

<b>Domain 1: Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy</b>	<p>Lesson plans and practice reflect detailed knowledge of state standards, content and instructional practices specific to that discipline.</p> <p>Lesson plans include higher level thinking skills.</p>	<p>Lesson plans and practice reflect solid knowledge of state standards, content and instructional practices specific to that discipline.</p> <p>Lesson plans include all basic elements of lesson design including objectives.</p>	<p>Lesson plans and practice reflect some knowledge of state standards, content and instructional practices specific to that discipline.</p> <p>Lesson plans are lacking basic elements, or are difficult for other to follow.</p>	<p>Lesson plans and practice reflect little knowledge of state standards, content and instructional practices specific to that discipline.</p> <p>Lesson plans are incomplete.</p>
<b>Domain 1: Planning and Preparation 1b. Designing Student Assessment</b>	<p>Teacher candidate’s plan for student assessment is fully aligned with the instructional outcomes.</p> <p>Assessments provide students with multiple ways to demonstrate mastery.</p>	<p>Teacher candidate’s plan for student assessment is aligned with the instructional outcomes.</p> <p>Assessments provide students with multiple ways to demonstrate mastery.</p>	<p>Teacher candidate’s plan for student assessment is partially aligned with the instructional outcomes.</p> <p>Assessments provide students with limited ways to demonstrate mastery.</p>	<p>Teacher candidate’s plan for student assessment is poorly aligned with the instructional outcomes.</p>
<b>Domain 1: Planning and Preparation 1c. Designing Coherent Instruction that Demonstrates Knowledge of Students</b>	<p>The teacher candidate’s plan for learning experiences is detailed and aligned to instructional outcomes. Lessons have a clear structure and are differentiated allowing different pathways according to student needs. Detailed interdisciplinary instruction is utilized.</p>	<p>The teacher candidate’s plan for learning experiences is aligned to instructional outcomes. Lessons have a clear structure and are often differentiated allowing different pathways according to student needs.</p>	<p>The teacher candidate’s plan for learning experiences is partially aligned to instructional outcomes. Lessons have recognizable structure and infrequently differentiated.</p>	<p>The teacher candidate’s plan for learning experiences is poorly aligned to instructional outcomes. Lessons have no coherent structure and are not differentiated.</p>
<b>Domain 2: The Classroom</b>	<p>Classroom interactions, both between teacher candidate and</p>	<p>Classroom interactions, both between teacher</p>	<p>Classroom interactions, both between teacher</p>	<p>Classroom interactions, both between teacher</p>

<b>Environment 2a. Creating an Environment of Respect</b>	students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental difference among groups of students.	candidate and students and among students, are polite and respectful and reflect general warmth and caring, and appropriate to the cultural and developmental difference among groups of students.	candidate and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to the cultural and developmental differences.	candidate and students and among students, are negative, inappropriate, or insensitive to students' cultural and developmental difference.
<b>Domain 2: The Classroom Environment 2b. Establishes a Culture for Learning</b>	The teacher candidate has created a culture for learning characterized by high levels of student energy and the candidate's passion for the subject area.	The teacher candidate has created a positive classroom culture for learning, characterized by high expectations for most students.	The teacher candidate has partially established a positive culture for learning. Commitment to the subject matter is developing, and there are modest expectations for student achievement.	The teacher candidate has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low.
<b>Domain 2: The Classroom Environment 2c. Establishes and Manages Classroom Procedures</b>	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly	Some instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which are only partially effective.	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
<b>Domain 2: The Classroom Environment 2d. Stops Misconduct by Using Effective,</b>	Standards of conduct are clear. The teacher candidates' monitoring of student behavior is subtle and preventative, and the	Standards of conduct appear to be clear and the teacher candidate monitors student behavior against those standards. The	It appears that the teacher has made an effort to establish standards of conduct. For students and tries to monitor student	There is no evidence that standards of conduct have been established and little or no teacher monitoring of

<p><b>Appropriate Techniques</b></p>	<p>candidate's response to student misbehavior is sensitive to individual student needs.</p> <p>Teacher candidate addresses almost all off-task, inappropriate, or challenging behavior efficiently, thereby creating no negative impact on the learning of students in the class.</p>	<p>candidate's response is subtle and preventative, and the candidate's response to student misbehavior is appropriate and respectful.</p> <p>Teacher candidate addresses most off-task, inappropriate, or challenging behavior efficiently, thereby creating little negative impact on the learning of students in the class.</p>	<p>behavior, but these efforts are not always successful. Teacher candidate addresses some off-task, inappropriate, or challenging behavior efficiently, thereby creating some negative impact on the learning of students in the class.</p>	<p>student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. Teacher candidate does not address off-task, inappropriate, or challenging behavior efficiently, thereby creating negative impact on the learning of students in the class.</p>
<p><b>Domain 3: Instruction 3a. Communicating with Students</b></p>	<p>The teacher candidate has a positive presence in the classroom.</p> <p>The candidate effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson.</p>	<p>The teacher candidate has a positive presence in the classroom.</p> <p>The candidate effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective.</p>	<p>The teacher candidate has a positive presence in the classroom.</p> <p>The candidate effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge.</p>	<p>The teacher candidate has an inadequate presence in the classroom.</p> <p>The candidate ineffectively develops students' understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective.</p>

<p style="text-align: center;"><b>Domain 3: Instruction 3b. Using Questioning and Discussion Techniques</b></p>	<p>The teacher candidate checks for understanding of content at all key moments. Checks almost always provide enough information to adjust subsequent instruction if necessary.</p> <p>The candidate regularly asks questions that reflect high expectations and, allows sufficient time for students to answer, promotes critical and creative thinking.</p>	<p>The teacher candidate checks for understanding of content but misses one or two key moments. Checks often provide enough information to adjust subsequent instruction if necessary.</p> <p>The candidate asks questions that elicit thoughtful responses and allows sufficient time for students to answer.</p>	<p>The teacher candidate checks for understanding of content but misses several key moments. Checks sometimes provide enough information to adjust subsequent instruction if necessary.</p> <p>The candidate asks few questions that elicit thoughtful response. Does not allow sufficient time for students to answer.</p>	<p>The teacher candidate checks for understanding but misses nearly all key moments. Checks do not provide enough information to adjust subsequent instruction if necessary.</p> <p>The candidate asks questions that are low level or inappropriate, elicits limited student participation.</p>
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<p><b>Domain 3: Instruction 3c. Engaging Students in Learning</b></p>	<p>Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes.</p> <p>Lessons have coherent structure that is adapted as necessary to the needs of individuals, are appropriately paced, and continuously maintain academic focus.</p> <p>The teacher frequently uses appropriate technology in the teaching and learning processes.</p> <p>Teacher demonstrates a depth and breadth of subject matter.</p>	<p>Activities and assignments, materials, and grouping of students are fully appropriate for the instructional outcomes.</p> <p>Lessons have coherent structure and are appropriately paced, and continuously maintain academic focus.</p> <p>The teacher sometimes uses appropriate technology in the teaching and learning processes.</p> <p>Teacher demonstrates knowledge of subject matter.</p>	<p>Activities and assignments, materials, and grouping of students are partially appropriate for the instructional outcomes.</p> <p>Lessons have recognizable, but are not fully maintained, are poorly paced, and have limited focus.</p> <p>The teacher rarely uses appropriate technology in the teaching and learning processes.</p> <p>Teacher demonstrates partial knowledge of subject matter.</p>	<p>Activities and assignments, materials, and grouping are not appropriate for instructional outcomes.</p> <p>Lessons have no structure are poorly paced, and have no academic focus.</p> <p>The teacher does not use technology in the teaching and learning processes.</p> <p>Teachers knowledge of subject matter is very limited.</p>
<p><b>Domain 3: Instruction 3d. Using Assessment in Instruction</b></p>	<p>Formative assessment is frequently used in a sophisticated manner in instruction, through student involvement in establishing criteria, self-assessment, and</p>	<p>Formative assessment is sometimes used in instruction, through student involvement in establishing criteria, self-assessment, and</p>	<p>Formative assessment is rarely used in instruction, monitoring of progress by teacher and/or students.</p> <p>Feedback to students is</p>	<p>Formative assessment is not used in instruction either through monitoring of progress by teacher or students or through feedback to</p>

	<p>monitoring of progress by both teacher and students.</p> <p>Feedback to students is of high quality and from a variety of sources.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>monitoring of progress by both teacher and students.</p> <p>Feedback to students is of high quality.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>uneven.</p> <p>Students are aware of some of the assessment criteria used to evaluate their work.</p>	<p>students.</p> <p>Students are unaware of the assessment criteria used to evaluate their work.</p>
<p><b>Domain 3: Instruction 3e. Demonstrating Flexibility and Responsiveness</b></p>	<p>The delivery of instruction is always aligned to the instructional standards.</p> <p>The teacher candidate successfully promotes the learning of all students through modification of the lesson plan and instructional momentum.</p> <p>The candidate uses a multitude of differentiated strategies to ensure student learning. The teacher candidate considers student questions, needs, and interest when instructing.</p> <p>The teacher candidate holds students accountable for personal learning through the</p>	<p>The delivery of instruction is almost always aligned to the instructional standards.</p> <p>The teacher candidate successfully promotes the learning of most students through modification of the lesson plan and instructional momentum.</p> <p>The candidate uses a multitude of differentiated strategies to ensure student learning.</p>	<p>The delivery of instruction is typically aligned to the instructional standards.</p> <p>The teacher candidate attempts to respond to student needs through modification of the lesson plan and instructional momentum with moderate success.</p> <p>The candidate rarely attempts to differentiate instruction to ensure student learning.</p>	<p>The delivery of instruction deviates from the instructional standards.</p> <p>The teacher candidate does not adjust the lesson through modification of the lesson plan or instructional momentum.</p> <p>The candidate does not re-teach or attempt to differentiate instruction to ensure or reinforce student learning</p>



	use of data folders, goal statements, and/or reflection of individual learning.			
<b>Domain 4: Professional Responsibilities 4a. Showing Professionalism</b>	The teacher candidate consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate complies fully and voluntarily with school and district regulations.	The teacher candidate consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate complies fully and voluntarily with school and district regulations. Performs with minimum supervision.	The teacher candidate adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality with some support supervision.  The teacher candidate complies only minimally with school and district regulations.	The teacher candidate inconsistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality.  The teacher candidate fails to comply with school and district regulations.
<b>Domain 4: Professional Responsibilities 4b. Maintaining Accurate</b>	The teacher candidate tracks, monitors, and analyzes student progress data to drive instructional planning and uses results to differentiate instructional and curriculum design.	The teacher candidate tracks, monitors, and analyzes student progress data to drive instructional planning.	The teacher candidate tracks, monitors student progress.	The teacher candidate does not use student grades to monitor and analyzes student progress.