Foundation Evaluation

Domain 1: Planning and Preparation	Exemplary	Accomplished	Developing	Requires Action
1a. Demonstrating Knowledge of Content and Pedagogy	Individual and group practice reflects detailed knowledge of state standards, content and instructional practices specific to that discipline.	Individual and group practice reflect solid knowledge of state standards, content and instructional practices specific to that discipline.	Individual and group practice reflect some knowledge of state standards, content and instructional practices specific to that discipline.	Individual and group practice reflect little knowledge of state standards, content and instructional practices specific to that discipline.
1b. Designing Coherent Instruction that Demonstrates Knowledge of Students	The teacher candidate's plan for learning experiences is detailed and aligned to instructional outcomes. Activities have a clear structure and are differentiated allowing different pathways according to student needs. Detailed interdisciplinary instruction is utilized.	The teacher candidate's plan for learning experiences is aligned to instructional outcomes. Activities have a clear structure and are often differentiated allowing different pathways according to student needs.	The teacher candidate's plan for learning experiences is partially aligned to instructional outcomes. Activities have recognizable structure and infrequently differentiated.	The teacher candidate's plan for learning experiences is poorly aligned to instructional outcomes. Activities have no coherent structure and are not differentiated.
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	Classroom interactions, both between teacher candidate and students and among students,	Classroom interactions, both between teacher candidate and students and among students,	Classroom interactions, both between teacher candidate and students and among students,	Classroom interactions, both between teacher candidate and students and among students,

	are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental difference among groups of students.	are polite and respectful and reflect general warmth and caring, and appropriate to the cultural and developmental difference among groups of 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.	are negative, inappropriate, or insensitive to students' cultural and developmental difference.
2b. Establishes a Culture for Learning	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.
2c. Stops Misconduct by Using Effective, Appropriate Techniques	The teacher candidates' monitoring of student behavior is subtle and preventative, and the candidate's response to stouten misbehavior is sensitive to individual student needs.	Standards of conduct appear to be clear and the teacher candidate monitors student behavior against those standards. The candidate's response is subtle and preventative, and the candidate's response to student misbehavior is appropriate and respectful.	It appears that the teacher has made an effort to establish standards of conduct. For students and tries to monitor student behavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

Domain 3: Instruction				
3a. Communicating with Students	The teacher candidate has a positive presence in the classroom. 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.	The teacher candidate has a positive presence in the classroom. 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.	The teacher candidate has a positive presence in the classroom. 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.	The teacher candidate has a inadequate presence in the classroom. 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.
3b. Engaging Students in Learning	Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes.	Activities and assignments, materials, and grouping of students are fully appropriate for the instructional outcomes. ,	Activities and assignments, materials, and grouping of students are partially appropriate for the instructional outcomes.	Activities and assignments, materials, and grouping are not appropriate for instructional outcomes.

3c. Using Assessment in Instruction	Feedback to students is of high quality and from a variety of sources.	Feedback to students is of high quality.	Feedback to students is uneven.	No feedback is given to students.
Domain 4: Professional Responsibilities				
4a. Showing Professionalism	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.