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				*	few, if any, positive
					relationships with
relationship with with most students. some students. students.				-	-
each student.					
	Respects		Usually	Sometimes	Fails to demonstrate
					and promote respect
8 1 1	<u> </u>				and sensitivity for
and sensitivity for and sensitivity for all students'					
all students' all students' for all students' backgrounds and				-	
backgrounds and backgrounds and backgrounds and seldom, if ever,					
					involves families in
the young child's families in the families in the the young child's					
development and young child's young child's development and					
learning. development and development and learning.		-			-
		5	-	learning.	

## I. Learning Environment:

## **II. 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	well developed, well	well developed,	well developed,
	developed, well	formatted, and	complete, well	complete, well
	formatted, and	submitted in advance	formatted, and	formatted, and
	submitted in advance	when appropriate.	submitted in advance	submitted in advance
	when appropriate.		when appropriate.	when appropriate.
Timing	Lesson plans are	Lesson plans are	Lesson plans are	Lesson plans are rarely,
6	consistently and	consistently	sometimes	if ever, commensurate
	impeccably	commensurate with	commensurate with	with time allotted and
	commensurate with	time allotted and	time allotted and	time for learning and
	time allotted and	include adequate time	include time for	lesson closure may
	include adequate time	for learning and lesson	learning and lesson	often be shortchanged.
	for learning and lesson	closure.	closure.	6
	closure.			
Data & Needs	Lesson planning is	Lesson planning is	Lesson planning is	Lesson planning is
	consistently driven by	often driven by student	seldom driven by	rarely, if ever driven by
	student needs as	needs as measured by	student needs as	student needs as
	measured by formal and	formal and informal	measured by formal and	measured by formal and
	informal assessments.	assessments.	informal assessments.	informal assessments.
Standards Based	Objectives are	Objectives are	Objectives are	Objectives are rarely, if
Standar us Dascu	consistently based on	consistently based on	sometimes based on	ever, based on most
	all appropriate	most standards required	most standards required	standards required by
	standards required by	by the discipline and	by the discipline and	the discipline and do
	the discipline, and	include language	occasionally include	not include language
	include language	objectives for English	language objectives for	objectives for English
	objectives for English	Language Learners.	English Language	Language Learners.
	Language Learners.	Language Learners.	Learners.	Language Learners.
<b>Connects Content</b>	All content is	Content is consistently	Content is sometimes	Content is rarely, if
Connects Content	intentionally connected	connected to students'	connected to students'	ever, connected to
	to students' prior	prior knowledge,	prior knowledge,	students' prior
	knowledge,	experiences, lessons, or	experiences, lessons, or	knowledge,
	experiences, lessons,	other subject areas.	other subject areas.	experiences, lessons, or
	and other subject areas.	other subject areas.	other subject areas.	other subject areas.
Active Participation	Plans consistently	Plans consistently	Plans may include some	Plans rarely, if ever,
Active Farticipation	include varied	include varied	instructional strategies	include instructional
	instructional strategies	instructional strategies	to ensure some active	strategies to ensure
	that maximize active		student participation for	some active student
		to ensure some active		
	student participation.	student participation.	a part of the time.	participation for a part of the time.
Matariala/Tashralasr	Varied and	Varied and	Varied and	The varied use of
Materials/Technology				
	developmentally appropriate materials	developmentally	developmentally	developmentally
	appropriate materials are customized to	appropriate materials are used to support the	appropriate materials are sometimes used to	appropriate materials is
		learning objective(s).	support learning	rarely, if ever, supports
	support the learning objective(s).	rearing objective(s).	objective(s).	the learning objective(s).
Higher Level	Lesson plans include	Lesson plans include	Lesson plans include	Lesson plans include
	activities and	activities and	activities and	activities and
Thinking	planned/intentional		planned/intentional	
	1	planned/intentional	*	planned/intentional
	questioning that	questioning that often	questioning that	questioning that rarely,
	consistently promote	promote high level	sometimes promote	if ever, promote high
	ongoing higher level	thinking.	high level thinking.	level thinking.
A	thinking.	A 11 100mm	Loomon and a car	I comon seconda com
Accommodations	All learner needs are	All learner needs are	Learner needs are	Learner needs are
	consistently met with	often met with	sometimes met with	rarely, if ever, met with
	appropriate	appropriate	appropriate	appropriate
	accommodations and	accommodations and	accommodations and	accommodations and
	modifications.	modifications.	modifications.	modifications.

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

## **III. Instruction and Assessment:**

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
States Expectations	Communicates learning expectations and outcomes in a	Communicates expectations for learning at the	Learning expectations may be poorly communicated and/or	Expectations for the lesson are not communicated.
	consistent, effective, and meaningful way at the beginning of the lesson and throughout.	beginning of the lesson and throughout.	not referenced throughout the lesson.	
Content Accuracy	Content knowledge is accurate and can be explained in multiple, accurate manners and applications. Essential information is included and emphasized during the lesson.	Content knowledge is accurate and essential information is emphasized.	Teacher may not teach the essential information accurately or might spend too long focusing on nonessential information.	Incorrect information is periodically given. Teacher does not demonstrate sufficient content knowledge to distinguish essential information.
Academic Language	Demonstrates mastery of the discipline's academic language and creates multiple opportunities for students to easily and accurately use the academic language.	Uses academic language of the discipline accurately and creates opportunities for students to use the academic language.	Academic language is sometimes used. There may be few opportunities for students to practice the academic language.	Academic language is unused or used inaccurately and/or student misuse of the language goes uncorrected. There may be little to no opportunities for students to practice the academic language.
Clear Instructions	Instructions are provided clearly and in multiple ways (including verbally, written, and through modeling) prior to activities, resulting in student understanding of the instructions.	Provides clear instructions verbally, in writing, and through modeling.	Instructions may not be clear to the students and need to be repeated numerous times for student understanding.	Instructions are either not provided. or only provided in one method.
Flexibility	Consistently demonstrates flexibility and advanced content knowledge to allow for explorations of learner curiosities in a manner that still addresses learning objectives.	Often demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Sometimes demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Rarely demonstrates flexibility or sufficient content knowledge to allow for exploration of learner curiosities or any deviations from the lesson plan.

Varied Materials	Regularly integrates	Uses varied aids,	Sometimes uses varied	Rarely uses varied
	varied, engaging, and	models, technology,	materials, aids, models,	materials and/or
	well-made aids,	and representations, as	and representations	materials may not be
	models, and	appropriate to the	(including technology),	relevant or effective.
	representations,	lesson.	as appropriate.	
	including technology.			
Varied Delivery	Effectively and	Often varies	Sometimes or	Seldom uses or varies
	seamlessly varies	developmentally	ineffectively varies	developmentally
	developmentally	appropriate	developmentally	appropriate
	appropriate	instructional strategy	appropriate	instructional strategy
	instructional strategies	and teacher role	instructional strategy	and teacher role
	and teacher role (e.g.,	throughout the lesson to	and teacher role to	throughout the lesson to
	sheltered English	address students'	address students'	address students'
	instructional strategies,	diverse learning styles	diverse learning styles	diverse learning styles
	small groups, individual	and needs (e.g.,	and needs (e.g.,	and needs.
	work, student-led	sheltered English	sheltered English	
	learning, cooperative	instructional strategies,	instructional strategies,	
	learning, direct	small groups, individual	small groups, individual	
	instruction,	work, student-led	work, student-led	
	investigation,	learning, cooperative	learning, cooperative	
	facilitator, guide on the	learning, direct	learning, direct	
	side, etc.) so that	instruction,	instruction,	
	students are engaged in	investigation,	investigation,	
	multiple, meaningful	facilitator, guide on the	facilitator, guide on the	
	methods of learning which address students'	side, etc.).	side, etc).	
	diverse learning styles			
	and needs.			
Activities &	Provides varied,	Often provides relevant	Sometimes provides	Rarely provides
Applications	relevant and engaging	activities and choices	activities and choices	activities or choices for
Applications	activities and choices	for learners to	for learners to	learners to demonstrate
	for learners to	demonstrate their	demonstrate their	their knowledge,
	demonstrate their	knowledge, including	knowledge, including	including
	knowledge, including	creative/original ways	creative/original ways	creative/original ways
	creative/original ways	and authentic	and authentic	and authentic
	and authentic	applications.	applications.	applications.
	applications.	11	11	11
Student Engagement	Maximizes active	Students are actively	All or most students are	Students are often or
8.8	participation and paces	participating for the	engaged for a portion of	always off task.
	the lesson to optimize	majority of the lesson	the lessons. Off task	-
	instructional time so	and teacher candidate	behavior is frequent.	
	that all students are	paces the lesson to	Pacing may be too slow	
	engaged 100% of the	optimize instructional	or too fast for student	
	time ("bell-to-bell"	time. Off task behavior	understanding and	
	student engagement).	is seldom.	successful performance.	
Questioning	Effectively asks	Effectively asks	Asks questions that	Rarely asks questions
	relevant questions that	relevant questions to	sometimes promote	throughout the lesson.
	students consistently	promote higher-level	high level thinking and	
	answer throughout	thinking and serve	serve different	
	lesson to promote	different purposes (e.g.,	purposes, but questions	
	ongoing higher-level	probing for learner	may not be relevant or	
	thinking and serve	understanding,	effective at eliciting	
	multiple purposes (e.g.,	promoting student	student responses.	
	probing for learner	discourse, helping		
	understanding,	learners articulate their		
	promoting student	ideas and thinking		
	discourse, helping	processes, stimulating		
	learners articulate their	curiosity, and helping		
	ideas and thinking	learners to question).		
	processes, stimulating	-		

	curiosity, and helping			
<b>T</b> 4	learners to question).			
Formative Assessments	Iearners to question).Consistently checks for understanding throughout lesson to monitor student 	Often checks for understanding throughout lesson to monitor student learning using varied and time-efficient methods of assessment. These checks include observation include documentation, and other appropriate assessment tools,	Sometimes checks for understanding to monitor student learning; these checks may not be varied, scattered throughout the lesson, and/or time- efficient. These checks include observation, documentation, and other appropriate assessment tools,	Rarely effectively checks for understanding throughout lesson to monitor student learning. These checks may include observation but rarely if ever include documentation, and other appropriate assessment tools,
	assessment tools, including technology.	including technology.	including technology, sporadically.	including technology.
Modifies Teaching	As a result of monitoring, consistently adjusts content delivery or lesson plan to maximize student learning.	Often adjusts lesson or content delivery based on student needs.	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.

## IV. 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
	Maintains a very		appearance.	appearance.
	professional			
	appearance.			
Responds Timely	In addition to timely	Consistently responds	Often responds to	Seldom, if ever
	communication,	to communications in a	communications in a	responds to
	anticipates and initiates	timely manner and	timely manner and	communications in a
	needed communication,	meets deadlines.	meets deadlines.	timely way and/or
	and is prepared in			rarely meets deadlines.
	advance of deadlines.			
Communication	Communicates in a	Communicates	Usually but not always	Does not exhibit
	highly professional	professionally with and	communicates	professional
	manner with and about	about members	professionally with and	communication with
	the members of the	of the learning	about members of the	and about the
	learning community.	community	learning community.	members of the
				learning community.
Personal Issues	Consistently and	Separates personal and	Has demonstrated some	Is unable, at this time,
	consciously separates	professional issues.	ability to separate	to separate personal and
	personal and		personal and	professional issues.
	professional issues.		professional issues.	
Professional Conduct	Conducts oneself	Conducts oneself	Has demonstrated some	There is no evidence
	professionally and	professionally and	ability to conduct	for conduct that is
	ethically as an educator.	ethically as an educator.	oneself professionally	professional and
	Could serve as a model		and ethically as an	ethical.
	of professionalism and		educator.	
	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
	families about	individual progress.	instruction and	instruction and
	instruction and	Engages families in	individual progress.	individual progress.
	individual progress in	student learning.	Attempts to engage	Makes no attempt to
	an ongoing way.		families in student	engage families in
	un ongoing wuy.		runnies in student	engage rammes m
	Engages families in		learning.	student learning.
				66
	Engages families in			66
Legal Responsibilities	Engages families in student learning in an	<<		66
Legal Responsibilities	Engages families in student learning in an ongoing way.	<<	learning.	student learning.
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher	<<	learning.	student learning. Cannot describe and
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher	<<	learning.	student learning. Cannot describe and does not abide by laws
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners'	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners'
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g.,	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher
Legal Responsibilities	<ul> <li>Engages families in student learning in an ongoing way.</li> <li>Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate</li> </ul>	<<	learning.	Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g.,
Legal Responsibilities	<ul> <li>Engages families in student learning in an ongoing way.</li> <li>Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities,</li> </ul>	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate
Legal Responsibilities	<ul> <li>Engages families in student learning in an ongoing way.</li> <li>Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners</li> </ul>	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy,
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations	<<	learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child
	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).		learning.	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations
Legal Responsibilities	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child	Collaborates regularly	learning. >>	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).
	Engages families in student learning in an ongoing way. Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse). Consistently		learning. >>	student learning. Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse). There is no evidence of

	learning community in an ongoing way, makes solid contributions to the collaborative efforts, and fosters an		members of the school community.	members of the school community.
Receptive to Feedback	interdependence among colleagues. Regularly requests, accepts and acts upon	Accepts and acts upon constructive feedback	There is some evidence demonstrating	There is little to no evidence that the
	constructive feedback from mentors, supervisors and administrators.	from mentors, supervisors, and administrators.	acceptance of feedback and action taken as a result of that feedback.	student 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 for the purpose of promoting positive outcomes for each child.	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice for the purpose of promoting positive outcomes for each child.	Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice for the purpose of promoting positive outcomes for each child.	There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice for the purpose of promoting positive outcomes for each child.