

Domain 1: Planning and Preparation	Exemplary	Accomplished	Developing	Requires Action
1a. Demonstrating Knowledge of Content and Pedagogy	Lesson plans were turned in to mentor 48 hours in advance for review. Teacher candidate’s practice and lesson reflects detailed knowledge of state standards, higher order thinking skills and instructional practices specific to that discipline.	Lesson plans were turned in 48 hours in advance for review and include all basic elements. Teacher candidate’s practice and lesson reflects solid knowledge of state standards, content and instructional practices specific to that discipline.	Lesson plans were not turned in 48 hours in advance to the mentor for review and lacks some basic elements. Teacher candidate’s practice and lesson reflects some knowledge of state standards, content and instructional practices specific to that discipline.	Lesson plans are incomplete and were not turned in to the mentor for review. Teacher candidates’ practice and lesson reflects little knowledge of state standards, content and instructional practices specific to that discipline.
1b. Designing Student Assessment	Teacher candidate’s plan for student assessment is fully aligned with the instructional outcomes and provides students with multiple ways to demonstrate mastery such as written, oral, or performance-based.	Teacher candidate’s plan for student assessment is aligned with the instructional outcomes and provides students with several ways to demonstrate mastery.	Teacher candidate’s plan for student assessment is partially aligned with the instructional outcomes and provides student with limited ways to demonstrate mastery.	Teacher candidate’s plan for student assessment is poorly aligned with the instructional outcomes.
1c. Designing Coherent Instruction that Demonstrates Knowledge of Student’s	The teacher candidate’s plan for learning experiences is detailed. Lessons have	The teacher candidate’s plan for learning experiences is lacking detail. Lessons	The teacher candidate’s plan for learning experiences is not detailed. Lessons	The teacher candidate’s plan for learning experiences is not detailed. Lessons

needs	a clear structure and are differentiated, allowing different pathways according to student needs.	are often differentiated allowing different pathways according to student needs.	have recognizable structure and infrequently differentiated.	have no coherent structure and are not differentiated.
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	Classroom interactions between teacher candidate and students are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students.	Classroom interactions between teacher candidate and students are polite and respectful.	Classroom interactions between teacher candidate and students are generally appropriate and free from conflict.	Classroom interactions between teacher candidate and students are negative, inappropriate, or insensitive to students' cultural and developmental differences.
2b. Establishes a Culture for Learning	The teacher candidate has created a culture for learning characterized by high levels of 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.
2c. Stops Misconduct by Using Effective, Appropriate Techniques	The teacher candidate assists the mentor in monitoring student behavior through	The teacher candidate assists the mentor in monitoring student behavior. The	The teacher candidate observes the mentor monitoring student behavior.	There is no evidence that the teacher candidate is observing or monitoring student

	<p>proximity and positive reinforcement. Candidate's response to student misbehavior is sensitive to individual student needs.</p>	<p>candidate's response to student misbehavior is appropriate.</p>		<p>behavior.</p>
<p>Domain 3: Instruction</p>				
<p>3a. Communicating with Students</p>	<p>The teacher 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 and explaining the importance of the objective.</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, referencing prior knowledge.</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.</p>	<p>The candidate ineffectively develops students' understanding of the objective by not communicating it or connecting to prior knowledge.</p>
<p>3b. Engaging Students in Learning</p>	<p>Activities, assignments, materials, and grouping of students promote significant learning. Lessons are adapted d</p>	<p>Activities and assignments, materials, and grouping of students are appropriate. Lessons have coherent</p>	<p>Activities and assignments, materials, and grouping of students are partially appropriate. Lessons have</p>	<p>Activities and assignments, materials, and grouping are not appropriate. Lessons have no structure are poorly</p>

	as necessary to the needs of individuals, incorporate the use of student feedback to monitor and adjust instruction, are appropriately paced, and continuously maintain academic focus.	structure, are appropriately paced, and continuously maintain academic focus.	recognizable structure, but are not fully maintained, are poorly paced, and have limited focus.	paced, and have no academic focus.
3c. Using Assessment in Instruction	<p>Assessment is frequently used in a sophisticated manner in instruction, through student involvement in establishing criteria, self-assessment, and monitoring of progress by both teacher candidate and students.</p> <p>Feedback and/or grading of student work to determine outcomes is of high quality and immediate.</p>	<p>Assessment is used in instruction, through monitoring of progress by the teacher candidate.</p> <p>Feedback and/or grading of student work to determine outcomes is of high quality and immediate</p>	<p>Assessment is rarely used in instruction, monitoring of progress by the teacher candidate.</p> <p>Feedback and/or grading of student work is uneven.</p>	<p>Assessment is not used in instruction either through monitoring of progress by the teacher candidate.</p> <p>Feedback and/or grading of student work is not utilized.</p>
3d. Demonstrating	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate

<p>Flexibility and Responsiveness</p>	<p>successfully promotes the learning of all students through modification of the lesson plan and instructional momentum.</p> <p>The candidate uses multiple forms of differentiated strategies to ensure student learning.</p>	<p>successfully promotes the learning of most students through modification of the lesson plan.</p> <p>The candidate differentiated strategies to ensure student learning.</p>	<p>attempts to respond to student needs through modification of the lesson.</p> <p>The candidate rarely attempts to differentiate instruction.</p>	<p>does not modify the lesson plan based on student need.</p> <p>The candidate does not attempt to differentiate instruction.</p>
<p>Domain 4: Professional Responsibilities</p>				
<p>4a. Showing Professionalism</p>	<p>The teacher candidate consistently shows initiative and adheres to and models standards for professional conduct, dress and overall performance requirements, including attendance and punctuality .</p>	<p>The teacher candidate somewhat shows initiative and adheres to the standards for professional conduct, dress and overall performance requirements, including attendance and punctuality.</p>	<p>The teacher candidate mostly adheres to standards for professional conduct, dress and overall performance requirements, including attendance and punctuality with some support supervision.</p>	<p>The teacher candidate inconsistently adheres to standards for professional conduct, dress and overall performance requirements, including attendance and punctuality.</p>