

Effects on Student Learning Four

	Developing	Beginning Competent	Advanced Competent	Proficient	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.	Candidate appears to display an intuitive understanding of the 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 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.	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.	
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 no 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 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.	Student assessment is fully aligned with the identified 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,	Interactions, both between the candidate and students and/or among students,	Interactions reflect warmth and caring and are respectful of individual,	Students are considerate of each other's time and property. They anticipate the needs	

	are disrespectful or inappropriate (e.g., sarcasm, putdowns, inappropriate physical contact, conflict).	are generally polite and respectful. However, teacher and students pay minimal attention to cultural and developmental differences among groups of students.	cultural, and developmental differences among groups of students.	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 holding their work to the highest standard.	
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.	Classroom routines and procedures, including those involving volunteers and paraprofessionals, are seamless in their operation, and students assume responsibility for establishing and implementing procedures for the 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,	Students occasionally exhibit inappropriate behavior. Candidate is generally aware of student behavior	Most student behavior is appropriate. Candidate is aware of student behavior, has established clear standards of	Student behavior is appropriate with evidence of student participation in setting expectations and monitoring behavior. Candidate's	

	and/or inappropriate response to student behavior, resulting in loss of learning time.	and has established standards of conduct, but responds inconsistently or inappropriately to student misbehavior.	conduct, and responds consistently and appropriately to student misbehavior in ways that are respectful of the students.	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 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.	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 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.	Candidate's oral and/or written communication challenges students to test their conceptual understandings by encouraging them 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	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.	

			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.	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 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.	Students learn to self-assess and plan for their own learning needs because of meaningful feedback on assessments from the teacher and students.	
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	Candidate's reflection centers on the pace and content of the lesson and/or is based only on a general understanding of	Candidate's reflection accurately describes the impact of the lesson on student learning. Candidate cites	Candidate models a reflective process that is accurate and perceptive, citing specific examples of student interaction with the content. Candidate notes	

	lesson, and/or does not suggest how a lesson can be improved in the future.	what occurred. Candidate cites a few general suggestions on how the lesson could be improved.	specific examples of student interaction with the content and makes substantive suggestions about how the lesson might be improved.	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 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.	Candidate communicates frequently and sensitively with families/caregivers and successfully partners with them in the instructional program. Students participate in activities to communicate with 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 impacted 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	Candidate participates in required district or campus professional development activities and support activities.	Candidate has a plan for professional development and makes purposeful selections of professional development	Candidate actively pursues professional development and makes a substantial contribution to the field by sharing new learning and	

	support.		activities that support the candidate's growth in relation to the school improvement plan.	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.	