Effects on Student Learning One

	Developing	Beginning Competent	Advanced Competent	Score/ Level
Standard 1a: The candidate demonstrates knowledge of content and pedagogy.	Candidate displays a lack of understanding of the content, structure of the discipline, and/or content specific pedagogy, resulting in shallow learning or misconceptions.	Candidate displays a general knowledge of content and content-specific pedagogy and may occasionally make errors in content or choose ineffective strategies that lead to difficulty in learning for some students.	Candidate displays a thorough understanding of content and content-specific pedagogy. Most students gain a deeper understanding of the content as well as the structure of the discipline.	
Standard 1b: The candidate demonstrates knowledge of students.	Plans are not aligned with the background of the class and do not reflect knowledge of students' skills, levels of development, varied approaches to learning, interests, and/or cultural heritages	Plans are somewhat aligned with the background of the class though they may lack relevance to individual students. Candidate makes minimal provisions for varying student skills, approaches to learning, interests, and cultural heritages.	Plans are aligned with the background of the class, and students see the relevance of the learning activities. Candidate provides for varying student skills, approaches to learning, interests, and cultural heritages.	
Standard 1c: The candidate selects key knowledge and skills.	Candidate selects key knowledge and skills that are trivial, representing low expectations for students, or requiring little or now conceptual understanding; key knowledge and skills are not discernible; or they are not aligned with students' needs.	Candidate selects key knowledge and skills that result in no more than superficial learning for most students.	Candidate selects key knowledge and skills that will cause students to apply and/or analyze new learning.	
Standard 1d: The candidate has knowledge of makes use of materials, resources, and technology.	Candidate's plans do not indicate an awareness of school or district resources that would assist in teaching and in student learning, or the teacher inappropriately uses materials, resources, or technology.	Candidate plans to use some school and district resources to enhance learning for some students.	Candidate strategically plans to use school, district and community resources in ways that enhance learning for students.	
Standard 1e: The	The planned activities	The planned activities	The candidate plans a	

candidate designs activities that promote student learning.	do not support key knowledge and skills, or they lack coherence. The planned activities do not include meaningful groupings of students, or they have no defined structure or an illogical sequence.	generally support key knowledge or skills, but are not individualized and do not vary for students' different approaches to learning. The lesson is generally coherent, has a defined structure, and may result in meaningful learning for some students.	variety of activities based on consideration of the needs of all learners. The planned activities support the key knowledge and skills and engage students in meaningful learning. The lesson is coherent and has a clear structure.	
Standard 1f. The candidate plans to assess student learning.	The content identified for assessment, the assessment methodology, and/or criteria for evaluation are not aligned with key knowledge, skills, and activities; or little or no evidence of assessment plans are present.	The content identified for assess, the assessment methodology, and the criteria for evaluation are loosely aligned with the identified instructional knowledge, skills, and activities, creating confusion for students between what is taught and what is assessed.	The content identified for assessment, the assessment methodology, and the criteria for evaluation are tightly aligned with the identified instructional knowledge, skills, and activities, Assessment criteria have been taught to students.	
Standard 2a: The candidate creates and environment of rapport and respect.	Interactions, both between the candidate and students and/or among students, are disrespectful or inappropriate (e.g., sarcasm, putdowns, inappropriate physical contact, conflict).	Interactions, both between the candidate and students and/or among students, are generally polite and respectful. However, teacher and students pay minimal attention to cultural and developmental differences among groups of students.	Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students.	
Standard 2b: The candidate establishes a culture for learning.	Candidate demonstrates a low level of commitment to the content and/or low expectations for student achievement. Student products are not evident or do not reflect relevant learning of the content	Candidate demonstrates a commitment to learning through the content taught. The candidate's expectations for student achievement may not be aligned with students' strengths and needs, and/or students are sometimes unclear about the teacher's expectations or the importance of the content.	Candidate's commitment to learning focuses students on relevant interactions with the content. Expectations for achievement are realistic and result in pride and accomplishment for students.	
Standard 2c: The candidate manages classroom procedures.	Classroom routines and procedures, including transitions, materials	Classroom routines and procedures, including those involving	Classroom routines and procedures, including those involving	

	and supplies, and those involving volunteers and paraprofessionals, are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.	volunteers and paraprofessionals, have been established, but are not followed consistently, resulting in loss of instructional time and occasional confusion among students.	volunteers and paraprofessionals, are seamless and function smoothly with little loss of instructional time. Students confidently follow routines and procedures.	
Standard 2d: The candidate manages student behavior.	Students often exhibit inappropriate behavior. Student behavior reflects teacher's lack of monitoring of student behavior, and/or inappropriate response to student behavior, resulting in loss of learning time.	Students occasionally exhibit inappropriate behavior. Candidate is generally aware of student behavior and has established standards of conduct, but responds inconsistently or inappropriately to student misbehavior.	Most student behavior is appropriate. Candidate is aware of student behavior, has established clear standards of conduct, and responds consistently and appropriately to student misbehavior in ways that are respectful of the students.	
Standard 2e: The candidate organizes physical space.	The classroom's physical arrangement does not support the lesson. Teacher fails to use standard safety procedures in the physical environment, resulting in unsafe or inaccessible conditions for some students.	The classroom's physical arrangement generally supports the learning activities. Candidate inconsistently uses standard saftey procedures, resulting in careless actions on the part of the teacher or students and/or inaccessible or difficult learning conditions for some students.	The classroom's physical arrangement supports the learning activities. Candidate consistently uses standard safety procedures in the physical environment, resulting in students' abilities to complete activities without risk of physical harm. Learning is accessible to all students.	