Assessment #5: Effects on Student Learning Activities

Candidate effects on student learning are evaluated during student teaching through a performance product system, the Texas Beginning Educator Support System (TxBESS). This framework provides standards and reference points for evaluation. All candidates complete a sixteen-week student engagement in an accredited, public school classroom. Their work is documented through the use of an electronic performance evaluation where artifacts are aligned to the TxBESS Standards' rubrics. Candidates complete 3 formative conferences where they demonstrate that they have met the established standards with emphasis on student learning. A final summative conference is completed where the candidates present a final review of artifacts that demonstrate the effects on student learning in the classroom. Formative evaluation is based upon a Performance Based Assessment with Rubrics (PBAR). Candidates set conferences where the PBAR is presented with supporting artifacts. These conferences occur every 3 to 4 weeks throughout the 16 weeks of student teaching. The candidate, the public school cooperating teacher, and the university supervisor at a minimum attend the conference. The focus of the conference is on what effect the candidate has had on student learning and what short-term goals should be set for the period between conferences.

A final summative conference occurs during the last week of student teaching. Evidence of progress on all outcomes is presented. The candidates take the lead in the presentations and demonstrate student learning through evidence of student work completed.

For each of the TxBESS standards there are a number of elements that must be evaluated. Fours distinct areas are evaluated: Planning for Learner Centered Instruction; Creating a Classroom Environment That Promotes Equity, Excellence, and Learning; Instruction and Communication; and Professionalism. The evaluation system is based on a 4-level rating: Developing, Beginning Competent, Advanced Competent, and Proficient. For formative assessment only three of the ratings are used: Developing, Beginning Competent, and Advanced Competent. The summative evaluation adds the rating Proficient to all areas. Any candidate receiving a final rating of "Developing" in any area must repeat student teaching.

The emphasis of evaluation during student teaching is the candidates' effects on student learning. The candidate completes a background classroom study. Each evaluation point requires the candidate to add information to the classroom study that reflects the growing knowledge and understanding of how students learn in the assigned classroom. The background classroom study is used to create plans for learning in the classroom. Using the plans, the candidate prepares a standards-based lesson. Upon completion of the lesson, the candidate reflects on the lesson and the assessment conducted. Specific considerations concerning each student's mastery of the content is used to plan the next step in classroom instruction. The final element of evaluation is professional involvement. This area evaluates how the candidate has contributed to the school and families of students.

Candidate Effects on Student Learning Activities

Class Background Study (Activity One)

Candidate: _____

District: _____ **Campus:** _____

Supervisor: _____

Grade level(s): _____ **Subject(s):** _____ **Date:** _____

Directions to the beginning teacher: With guidance from your mentor, respond to the following questions for the class that will be the focus of the *TxBESS Activity Profile*. Note that the numerals and letters in parentheses following each question refer to the related standard in the *TxBESS Framework*.

1. How many students are in your class? (1b) ____

   Female _____ *Male* _____

2. Approximate age range of your students (1b): _

3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed). (1b)

4. Approximately how many students are in each of the following language categories? (1b)

   English proficient _____

   English language learner _____

5. Approximately how many students have been identified as having the following special needs? (1b)

   Attention deficit/hyperactivity disorder _____

   Blindness or visual impairment _____

   Deafness or hard of hearing _____

   White _____

   Other: _____

Developmental impairment
_____

Emotional disability
_____

Giftedness
_____

Learning disability
_____

Physical disability
_____

504 modifications
_____

Multiple impairments
_____

Other: _____
_____

6. Approximately how many students are represented in the following ethnic groups? (1b)

   Asian _____

   African American _____

   Hispanic _____

7. How do you become familiar with what your students already know and are able to do? (1b)

   Content-based pretests _____

   Individualized educational plans (IEP) ____

   Permanent records _____

   Standardized tests _____

   Strategies for accessing prior knowledge (e.g., KWL charts) _____

   Student surveys _____

   Other: _____

9. What resource persons are available to you in planning instruction? (1d)

   Administrators _____

   Counselors _____

   Department/grade-level chair _____

8. How do you become familiar with your students' individual interests and cultural backgrounds? (1b)

Extracurricular activities _____

Family/caregiver contact _____

Getting-acquainted activities _____

Interest inventories _____

Student writing/journals _____

Student-teacher email _____

Other: _____

Diagnosticians _____

Education service center staff _____

Librarian/media center staff _____

Mentor _____

Special education/inclusion teachers _____

Educator preparation faculty _____

Team members _____

Others: _____

10. What resources are available to students needing assistance? (4f)

Administrators _____

Counselors _____

Special education/inclusion teachers _____

Librarian/media center staff _____

School nurse _____

Outside agencies _____

Social workers _____

Others: _____

11. Describe how you establish and implement important classroom routines and procedures (e.g., distribution and collection of materials, transition between activities). (2c)

12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies). (2d)

13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy). (2a)

14. How do you encourage students to take responsibility for their own learning? (2b)

15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teachers, special education teachers, language acquisition teachers)? (4d)

16. What else is important to you about the background of your students? (1b)

Additional information (TAKS, IEP, etc.):

Plan for Learning (Activity Two)

Candidate: _____

Supervisor: _____

Date: _____

Directions to the candidate: With guidance from your supervisors, complete this plan for the class your mentor will observe. Note that the numerals and letters in parentheses following each question refer to the related standards in the *TxBESS Framework and associated rubric.*

STANDARDS-BASED INSTRUCTION	
PLAN	**RATIONALE**
Describe the key knowledge and skills (objectives) you intend for students to learn in this lesson. (1c)	Why are these objectives appropriate for these students at this time? (1c) Describe how these objectives build on previous lessons and how they lead to future lessons. (1a, 2b)

ASSESSMENT STRATEGIES	
PLAN	**RATIONALE**
How do you plan to assess how well the students have achieved the learning/objectives in <u>this</u> lesson? (1f) Check all that apply. ____ Observation ____ Written test (e.g., multiple choice, true/false) ____ Oral report ____ Performance ____ Individual or group project ____ Portfolio entry ____ Conference ____ Student self-assessment ____ Peer assessment	Why have you chosen these approaches for assessment for <u>this</u> lesson? (1f) How do these assessment approaches support your long-term assessment plan? (1f)

____ Rubric ____ Other: _____	

INSTRUCTIONAL DELIVERY	
PLAN	**RATIONALE**
Describe your instructional delivery. Address each of the following questions. • What instructional strategies will you use for this lesson? Include estimates of time allocations. (1e)	Address each of the following questions. • Why have you chosen these instructional strategies? (1e)
• How will the students be grouped for instruction? (1e)	• Why have you chosen this grouping of students? (1e)
• What activities have you planned for your students? (1e)	• Why have you chosen these activities? (1e)
• What instructional materials, resources, and technology will you use? **Attach a copy of instructional artifacts.** (1d)	• Why have you chosen these instructional materials and resources? (1d)
• What modifications will you make for identified students with special needs? (1c)	• Why have you chosen these modifications? (1c)
	• Why have you chosen these accommodations? (1c)
• How will you accommodate different instructional levels and learning styles of students in your class? (1c)	

Are there any special circumstances that the observer should be aware of?

Learning Reflection (Activity Four)

Candidate: _____

Supervisor: _____

Date: _____

Directions to the beginning teacher: Complete the Learning Reflection immediately following your observed lesson. You may wish to refer to the *TxBESS Framework* to add details to your reflection.

GENERAL REFLECTION
Overall, how effective was this lesson? What is the basis for your judgment? (4a)

ALTERATIONS
Did you depart in any way from your lesson plan? If so, how? Why? (3e, 4a)

FUTURE PLANNING
What might you change the next time you teach this lesson? (4a)

INSTRUCTIONAL DELIVERY—Respond to these questions for each aspect.		
	How were the following aspects of your instructional delivery effective for all students? How was delivery similar or different to what you had planned? (4a)	*What might you do differently to improve the lesson?(4a)*
Key Knowledge and Skills (1c, 3c)		
Instructional Strategies (1e, 3b, 3c)		
Student Grouping (1e, 3c)		

Materials, Resources, and Technology (1d, 3c)		
Assessment (1f, 3d)		

Statement of Professional Responsibilities
(Summative Element)

Candidate: _____

Supervisor: _____

Date: _____

Directions to the candidate: Complete the following three sections and attach artifacts as directed.

MAINTAINING RECORDS
Describe your record-keeping procedures. Provide two samples of your record-keeping systems (e.g., attendance records, grade books, or financial records such as accounts of lunch money). At least one sample must be an instruction-related record. Be sure to remove identifying information, such as students' last names. (4b)

FAMILY/CAREGIVER COMMUNICATION
What types of information do you communicate to the families/caregivers of students in your class? Provide two samples of your communications with families/caregivers (e.g., notes about individual students, newsletters, and communication logs). Be sure to remove identifying information, such as students' last names. (4c)

PROFESSIONAL GROWTH
List professional development activities in which you have participated since being the beginning of the semester (e.g., attending workshops, student teacher orientation, consulting with colleagues or your supervisors, joining a professional organization). (4d)

Evaluation of Effects on Student Learning

Formative Evaluation One

Effects on Student Learning One

	Developing	Beginning Competent	Advanced Competent	Score
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	Candidate's plans do not indicate an awareness of school or district resources that would assist in	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	

makes use of materials, resources, and technology.	teaching and in student learning, or the teacher inappropriately uses materials, resources, or technology.		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 students, or they have no defined structure or an illogical sequence.	The planned activities 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.	The candidate plans a 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	Candidate demonstrates a commitment to learning through the content taught. The candidate's expectations for	Candidate's commitment to learning focuses students on relevant interactions with the content. Expectations for achievement are	

	not evident or do not reflect relevant learning of the content	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.	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 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.	

Formative Evaluation Two

Effects on Student Learning
Two

	Developing	Beginning Competent	Advanced Competent	Score
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	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.	

	understanding; key knowledge and skills are not discernible; or they are not aligned with students' needs.			
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 students, or they have no defined structure or an illogical sequence.	The planned activities 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.	The candidate plans a 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	Interactions, both between the candidate and students and/or among students, are generally polite and	Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among	

	inappropriate (e.g., sarcasm, putdowns, inappropriate physical contact, conflict).	respectful. However, teacher and students pay minimal attention to cultural and developmental differences among groups of students.	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 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.	
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,	Some students are engaged in learning, but activities, materials, content, lesson structure, sequencing, and pacing are not always aligned, appropriate , or relevant, leaving	Most students are cognitively engaged throughout the lesson with appropriate and relevant activities, materials, content, lesson structure, sequencing, and pacing that result in	

	and/or inappropriate sequencing or pacing, allowing no time for student-student interaction to promote learning.	little time for student-student interaction.	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 effects 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.	

Formative Evaluation Three

Effects on Student Learning Three

	Developing	Beginning Competent	Advanced Competent	Score
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's plans	Candidate plans to	Candidate	

candidate has knowledge of makes use of materials, resources, and technology.	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.	use some school and district resources to enhance learning for some students.	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 students, or they have no defined structure or an illogical sequence.	The planned activities 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.	The candidate plans a 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	Interactions, both between the candidate and students and/or among students, are generally polite and respectful. However, teacher and students pay minimal attention	Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students.	

	physical contact, conflict).	to 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 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.	
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	Some students are engaged in learning, but activities, materials, content, lesson structure, sequencing, and pacing are not	Most students are cognitively engaged throughout the lesson with appropriate and relevant activities, materials, content, lesson structure,	

	content, lack of lesson structure, and/or inappropriate sequencing or pacing, allowing no time for student-student interaction to promote learning.	always aligned, appropriate , or relevant, leaving little time for student-student interaction.	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 effects 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	Candidate has a system for maintaining	Candidate's system for maintaining accurate records is	

	for maintaining academic and non-instructional records resulting in errors and confusion.	accurate academic and non-instructional records, but uses it inconsistently.	effective and up-to-date.	
Standard 4c: The candidate communicates with families/caregivers.	Candidate provides little or no information about students to families/caregivers and makes few or no attempts to initiate communication in regard to the instructional program and/or classroom activities.	Candidate has a plan for communication with families/caregivers about students and attempts to engage families/caregivers in the instructional program. Implementation is not systematic and is not evidenced by documentation.	Candidate implements a systematic plan for communication with families/caregivers about students. Candidate initiates the engagement of families/caregivers in the instructional program and documents family responses.	
Standard 4d: The candidate contributes to the school.	Candidate maintains minimal relationships with colleagues and/or does not consistently fulfill contractual and/or professional obligations.	Candidate attempts to build professional relationships with colleagues and administrators. Candidate fulfills contractual and professional obligations, though external duties may detract from instructional responsibilities.	Candidate's instruction is effectsed positively through participation in school projects and professional relationships with colleagues and administrators.	
Standard 4e: The candidate grows and develops professionally.	Candidate does not participate in professional development activities or in activities designed for beginning candidate support.	Candidate participates in required district or campus professional development activities and support activities.	Candidate has a plan for professional develdment and makes purposeful selections of professional development activities that support the candidate's growth in relation to the school improvement plan.	
Standard 4f: The candidate serves as an advocate for students.	Candidate does not use critical data to identify necessary actions to support student growth or meet individual	Candidate uses data-based problem solving to make others aware of students' needs and to enhance	In collaboration with others, candidate follows through on the use of academic, professional, and	

	student needs. The candidate does not take action once a need is identified.	student opportunities for success in school.	social resources and procedures that will enhance student success in and out of school.		

Effects on Student Learning Four

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	Developing	Beginning Competent	Advanced Competent	Proficient	Score
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.	Candidate appears to display an intuitive understanding of he content and students' processes in learning content. Students actively participate in lessons that deepen their understanding of 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	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.	Candidate plans instruction based on students' out-of-school knowledge and considers their skills, approaches to learning, interests, and cultural heritages in order to engage all students in learning.	

		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.	Candidate selects key knowledge and skills that lead students to advanced levels of learning, such as synthesis and evaluation, and that encourage students to extend learning beyond the scope of the lesson.	
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.	Candidate plans to use school, district, and community materials, resources, and technology to provide challenging learning activities to students with various levels of need, knowledge, and skill. Students also contribute to the resources used in class.	
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 students, or they have no defined structure or an illogical sequence.	The planned activities 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.	The candidate plans a 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.	Planned activities cause students to extend their learning beyond the scope of the lesson. Students have the freedom to direct the lesson in ways that are meaningful to them.	
Standard 1f. The candidate plans to assess student	The content identified for assessment, the	The content identified for assess, the	The content identified for assessment, the	Student assessment is fully aligned with the identified	

learning.	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.	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.	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.	knowledge and skills, containing clear assessment criteria. The criteria are not only understood by student, but also show evidence of student participation in their development. Students monitor their own progress in achieving key knowledge and skills.	
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.	Students are considerate of each other's time and property. They anticipate the needs of others and offer to help in classroom interactions. All students participate in class activities. Students themselves maintain high level of caring among members of the class.	
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.	Candidate demonstrates a commitment to students and the content. Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holiding their work to the highest standard.	
Standard 2c: The candidate manages	Classroom routines and	Classroom routines and	Classroom routines and	Classroom routines and procedures,	

classroom procedures.	procedures, including transitions, materials and supplies, and those involving volunteers and paraprofessionals, are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.	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.	procedures, including those involving volunteers and paraprofessionals, are seamless and function smoothly with little loss of instructional time. Students confidently follow routines and procedures.	including those involving volunteers and paraprofessionals, are seamless in their operation, and students assume responsibility for establishing and implementing procedures for he classroom's smooth functioning.	
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.	Student behavior is appropriate with evidence of student participation in setting expectations and monitoring behavior. Candidate's monitoring of student behavior is subtle and preventive, and teacher's response to student behavior is sensitive to individual student needs.	
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.	The Classroom is safe, and students help ensure that the physical environment supports the learning of all students.	
Standard 3a: The candidate communicates clearly and accurately.	Candidate's oral and/or written communication and directions contain errors, are	Candidate's oral and/or written communication is generally clear and accurate.	Candidate's oral and/or written communication is clear and expressive,	Candidate's oral and/or written communication challenges students to test their	

	unclear, and/or are inappropriate for students. Candidate's communication does not facilitate appropriate candidate to student or student to student exchanges.	Occasionally, students must ask for clarification. Candidate directs most of the formal classroom exchange.	establishing an environment for the exchange of questions and ideas.	conceptual understandings by encouraging hem to question the candidate, one another, and themselves.
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.	Students, as well as the candidate, formulate high-level questions and assume responsibility for the participation of all students in a discussion. Students challenge one another's thinking.
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.	Students are cognitively engaged throughout the lesson and make contributions to the content being studied, the activities, and the materials. The structure, sequencing, and pacing of the lesson allow for relevant student reflection, student-student interaction, and synthesis.
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	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.	Students learn to self-assess and plan for their own learning needs because of meaningful feedback on assessments from the teacher and students.

	when given.			
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.	Candidate encourages students' interest and questions, making major lesson adjustments when necessary, and persisting in ensuring the success of all students.
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 effects 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.	Candidate models a reflective process that is accurate and perceptive, citing specific examples of student interaction with the content. Candidate notes new concepts or activities that could enhance student learning. Students follow teacher's model to enhance their learning.
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.	Candidate's system for maintaining accurate records is efficient, and students contribute to its maintenance.
Standard 4c: The candidate communicates with families/caregivers.	Candidate provides little or no information about students to families/caregivers and makes few or no attempts to initiate communication in regard to the instructional program and/or	Candidate has a plan for communication with families/caregivers about students and attempts to engage families/caregivers in the instructional program. Implementation is	Candidate implements a systematic plan for communication with families/caregivers about students. Candidate initiates the engagement of families/caregivers in the instructional	Candidate communicates frequently and sensitively with families/caregivers and successfully partners with them in the instructional program. Students participate in activities to communicate with

	classroom activities.	not systematic and is not evidenced by documentation.	program and documents family responses.	families/caregivers.	
Standard 4d: The candidate contributes to the school.	Candidate maintains minimal relationships with colleagues and/or does not consistently fulfill contractual and/or professional obligations.	Candidate attempts to build professional relationships with colleagues and administrators. Candidate fulfills contractual and professional obligations, though external duties may detract from instructional responsibilities.	Candidate's instruction is effectsed positively through participation in school projects and professional relationships with colleagues and administrators.	Candidate makes a substantial contribution to school events and projects, assuming a leadership role with colleagues without jeopardizing instructional time.	
Standard 4e: The candidate grows and develops professionally.	Candidate does not participate in professional development activities or in activities designed for beginning candidate support.	Candidate participates in required district or campus professional development activities and support activities.	Candidate has a plan for professional develment and makes purposeful selections of professional development activities that support the candidate's growth in relation to the school improvement plan.	Candidate actively pursues professional development and makes a substantial contribution to the field by sharing new learning and assuming positions of leadership.	
Standard 4f: The candidate serves as an advocate for students.	Candidate does not use critical data to identify necessary actions to support student growth or meet individual student needs. The candidate does not take action once a need is identified.	Candidate uses data-based problem solving to make others aware of students' needs and to enhance student opportunities for success in school.	In collaboration with others, candidate follows through on the use of academic, professional, and social resources and procedures that will enhance student success in and out of school.	Candidate takes initiative to address concerns that will enhance student success in and out of school.	