

## Standard 1

**The Candidate is knowledgeable in planning and preparation.**

<b>Indicator 1a: Demonstrates knowledge of planning for each of the content areas</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
Plans are incomplete.  Plans contain content errors.	Plans are complete.  Plans display basic content knowledge, but do not display connections within the discipline or with other disciplines.	Plans are complete.  Plans display solid content knowledge and make connections within the discipline.
<b>Indicator 1b: Demonstrates knowledge of pedagogy</b>		
Plans display a lack of variety in teaching styles.  Plans include ineffective teaching strategies, indicating little understanding of pedagogical issues involved in student learning.	Plans display an emphasis on a few teaching styles.  Plans include teaching strategies indicating basic pedagogical knowledge.	Plans display a variety of teaching styles.  Plans display effective teaching strategies that reflect current research on best pedagogical practice within the discipline.
<b>Indicator 1c: Demonstrates knowledge of student's growth and development</b>		
Plans include lessons or activities that are inappropriate for students' age and development.  Plans do not address the individuality of student growth.	Plans include lessons or activities that are appropriate for the students' age and development.  Plans do not address the individuality of student growth.	Plans include lessons or activities that are appropriate for the students' age and development.  Plans adequately address the individuality of student growth including general exceptions to developmental patterns.

<b>Indicator 1d: Selects instructional goals that include students' interests and input</b>			
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>	
<p>Plans display selection of instructional goals that represent low expectations for the students.</p> <p>Plans display selection of instructional goals that do not reflect meaningful learning.</p> <p>Plans display selection of instructional goals that are not relevant to state, national, or professional standards.</p>	<p>Plans display selection of instructional goals that represent moderate expectations for the students.</p> <p>Plans display selection of instructional goals that reflect some meaningful learning.</p> <p>Plans are not relevant to state, national, or professional standards.</p>	<p>Plans display selection of instructional goals that represent high expectations for most students.</p> <p>Plans display selection of instructional goals that reflect meaningful learning.</p> <p>Plans are relevant to state, national or professional standards.</p>	.
<b>Indicator 1e: Demonstrates knowledge and use of resources</b>			
<p>Plans include resources of low quality.</p> <p>Plans display an emphasis on resources that are easily available rather than full use of all available school, community, and professional resources.</p>	<p>Plans include resources of good quality.</p> <p>Plans display an emphasis on resources that are easily available rather than full use of all available school, community, and professional resources.</p>	<p>Plans include resources of high quality.</p> <p>Plans display use of many available school, community, and professional resources.</p>	

<b>Indicator 1f: Designs coherent instruction, both within individual lessons and across a series of lessons in a unit</b>			
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>	
Plans display a lack of recognizable structure or organization.	Plans display a recognizable structure or organization, but progression of activities is uneven.	Plans display a clearly defined structure around which activities are organized, and progression of activities is fairly even.	
Materials and resources do not support instructional goals.	Some materials and resources support instructional goals.	All materials and resources support instructional goals.	
Time allocations are unrealistic.	Most time allocations are reasonable.	All time allocations are reasonable.	
Few students would be engaged in learning.	Most students would be engaged in learning.	Most students would be engaged in learning.	
<b>Indicator 1g: Plans for authentic assessment both formative and summative</b>			
Plans display a lack of clearly defined criteria for assessment.	Plans display some clearly defined criteria for assessment.	Plans display clearly defined criteria for assessment.	
Assessment is not authentic.	Assessment is authentic.	Assessment is authentic.	
Assessment will not indicate the fulfillment of instructional goals.	Assessment will not indicate the fulfillment of instructional goals.	Assessment will indicate the fulfillment of instructional goals.	
<b>Indicator 1h: Demonstrates knowledge and planning for the use of technology</b>			
Plans do not display the use of available technology or displays technology used in an inappropriate manner	Plans display limited use of available technology in an appropriate manner	Plans display frequent use of all available technology in an appropriate manner	

## Standard 2

**The candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.**

<b>Indicator 2a: Creating a teaching environment of respect and rapport</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
<p>Teacher interaction with some students is negative, demeaning, sarcastic, or inappropriate.</p> <p>Students exhibit disrespect for teacher.</p> <p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Teacher-student interactions are generally appropriate, but some inconsistencies, favoritism exist.</p> <p>Students exhibit minimal respect for teacher.</p> <p>Students do not demonstrate negative behavior toward one another.</p>	<p>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect.</p> <p>Students exhibit respect for teacher.</p> <p>Student interactions are generally polite and respectful.</p>
<b>Indicator 2b: Understands and respects cultural diversity in students, and families</b>		
<p>Student uses oral and written language and examples that indicate a monocultural stance toward his/her environment</p> <p>Student is unaware of the various cultures to which s/he is a member.</p> <p>Student is unaware of resources to support multicultural learning in classrooms.</p>	<p>Student uses oral and written language and examples that indicate a multicultural stance toward his/her environment.</p> <p>Student is aware of the various cultures to which s/he is a member.</p> <p>Student demonstrates a limited knowledge of resources to support multicultural learning in classrooms.</p>	<p>Student uses oral and written language and examples that indicate a multicultural stance toward his/her environment. He/she is sensitive to these issues in the language of others.</p> <p>Student is aware of the various cultures to which s/he is a member. He/she actively engages others in an exploration of the implications of such membership.</p> <p>Student demonstrates a broad knowledge of resources to support multicultural learning in classrooms.</p>

<b>Indicator 2c: Understand and respects differences in students' abilities</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
<p>Candidate is unaware of individual student differences or candidate's attitude toward differences is negative.</p> <p>There is no indication of differentiation of learning within classroom activities.</p> <p>Candidate's behavior does not reflect the legal standards of the federal and state government.</p>	<p>Candidate treats all students as having equal abilities.</p> <p>There is little or no indication of differentiation of learning within classroom activities. When students are grouped there is little indication of movement between groups.</p> <p>Candidate's behavior does not always reflect the legal standards of the federal and state government.</p>	<p>Candidate is aware of the varying abilities of all students in the classroom.</p> <p>Grouping and activities reflect current research regarding tracking and mainstreaming.</p> <p>Candidate's behavior reflects the legal standards of the federal and state government.</p>
<b>Indicator 2d: Manages classroom procedures</b>		
<p>Students not working with the teacher are not productively engaged in learning.</p> <p>Instructional time is lost due to inefficiently handling of materials and/or in transitions and/or in performing noninstructional duties.</p> <p>Given the opportunity to work with classroom assistants, classroom assistants have no clearly defined duties or do nothing most of the time.</p>	<p>Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</p> <p>Some instructional time is lost, but routines for handling materials function moderately well, transitions are sporadically efficient, and there is a system for performing noninstructional duties.</p> <p>Given the opportunity to work with classroom assistants, classroom assistants are productively engaged but require frequent supervision.</p>	<p>Tasks for group work are organized and groups are managed so most students are engaged at all times.</p> <p>Little loss of instructional time with transitions and routines for handling materials run smoothly and efficient systems in place for performing noninstructional duties.</p> <p>Given the opportunity to work with classroom assistants, classroom assistants are productively and independently engaged during the entire class.</p>

<b>Indicator 2e: Manages student behavior</b>			
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>	
<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>More reprimands than compliments are heard. Is unaware of what students are doing, and/or student behavior is not monitored.</p> <p>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Standards of conduct appear to have been established for situations and most students seem to understand them.</p> <p>Students are complimented for appropriate behavior and study habits. Teacher is generally aware of student behavior, but may miss the activities of some students.</p> <p>Teacher responds to misbehavior, however with uneven results.</p>	<p>Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.</p> <p>Teacher is consistently alert to student misbehavior, uses positive reinforcement, and behavior prompts.</p> <p>Teacher's response to misbehavior is appropriate, successful, and respects the student's dignity.</p>	
<b>Indicator 2f: Organizes physical space</b>			
<p>Classroom is unsafe and/or the class physical arrangement is not suited to the lesson activities.</p> <p>Teacher uses physical resources poorly, or learning is not accessible to some students.</p>	<p>Classroom is safe, and the class physical arrangement is adjusted to the lesson or the lesson is adjusted to the class physical arrangement, but with limited effectiveness.</p> <p>Teacher uses physical resources adequately, and at least essential learning is accessible to all students.</p>	<p>Classroom is safe and the class physical arrangement is a resource for learning activities.</p> <p>Teacher uses physical resources skillfully, and all learning is equally accessible to all students.</p>	

### Standard 3

**Teaching Candidate is knowledgeable of a variety of strategies for effective instruction.**

<b>Indicator 3a: Communicates clearly and effectively with students</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
<p>Directions and procedures are confusing.</p> <p>Oral language is inaudible, written language is illegible, oral and written language contains many errors of grammar and syntax that are beyond cultural and dialectical norms.</p> <p>Vocabulary is inappropriate and confusing.</p>	<p>Directions and procedures are clear after initial student confusion or are too detailed.</p> <p>Oral language is audible and written language is legible. Oral and written language is used within cultural and dialectical norms.</p> <p>Vocabulary is limited or is not appropriate to students' age and/or cultural experiences.</p>	<p>Directions and procedures are clear to students and contain an appropriate level of detail.</p> <p>Oral and written language is clear and correct within multiple cultural norms.</p> <p>Vocabulary is appropriate to students' age and cultural background.</p>
<b>Indicator 3b: Uses questions and discussion techniques during lessons</b>		
<p>Given a situation where a variety of questions are appropriate, questions are virtually all "right/wrong" type questions.</p> <p>Teacher controls discussion by mediating all questions and answers. Few students participate in discussion.</p> <p>No attention is paid to traditionally under-represented groups in discussion.</p>	<p>Given a situation where a variety of questions are appropriate, questions are a mixture of "right/wrong" type and "open-ended." Only a few require elaborated response.</p> <p>Teacher engages some students in true discussion with uneven results.</p> <p>Little attention is paid to traditionally under-represented groups in discussion.</p>	<p>Given a situation where a variety of questions are appropriate, most questions are open-ended, requiring elaborated discussion. Teacher allows students adequate time to formulate response.</p> <p>Teacher facilitates true discussion by stepping aside when possible.</p> <p>Teacher ensures that all student voices are represented in discussion.</p>

<b>Indicator 3c: Engages students in learning</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
<p>Content is wrong and unclear. Teacher uses poor examples.</p> <p>Activities and/or assignments are developmentally and/or culturally inappropriate. Students are not engaged.</p> <p>Groups are not composed according to educationally accepted practice. Groups do not accomplish the instructional goal.</p> <p>Materials are developmentally and/or culturally inappropriate, insensitive or unsuited to the instructional goals of the lesson.</p> <p>Pacing of the lesson is too slow, rushed or both.</p>	<p>Content is inconsistent in accuracy and clarity.</p> <p>Some teaching examples are done skillfully, others are poor. Some activities and/or assignments are developmentally and/or culturally appropriate; some are not. Most students are engaged.</p> <p>Groups are partially composed according to educationally accepted practice or are only moderately successful at accomplishing the instructional goal.</p> <p>Materials are partially suitable to the instructional goals; however some maybe developmentally and/or culturally inappropriate, insensitive or unsuited.</p> <p>The lesson has a recognizable structure, but it is not maintained throughout and the pacing is inconsistent.</p>	<p>Content is appropriate and links to student schema.</p> <p>Most activities and/or assignments are appropriate for students. Almost all students are cognitively engaged in them.</p> <p>Groups are productive and constructed to enhance cultural cognitive backgrounds.</p> <p>Materials are developmentally and/or culturally appropriate, sensitive or suited to the instructional goals of the lesson and engage students.</p> <p>Lesson structure is clearly defined. Pacing of the lesson is consistent.</p>

<b>Indicator 3d: Uses assessment of student learning to shape oral and/or written feedback to the students</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
<p>Feedback is not provided.</p> <p>Feedback is not formative or constructive.</p> <p>Feedback is not provided in a timely manner.</p>	<p>Feedback is provided some times.</p> <p>Feedback is inconsistent: some times it focuses on formative elements, sometimes it does not.</p> <p>Timeliness of feedback is inconsistent.</p>	<p>Feedback is always provided.</p> <p>Feedback is always formative and constructive. It takes into account the individuality of the student.</p> <p>Feedback is consistently provided in a timely manner.</p>

<b>Indicator 3e: Demonstrates flexibility and responsiveness while teaching</b>			
Teacher adheres rigidly to an instructional plan or activities, disregarding opportunities to meet more effectively the students' learning needs.	Teacher attempts some time to adjust lessons and activities, with uneven results.	Teacher makes some adjustment to lessons and activities taking into account the needs of diverse learners. The adjustments are effective and occur smoothly.	
Teacher ignores questions, interests, and individual learning needs.	Teacher makes inconsistent attempts to respond to students' questions and individual learning needs.	Teacher successfully accommodates students' questions, interests, and learning needs, using a moderate repertoire of strategies.	
<b>Indicator 3f: Utilizes technology effectively in teaching</b>			
Teacher is not aware of and/or does not use available technology in the teaching-learning process.	Teacher is aware of available technology but uses it sparingly and/or inappropriately for the lessons and activities.	Teacher is aware of available technology and integrates the technology resources into lessons and activities in a manner that enhances the student learning.	.

## Standard 4

**The candidate understands and carries out professional responsibilities:**

<b>Indicator 4a: Reflects on teaching</b>		
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
<p>Unable to critically analyze lesson as to effectiveness. Misjudges success of lesson.</p> <p>Has no suggestion as to how to improve lesson in the future.</p>	<p>Basically has an accurate impression of the lesson's effectiveness and whether or not the lesson's goals were met but is unable to give examples as what contributed to its success or failure.</p> <p>Makes general suggestions about future improvements to the lesson.</p>	<p>Makes an accurate assessment of the lesson's effectiveness using general references to support judgment.</p> <p>Makes few specific suggestions of what might be tried in the future to improve the lesson.</p>
<b>Indicator 4b: Maintains accurate records</b>		
<p>Teacher's system for maintaining information on student completion of assignments is in disarray.</p> <p>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments is rudimentary and partially effective.</p> <p>Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.</p> <p>Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.</p>	<p>Teacher's system for maintaining information on student completion of assignments is fully effective.</p> <p>Teacher's system for maintaining information on student progress in learning is effective.</p> <p>Teacher's system for maintaining information on noninstructional activities is fully effective.</p>

<b>Indicator 4c: Communicates with families as appropriate</b>			
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>	
<p>Teacher provides little information about the instructional program to families.</p> <p>Teacher provides minimal information to parents about their child's progress and does not respond or responds insensitively to parent concerns about students.</p> <p>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</p>	<p>Teacher participates in the school's activities for parent communication but offers little additional information.</p> <p>Teacher adheres to the school's required procedures for communicating to parents about their child's progress. Responses to parent concerns are minimal.</p> <p>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</p>	<p>Teacher provides frequent information to parents, as appropriate, about the instructional program.</p> <p>Teacher communicates with parents about their child's progress on a regular basis and is available as needed to respond to parent concerns.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>	
<b>Indicator 4d: Contributes to the school community</b>			
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids becoming involved in school events.</p> <p>Teacher avoids becoming involved in school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill the duties that the school requires.</p> <p>Teacher participates in school events when specifically asked.</p> <p>Teacher participates in school and district projects when specifically asked.</p>	<p>Support and cooperation characterize relationships with colleagues.</p> <p>Teacher volunteers to participate in school events, making a substantial contribution.</p> <p>Teacher volunteers to participate in school and district projects, making a substantial contribution.</p>	

<b>Indicator 4e: Grows and develops professionally</b>			
<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>	
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher makes no attempt to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher participates actively in assisting other educators.</p>	
<b>Indicator 4f: Shows professionalism</b>			
<p>Teacher is not alert to students' needs.</p> <p>Teacher contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions based on self-serving interests.</p>	<p>Teacher's attempts to serve students are inconsistent.</p> <p>Teacher does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions are based on limited though genuinely professional considerations.</p>	<p>Teacher is moderately active in serving students.</p> <p>Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind and participates in team and departmental decisions</p>	.

## Standard 5

**The candidate is knowledgeable of and applies all professional standards in all content standards for K-6 grades**

<b>Indicators 5a, b, c, d, e, f, g and h: Mathematics, Science, English/ Language Arts, Social Studies, Fine Arts, Physical Education, Health Education, Technology</b>			
	<b>Unacceptable</b>	<b>Basic</b>	<b>Proficient</b>
	<p>Where state content standards are available, teacher is not aware of and/or does not use state content standards in preparing lessons and classroom activities.</p> <p>Where professional teaching standards are available, teacher is not aware and/or does use content professional teaching standards in the teaching-learning process.</p>	<p>Where state content standards are available, teacher is aware of state content standards. Some lessons and/or activities and/or assignments are based on state content standards, others are not.</p> <p>Where professional teaching standards are available, teacher is aware of the content professional teaching standards. Teacher makes minimal use of the content professional teaching standards in the teaching-learning process.</p>	<p>Where state content standards are available, teacher is aware of state content standards. All lessons and/or activities and/or assignments are based on state content standards.</p> <p>Where professional teaching standards are available, teacher is aware of the content professional teaching standards. Teacher consistently uses the content professional teaching standards in the teaching-learning process.</p>