Learning Environment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Students	Makes effort on a	Makes effort on most	Occasionally makes	Makes no effort to make
Represented	daily basis to make	days to make students	effort to make students	students feel welcome and
	students feel welcome	feel welcome and	feel welcome and valued	valued in the educational
	and valued in the	valued in the	in the educational	setting.
	educational setting.	educational setting.	setting.	
Set up	Thoughtfully and	Makes significant	Makes some effort to	Makes no effort to manage
	purposefully manages	effort to manage space	manage space to ensure	space to ensure physical
	space to ensure	to ensure physical	physical safety,	safety, classroom
	physical safety,	safety, classroom	classroom management	management and
	classroom	management and	and appropriate	appropriate interactions.
	management and	appropriate	interactions among	
	appropriate	interactions among	participants.	
	interactions among	participants.		
	participants.			
Procedures	Establishes and	Establishes and	Establishes clear norms	Fails to establish or apply
	applies clear norms,	applies clear norms	procedures and routines	clear norms, procedures and
	procedures and	procedures and	but does not consistently	routines.
	routines and	routines and	apply or reinforce them.	
	consistently	occasionally reinforces		
	reinforces them.	them.		
Behavior	Communicates clear	Communicates clear	Communicates	Fails to communicate clear
Expectations	expectations of	expectations of student	expectations for student	expectations of student
	student behavior and	behavior but does not	behavior but the	behavior.
	supports student self-	consistently encourage	expectations lack clarity.	
	regulation.	student self-regulation.	Opportunities for student	
			self-regulation are not	
M	Manitana ata-dant	Manitana stadant	provided Monitors student	Fails to maniton student
Manages	Monitors student	Monitors student		Fails to monitor student
Behaviors Quickly	behavior carefully	behavior and usually	behavior but sometimes	behavior and/or routinely
	and responds in a	responds in a timely	responds in an untimely	responds in an untimely or
	timely and	and appropriate	and/or inappropriate	inappropriate manner
Positive &	appropriate manner. Thoughtfully and	manner. Often uses and	manner. Sometimes uses and	Fails to use and promote
Respectful	purposefully uses and	promotes civil	promotes civil discourse	civil discourse and non-
Respectiui	promotes civil	discourse and non-	and non-verbal	verbal interactions that are
	discourse and non-	verbal interactions that	interactions that are	positive, supportive and
	verbal interactions	are positive,	positive, supportive and	respectful.
	that are positive,	supportive and	respectful.	respectiui.
	supportive and	respectful.	respectiui.	
	respectful.	respectiui.		
Respects	Consistently	Usually demonstrates	Sometimes demonstrates	Fails to demonstrate and
Background	demonstrates and	and promotes respect	and promotes respect	promote respect and
Dackground	promotes respect and	and sensitivity for all	and sensitivity for all	sensitivity for all students'
	sensitivity for all	students' backgrounds.	students' backgrounds.	backgrounds.
	students'	stadents backgrounds.	stadents backgrounds.	ouckgrounds.
	backgrounds.			
	backgrounds.			

Planning and Preparation:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Submitted Plans	Plans are consistently	Plans are consistently	Plans are sometimes	Plans are rarely, if ever,
	and exceptionally	well developed, well	well developed,	well developed,
	well developed, well	formatted, and	complete, well	complete, well formatted,
	formatted, and	submitted in advance	formatted, and	and submitted in advance
	submitted in advance	when appropriate.	submitted in advance	when appropriate.
	when appropriate.		when appropriate.	
Timing	Lesson plans are	Lesson plans are	Lesson plans are	Lesson plans are rarely, if
	consistently and	consistently	sometimes	ever, commensurate with
	impeccably	commensurate with	commensurate with	time allotted and includes
	commensurate with	time allotted and includes time for	time allotted and includes time for lesson	time for lesson closure
	time allotted and includes time for	lesson closure.	closure	
	lesson closure.	lesson closure.	Closule	
Data & Needs	Lesson planning is	Lesson planning is	Lesson planning is	Lesson planning is rarely,
Data & Needs	consistently driven	often driven by	seldom driven by	if ever driven by student
	by student needs as	student needs as	student needs as	needs as measured by
	measured by formal	measured by formal	measured by formal	formal and informal
	and informal	and informal	and informal	assessments.
	assessments.	assessments.	assessments.	
Standards Based	Objectives are	Objectives are	Objectives are	Objectives are rarely, if
	consistently based on	consistently based on	sometimes based on	ever, based on most
	all appropriate	most standards	most standards required	standards required by the
	standards required by	required by the	by the discipline and	discipline and do not
	the discipline, and	discipline and include	occasionally include	include language
	include language	language objectives	language objectives for	objectives for English
	objectives for	for English Language	English Language	Language Learners.
	English Language	Learners.	Learners.	
Connects Content	Learners.	Cantant is	Comtont in annuation	Content is send in if seen
Connects Content	All content is	Content is consistently	Content is sometimes connected to students'	Content is rarely, if ever, connected to students'
	intentionally connected to	connected to students'	prior knowledge, or	prior knowledge,
	students' prior	prior knowledge, or	experiences or other	experiences or other
	knowledge,	experiences or other	subject areas.	subject areas.
	experiences and other	subject areas.	suojoot arous.	
	subject areas.	J		
Active Participation	Plans consistently	Plans consistently	Plans may include	Plans rarely, if ever,
_	include varied	include varied	some instructional	include instructional
	instructional	instructional	strategies to ensure	strategies to ensure some
	strategies that	strategies to ensure	some active student	active student
	maximize active	some active student	participation for a part	participation for a part of
	student participation.	participation.	of the time.	the time.
Motoriola/Took-salaa-	Varied and	Varied and	Varied and annuamists	The varied use of
Materials/Technology	appropriate materials	appropriate materials	Varied and appropriate materials are	appropriate materials is
	are customized to	are used to support	sometimes used to	rarely, if ever, supports
	support the learning	the learning	support learning	the learning objective(s).
	objective(s).	objective(s).	objective(s). Materials	Materials are not often
	Materials are easily	Materials are	are generally accessible	easily accessible or ready.
	accessible and	accessible and always	and ready.	
	always ready.	ready.		
Higher Level Thinking	Lesson plans include	Lesson plans include	Lesson plans include	Lesson plans include
Ī	I	activities and	activities and	activities and
	activities and			
	planned/intentional	planned/intentional	planned/intentional	planned/intentional
	planned/intentional questioning that	planned/intentional questioning that often	questioning that	questioning that rarely, if
	planned/intentional questioning that consistently promote	planned/intentional questioning that often promote high level	questioning that sometimes promote	questioning that rarely, if ever, promote high level
	planned/intentional questioning that	planned/intentional questioning that often	questioning that	questioning that rarely, if

Accommodations	All learner needs are	All learner needs are	Learner needs are	Learner needs are rarely,
	consistently met with	often met with	sometimes met with	if ever, met with
	appropriate	appropriate	appropriate	appropriate
	accommodations and	accommodations and	accommodations and	accommodations and
	modifications.	modifications.	modifications.	modifications.
Sequencing	Lessons are	Lessons are	Lessons are, for the	Lessons are delivered
	extremely well	appropriately	most part, appropriately	without appropriate
	sequenced.	sequenced.	sequenced, but in-	sequencing.
			lesson transitions could	
			be improved.	
Collaborates	Collaborates	Collaborates often	Collaborates on	Collaborates, seldom, if
	consistently with	with mentor teacher	occasion with mentor	ever, with mentor teacher
	mentor teacher and	and other	teacher and other	and other professionals
	other professionals	professionals when	professionals when	when planning to
	when planning to	planning to improve	planning to improve	improve lesson quality
	improve lesson	lesson quality and	lesson quality and meet	and meet learner needs.
	quality and meet	meet learner needs.	learner needs.	
	learner needs.			

Instruction and Assessment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
States Expectations	Communicates	Communicates	Learning expectations	Expectations for the
	learning expectations	expectations for	may be poorly	lesson are not
	and outcomes in a	learning at the	communicated and/or	communicated.
	consistent, effective,	beginning of the	not referenced	
	and meaningful way	lesson and	throughout the lesson	
	at the beginning of	throughout.		
	the lesson and			
	throughout.		TD 1	Y
Content Accuracy	Content knowledge is	Content knowledge is	Teacher may not teach	Incorrect information is
	accurate and can be	accurate and essential	the essential information accurately	periodically given. Teacher does not
	explained in multiple, accurate manners and	information is	or might spend too long	demonstrate sufficient
	applications.	emphasized.	focusing on non-	content knowledge to
	Essential information		essential information.	distinguish essential
	is included and		essentiai information.	information.
	emphasized during			ini orinacion.
	the lesson.			
Academic Language	Demonstrates	Uses academic	Academic language is	Academic language is
	mastery of the	language of the	sometimes used. There	unused or used
	discipline's academic	discipline accurately	may be few	inaccurately and/or
	language and creates	and creates	opportunities for	student misuse of the
	multiple	opportunities for	students to practice the	language goes
	opportunities for	students to use the	academic language.	uncorrected. There may
	students to easily and	academic language.		be little to no
	accurately use the			opportunities for students
	academic language.			to practice the academic
CI I I	T	D '1 1	T	language.
Clear Instructions	Instructions are	Provides clear	Instructions may not be	Instructions are either not
	provided clearly and in multiple ways	instructions verbally,	clear to the students and need to be repeated	provided or only provided in one method.
	(including verbally,	in writing, and	numerous times for	in one method.
	written, and through	through modeling.	student understanding.	
	modeling) prior to		staatit aiiatistaiiaiig.	
	activities, resulting in			
	student			
	understanding of the			
	instructions.			
Flexibility	Consistently	Often demonstrates	Sometimes	Rarely demonstrates
	demonstrates	flexibility and	demonstrates flexibility	flexibility or sufficient
	flexibility and	sufficient content	and sufficient content	content knowledge to
	advanced content	knowledge to allow	knowledge to allow for	allow for exploration of
	knowledge to allow	for exploration of	exploration of learner	learner curiosities or any
	for explorations of learner curiosities in	learner curiosities.	curiosities.	deviations from the
	a manner that still			lesson plan.
	a manner that still addresses learning			
	objectives.			
Varied Materials	Regularly integrates	Uses varied materials,	Sometimes uses varied	Rarely uses varied
, arica materials	varied, engaging, and	aids, models,	materials, aids, models,	materials and/or materials
	well-made materials,	technology, and	and representations	may not be relevant or
	aids, models, and	representations, as	(including technology),	effective.
	representations,	appropriate to the	as appropriate.	
	including technology.	lesson.		
Varied Delivery	Effectively and	Often varies	Sometimes or	Seldom varies
variou Delivery	seamlessly varies	instructional strategy	ineffectively varies	instructional strategy and
	instructional	and teacher role	instructional strategy	teacher role throughout
	monuchonal	and teacher role	msu ucuonai su ategy	teacher fore unoughout

	strategies and teacher role (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.) so that students are engaged in multiple, meaningful methods of learning which address students' diverse learning styles and needs.	throughout the lesson to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	and teacher role throughout the lesson to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	the lesson to address students' diverse learning styles and needs.
Activities & Applications	Provides varied, relevant and engaging activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Often provides relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Sometimes provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Rarely provides activities or choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.
Student Engagement	Maximizes active participation and paces the lesson to optimize instructional time so that all students are engaged 100% of the time ("bell-to-bell" student engagement).	Students are actively participating for the majority of the lesson and teacher candidate paces the lesson to optimize instructional time. Off task behavior is seldom.	All or most students are engaged for a portion of the lessons. Off task behavior is frequent. Pacing may be too slow or too fast for student understanding and successful performance.	Students are often or always off task.
Questioning	Effectively asks relevant questions that students consistently answer throughout lesson to promote ongoing higher-level thinking and serve multiple purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Effectively asks relevant questions to promote higher-level thinking and serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Asks questions that sometimes promote high level thinking and serve different purposes, but questions may not be relevant or effective at eliciting student responses.	Rarely asks questions throughout the lesson.
Formative Assessments	Consistently checks for understanding throughout lesson to monitor student learning using varied,	Often checks for understanding throughout lesson to monitor student learning using varied	Sometimes checks for understanding to monitor student learning; these checks may not be varied,	Rarely effectively checks for understanding throughout lesson to monitor student learning.

Modifies Teaching	engaging, and time- efficient methods of assessment. As a result of monitoring, consistently adjusts content delivery or lesson plan to maximize student learning.	and time-efficient methods of assessment. Often adjusts lesson or content delivery based on student needs.	scattered throughout the lesson, and/or time- efficient. Sometimes adjusts lesson or content delivery based on student needs.	Rarely adjusts lesson or content delivery based on student needs.
Summative Assessments	Summative assessments are customized to match instruction in content, rigor, and format.	Designs summative assessments that often match instruction in content, rigor, and format.	Designs summative assessments that sometimes match instruction in content, rigor, and/or format. May only use pre-made summative assessments without the opportunity to design assessments.	Does not create or use summative assessments that match instruction in content, rigor, and/or format.
Promotes Self- Assessment	Consistently implements effective, accurate, and useful methods for student self-assessment and self-improvement.	Promotes useful and accurate student self-assessment and self-improvement.	Allows for student self- assessment and self- improvement, but opportunities may not be useful or frequent enough to be effective.	Rarely allows for useful and accurate student self- assessment and self- improvement.
Feedback	Through written and verbal feedback during the lesson and on assignments/ assessments, provides timely, useful, specific, and respectful responses to learners resulting in improvements in student performance.	Through written and verbal feedback, provides timely, useful, specific, and respectful responses to learners.	Sometimes provides timely, useful, specific, and respectful responses to learners.	Rarely provides timely, useful, specific, and respectful responses to learners.

Professionalism and Growth:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
On Time &	Consistently attends	Attends field	Is, on occasion, late or	Is often late or
Professional	field experiences on	experiences on time,	unprepared for field	unprepared for field
	time, arrives early	prepared, and with a	experience and/or	experience and/or often
	and/or stays late so as	professional	occasionally fails to	fails to maintain a
	to be prepared.	appearance.	maintain a professional	professional appearance.
	Maintains a very		appearance.	
	professional			
D 1 75' 1	appearance.	C	06	G.11 'C 1.
Responds Timely	In addition to timely communication,	Consistently responds to communications in	Often responds to communications in a	Seldom, if ever responds to communications in a
	anticipates and	a timely manner and	timely manner and	timely way and/or rarely
	initiates needed	meets deadlines.	meets deadlines.	meets deadlines.
	communication, and	meets deadines.	meets deadines.	meets deadines.
	is prepared in			
	advance of deadlines.			
Communication	Communicates in a	Communicates	Usually but not always	Does not exhibit
	highly professional	professionally with	communicates	professional
	manner with and	and about members of	professionally with and	communication with and
	about the members of	the learning	about members of the	about the members of the
	the learning	community.	learning community.	learning community.
	community.			
Personal Issues	Consistently and	Separates personal	Has demonstrated some	Is unable, at this time, to
	consciously separates	and professional	ability to separate	separate personal and
	personal and	issues.	personal and	professional issues.
D 4 1 10 1 1	professional issues.	G 1 10	professional issues.	
Professional Conduct	Conducts oneself	Conducts oneself	Has demonstrated some	There is no evidence for
	professionally and	professionally and	ability to conduct	conduct that is
	ethically as an educator. Could serve	ethically as an educator.	oneself professionally	professional and ethical.
	as a model of	educator.	and ethically as an educator.	
	professionalism and		cuucator.	
	ethics.			
Families	Builds relationships	Communicates with	Has made an attempt to	There is no evidence of
	with families and	families about	communicate with	communication with
	communicates with	instruction and	families about	families about instruction
	families about	individual progress.	instruction and	and individual progress.
	instruction and		individual progress.	
	individual progress in			
	an ongoing way.			
Legal Responsibilities	Describes and abides	<<	>>	Cannot describe and does
	by laws related to			not abide by laws related
	learners' rights and teacher			to learners' rights and teacher responsibilities
	responsibilities (e.g.,			(e.g., equity, appropriate
	equity, appropriate			education for learners
	education for learners			with disabilities,
	with disabilities,			confidentiality, privacy,
	confidentiality,			reporting in situations
	privacy, reporting in			related to possible child
	situations related to			abuse).
	possible child abuse).			
Collaborates	Consistently	Collaborates regularly	There is some evidence	There is no evidence of
	collaborates with	with colleagues and	of collaboration with	collaboration with
	colleagues and	members of the	colleagues and	colleagues and members
	members of the	school community.	members of the school	of the school community.
	learning community		community.	
	in an ongoing way,			

Receptive to Feedback	makes solid contributions to the collaborative efforts, and fosters an interdependence among colleagues. Regularly requests, accepts and acts upon constructive feedback	Accepts and acts upon constructive feedback	There is some evidence demonstrating acceptance of feedback	There is little to no evidence that the student
	from mentors, supervisors and administrators.	from mentors, supervisors, and administrators.	and action taken as a result of that feedback.	Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.
Growth	Seeks out and participates in professional learning opportunities beyond expectations.	Participates in professional learning opportunities, as appropriate.	Participation in professional learning is minimal.	Does not participate in professional learning.
Self-Reflect	Consistently demonstrates the ability to self-reflect in a deep and meaningful manner about teaching practice and steps needed to improve.	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice.	Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice.	There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice.