

Effects on Student Learning Two



	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 candidate designs activities that promote student learning.	The planned activities do not support key knowledge and skills, or they lack coherence. The planned activities do not include meaningful groupings of	The planned activities generally support key knowledge or skills, but are not individualized and do not vary for students' different approaches to learning.	The candidate plans a variety of activities based on consideration of the needs of all learners. The planned activities support the key knowledge and	

	students, or they have no defined structure or an illogical sequence.	The lesson is generally coherent, has a defined structure, and may result in meaningful learning for some students.	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 and supplies, and those involving volunteers and paraprofessionals, are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.	Classroom routines and procedures, including those involving volunteers and paraprofessionals, have been established, but are not followed consistently, resulting in loss of instructional time and occasional confusion among students.	Classroom routines and procedures, including those involving 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	Students often exhibit inappropriate behavior.	Students occasionally exhibit inappropriate	Most student behavior is appropriate. Candidate	

student 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.	behavior. Candidate is generally aware of student behavior and has established standards of conduct, but responds inconsistently or inappropriately to student misbehavior.	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 safety 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.	
Standard 3a: The candidate communicates clearly and accurately.	Candidate's oral and/or written communication and directions contain errors, are unclear, and/or are inappropriate for students. Candidate's communication does not facilitate appropriate candidate to student or student to student exchanges.	Candidate's oral and/or written communication is generally clear and accurate. Occasionally, students must ask for clarification. Candidate directs most of the formal classroom exchange.	Candidate's oral and/or written communication is clear and expressive, establishing an environment for the exchange of questions and ideas.	
Standard 3b: The candidate uses questioning and discussion techniques.	Candidate asks low-level questions, though most are open-ended and require only a rote response. Most questions are answered by only a small number of students.	Candidate asks some questions, though most are open-ended and require only a rote response. Most questions are answered by only a small number of students.	Candidate asks higher-level questions, probing for the thinking that underlies students' initial responses. Most students participate in the discussion, asking questions of the candidate and of one another.	
Standard 3c: The candidate engages students in learning.	Many students are not engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, lack of lesson structure, and/or inappropriate sequencing or pacing, allowing no time for student-student interaction to promote learning.	Some students are engaged in learning, but activities, materials, content, lesson structure, sequencing, and pacing are not always aligned, appropriate, or relevant, leaving little time for student-student interaction.	Most students are cognitively engaged throughout the lesson with appropriate and relevant activities, materials, content, lesson structure, sequencing, and pacing that result in student-student interaction and learning.	

Standard 3d: The candidate assesses student learning.	Assessment is not aligned with the lesson, or assessment results are not used to plan future instructions. The students do not use the candidate's feedback, if and when given.	Assessment is somewhat aligned with the lesson, though the candidate does not consistently use the data to plan instruction or to help students monitor their own learning.	Assessment is aligned with the lesson, and candidate uses the data to plan instruction and to help students monitor their own learning.	
Standard 3e: The candidate demonstrates flexibility and responsiveness.	Candidate adheres to the instructional plan in spite of a lack of student understanding or interest and/or ignores students questions. Candidate assumes little or no responsibility for students' failure to understand.	Candidate occasionally modifies instructional plan but sometimes misses opportunities to build on student interest and questions.	Candidate is flexible in seeking ways to promote successful learning for students, making adjustments as needed.	
Standard 4a: The candidate reflects on teaching.	Candidate does not know whether a lesson was effective or achieved its purpose, misjudges the success of a lesson, and/or does not suggest how a lesson can be improved in the future.	Candidate's reflection centers on the pace and content of the lesson and/or is based only on a general understanding of what occurred. Candidate cites a few general suggestions on how the lesson could be improved.	Candidate's reflection accurately describes the impact of the lesson on student learning. Candidate cites specific examples of student interaction with the content and makes substantive suggestions about how the lesson might be improved.	
Standard 4b: The candidate maintains accurate records.	Candidate has no system or a haphazard system for maintaining academic and non-instructional records resulting in errors and confusion.	Candidate has a system for maintaining accurate academic and non-instructional records, but uses it inconsistently.	Candidate's system for maintaining accurate records is effective and up-to-date.	