsibility and recognition of others' rights and needs based on critical reflection of their effectiveness.
e. Effectively communicates and works to build relationships with administrators, colleagues, support personnel, families, or volunteers.	No evidence of recognizing the need for establishing effective working relationships and/or factual two-way communication with colleagues, support personnel, families, or volunteers.	Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, or volunteers.	Engages colleagues, support personnel, families, or volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and procedures for confidentiality. Develops open communication with students' families. Communicates both positive and negative information.	Welcomes open, two-way communication and reflects on communication delivered to and received from colleagues, support personnel, families, or volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs. Uses information obtained in communications to inform instruction and classroom interactions.

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f. Uses cultural competence to create safe, respectful learning environments for all students.	No acknowledgement of the limitations of a colorblind approach to teaching and learning. No acknowledgement of students' cultural background.	Acknowledges the limitations of a colorblind approach to teaching and learning and begins to recognize alternatives. Acknowledges students' cultural background as an asset for instruction.	Understands the ways in which teachers' own cultural identities affect teaching and learning. Seeks knowledge of students' culture as a means to teach effectively.	Fosters a classroom environment in which students become increasingly self-aware about their own cultural identity construction and knowledgeable about and respectful of the cultures of others. Models respectful interaction, verbally and nonverbally, and is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment.
g. Builds relationships with students' families and those who are important to students in and outside of school life.	No evidence of communication with students' families on issues related to students' academic performance and/or behavior.	Communicates with students' families on issues related to students' academic performance and/or behavior.	Develops open communication with students' families. Communicates both positive and negative information.	Welcomes open, two-way communications with students and families. Uses information obtained in communications to inform instruction and classroom interactions.

Standard 2: Planning for Instruction

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a. Uses a variety of recommended, research, and/or evidence-based educational practices that are responsive to students' diverse needs and experiences including disabilities and linguistic needs.	No evidence of awareness that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences (i.e., disabilities and linguistic needs) and/or begins to make decisions based on both of these factors.	Articulates that good instructional practice incorporates both recommended and/or research-based practices and information of students' diverse needs and experiences (i.e., disabilities and linguistic needs) and begins to make decisions based on both of these factors.	Uses recommended and/or research-based educational practices that are responsive to students' diverse needs and experiences (i.e., disabilities and linguistic needs).	Reflects on the use of recommended and/or research-based educational practices that are responsive to students' diverse needs and experiences (i.e., disabilities and linguistic needs) and makes changes to those practices.
b. Selects and communicates learning goals that are consistent with state and national content standards and students' learning progression and development with an evident commitment to excellence, equity, and high expectations for all students.	No evidence of awareness of state and national content standards and importance of developing learning goals consistent with these standards and with student learning progression and development. No evidence of awareness of how access and expectations relate to (mis)understandings across social context.	Articulates state and national content standards and develops learning goals consistent with these standards and with students' learning progression and development. Begins to be aware of how access and expectations relate to (mis)understandings across social context.	Uses learning goals that reflect state and national content standards and students' learning progression and development. Uses student social context to design appropriate educational activities. Communicates goals to students.	Reflects on learning goals and adjusts them to align with student needs and performance in a clear, coherent fashion. Goals reflect high expectations for all and an understanding of students' social context.
c. Designs instructional units that are focused on learning a clear concept and/or skill in which the lessons, activities, and assessments are aligned to that learning goal.	No evidence of designing aligned units.	Articulates the importance that units align learning goals, instructional activities, and assessments.	Creates a unit plan that attempts to align learning goals, instructional activities, and assessments.	Reflects on student performance and engagement in the unit and considers adjustments to that plan or for a future instructional unit.
d. Plans and implements procedures, routines and activities that support individual and collaborative student learning and group responsibility.	No evidence of awareness of procedures, routines and activities that support individual and collaborative student learning and group responsibility and/or can identify procedures being utilized in a classroom.	Demonstrates awareness of procedures, routines and activities that support individual and collaborative student learning and group responsibility and can identify procedures being utilized in a classroom.	Plans and implements procedures, routines and activities to develop students' collaboration and communication skills and that guide students to use routines and procedures that promote respect for others and responsibility for preparation and completion of work.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Analyzes usefulness of selected procedures, routines and activities and makes appropriate adjustments or implements alternative routines.
e. Recognizes that communities possess funds of knowledge and includes those funds of knowledge in planning.	No evidence of awareness of non-deficit conceptual models of learners and learning.	Demonstrates awareness that students' communities possess funds of knowledge but does not know what they are or how to include them in instructional plans.	Cultivates an understanding of community funds of knowledge and attempts to include that knowledge in planning instruction.	Reflects on possible community-based learning projects or projects using community resources related to discipline specific issues and opportunities. Encourages student problem solving.

Standard 3: Engaging and Supporting Students in Learning

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a. Connects or links evidence of students' prior knowledge, life experience, and interests, and other course content, with learning goals.	No evidence of understanding that students learn best when learning goals link to prior knowledge, life experiences, and interests.	Articulates that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.	Attempts to motivate students by regularly drawing connections between learning goals and concepts and prior knowledge, life experiences, and the interests of students.	Reflects on the clarity of the link between learning goals, content, and students' prior knowledge, life experiences and interests, and makes adjustments to instruction.
b. Facilitates varied learning experiences that incorporate self-direction, interaction, collaboration, problem solving, critical thinking, choice, and/or consideration of multiple perspectives.	No evidence of awareness that learning experiences need to incorporate self-direction, interaction, collaboration, problem solving, critical thinking, choice and/or consideration of multiple perspectives.	Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, collaboration, problem solving, critical thinking, choice and/or consideration of multiple perspectives.	Employs educational practices (e.g. simulations, case studies, project based learning, and collaborative teamwork) that incorporate self-direction, interaction, collaboration, problem solving, critical thinking, choice and/or consideration of multiple perspectives.	Reflects on how learning experiences promoted students' consideration of self-direction, interaction, collaboration, problem solving, critical thinking, choice and/or consideration of multiple perspectives.
c. Demonstrates an ethic of caring and high expectations for students through engaging all students in activities in the learning process.	No evidence of valuing caring and/or high expectations for all students.	Demonstrates the value of caring and high expectations for all students.	Regularly communicates an ethic of caring and high expectations for all students.	Reflects on their ability to communicate an ethic of caring and high expectations for all students. Makes changes as necessary based on critical reflection.
d. When appropriate, facilitates meaningful digital learning experiences and uses various modalities (e.g., virtual instruction, hybrid, face to face) that enhance teaching and learning.	No evidence of integration of digital tools or modalities in learning experiences.	Articulates the value of digital tools and various modalities and when they are appropriate to facilitation learning experiences.	When appropriate, effectively uses digital tools and various modalities to facilitate learning experiences to enhance student learning.	Reflects on the use of digital tools and various modalities, and makes adjustments to maximize the affordances of digital tools to enhance student learning and teach students to use digital technology.
e. Collaborates with support personnel, families, and/or volunteers to achieve learning goals.	No evidence of identification of support personnel, families, and volunteers nor articulation of ways support personnel, families, and volunteers might assist.	Identifies support personnel, families and volunteers; articulates ways support personnel, families, and volunteers might assist.	Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures in collaboration with support personnel, families and volunteers to assist learning.	Reflects on collaborations with support personnel, families, and volunteers and makes adjustments that improve student learning.

Standard 4: Assessing Student Learning

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a. Identifies or develops methods of assessing student work that match the learning goal (formative and summative).	No evidence of identification of methods of assessing student work that match the learning goal.	Identifies methods of assessing student work that match the learning goal.	Chooses or develops appropriate methods of assessing student work that match the learning goal.	Reflects on the effectiveness of methods of assessing student work in order to adjust future assessment.
b. Explains and shares criteria for assessing student work.	No evidence of communication of performance criteria to students, parents, and administrators.	Communicates performance criteria to students, parents, and administrators.	Communicates criteria to students, confirms their understanding, and applies criteria consistently.	Reviews students' understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations.
c. Collects and uses data from multiple sources to assess and monitor student learning.	No evidence of recognition of the purpose and value of multiple assessment tools and their application to evaluate student learning.	Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate and monitor student learning.	Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess and monitor cumulative student progress.	Reflects on assessment outcomes for individual and group learning to determine the appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data to monitor student progress.
d. Involves and guides all students in assessing and reflecting on their own learning.	No evidence of awareness of the value of student self-assessment. No evidence of identification of tools and processes that can be used to help students assess their work.	Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work.	Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits.	Provides guidelines/tools for students' self-reflection about work progress, completion, and quality.
e. Analyzes and reflects on student assessment data to improve instructional practice (formative and summative).	No evidence of awareness of the need to review assessment data and identify links to current instructional plans.	Reviews assessment data and identifies links to current instructional plans.	Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods.	Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students.
f. Adjusts instructional options based on real-time assessment of students to make learning accessible to all students.	No evidence of the awareness of the need for instructional adjustment in response to student needs and unexpected events.	Shows an awareness of the need for instructional adjustment in response to student needs and unexpected events.	Adjusts lessons using real-time assessment of student understanding and unexpected events without advance planning.	Adjusts plans in advance based on real-time assessment of students and the possibility of changing situations. Identifies learners who need additional support and/or acceleration and designs experiences to support their progress.

Standard 5: Developing as a Professional

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a. Exhibits a commitment to continuous learning as a professional to more effectively meet the needs of each learner.	No evidence of commitment to continuous learning as a professional to more effectively meet the needs of each learner.	Demonstrates awareness of the importance of a commitment to continuous learning as a professional to more effectively meet the needs of each learner.	Uses professional, community, and technological resources to support reflection and problem-solving.	Reflects on opportunities for professional growth and seeks feedback, resources, and/or learning experiences to extend professional learning.
b. Advocates for students and social justice issues that affect classrooms and communities.	No evidence of candidate understanding of teachers as advocates.	Recognizes that teachers have a legitimate role as advocates.	Participates in social justice communities and activities.	Identifies and acts on issues relevant to school and/or community. Integrates social justice/critical pedagogy into instruction.
c. Takes other perspectives into account.	No evidence of respect for other viewpoints.	Demonstrates willingness to listen to other perspectives.	Considers other perspectives respectfully. Responds appropriately.	Actively seeks out other perspectives, and appreciates their point of view. May adjust their view upon reflection.
d. Adheres to professional code of ethics, including integrity, in decision making.	Has been observed to make unethical decisions (i.e., Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others).	Demonstrates awareness of the importance of professional ethical expectations of his/her school and profession.	Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.	Makes fair, ethical decisions that do not put others at risk. Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
e. Accepts responsibility.	Late to meetings; misses deadlines; needs to be reminded often of obligations.	Demonstrates awareness of responsibilities with occasional lapses. Carries out tasks associated with the role, but may have inadequate forethought.	Accepts tasks associated with the role. Meets expectations of instructors or supervisors.	Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
f. Shows initiative.	Overly dependent on external authority; needs prompting to initiate action.	Some dependency on external authority; aware of the importance of taking initiative.	Initiates appropriate actions independently.	Initiates appropriate actions in ways that go beyond the individual classroom.