

EOSL 4 Rubric

	Improvement Needed	Developing	Proficient	Score/Level
Standard 1a: The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	The candidate rarely assesses individual and/or group performance and modifies instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical).	The candidate occasionally assesses individual and/or group performance in order to design and modify instruction to meet most learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	The candidate regularly assesses individual and/or group performance in order to design and modify instruction to meet all learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	
Standard 1b: The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	The candidate rarely creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs which enables few learners to advance and accelerate his/her learning.	The candidate occasionally creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs, which enables most learners to advance and accelerate his/her learning.	The candidate consistently creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs which enables all learners to advance and accelerate his/her learning.	
Standard 1c: The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The candidate rarely collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The candidate occasionally collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	The candidate consistently collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	
Standard 1d: The candidate understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes-- and knows how to use	The candidate rarely seems to understand how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes-- and rarely knows how to use instructional strategies that promote student	The candidate somewhat understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes-- and somewhat knows how to use instructional strategies that	The candidate understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes-- and knows how to use instructional strategies that promote student learning.	

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instructional strategies that promote student learning.	learning.	promote student learning.		
Standard 1e: The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.	The candidate rarely seems to understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and rarely knows how to make instructional decisions that build on learners' strengths and needs.	The candidate somewhat understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and somewhat knows how to make instructional decisions that build on learners' strengths and needs.	The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.	
Standard 1f: The candidate identifies readiness for learning, and understands how development in any one area may affect performance in others.	The candidate rarely identifies readiness for learning, and rarely seems to understand how development in any one area may affect performance in others.	The candidate somewhat identifies readiness for learning, and somewhat understands how development in any one area may affect performance in others.	The candidate consistently identifies readiness for learning, and understands how development in any one area may affect performance in others.	
Standard 1g: The candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	The candidate rarely seem to understand the role of language and culture in learning and rarely seems to know how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	The candidate somewhat understands the role of language and culture in learning and somewhat knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	The candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	
Standard 1h: The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	The candidate rarely seems to respect learners' differing strengths and needs and is committed to using this information to further each learner's development.	The candidate somewhat respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	
Standard 1i: The	The candidate is rarely	The candidate is somewhat	The candidate is consistently	

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candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	
Standard 1j: The candidate takes responsibility for promoting learners' growth and development.	The candidate rarely takes responsibility for promoting learners' growth and development.	The candidate somewhat takes responsibility for promoting learners' growth and development.	The candidate consistently takes responsibility for promoting learners' growth and development.	
Standard 1k: The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	The candidate rarely seems to value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	The candidate somewhat values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	The candidate consistently values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	
Standard 2a: The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	The candidate rarely designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and rarely creates opportunities for students to demonstrate their learning in different ways.	The candidate occasionally designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and occasionally creates opportunities for students to demonstrate their learning in different ways.	The candidate consistently designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and consistently creates opportunities for students to demonstrate their learning in different ways.	
Standard 2b: The candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for	The candidate rarely makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	The candidate occasionally makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	The candidate consistently makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	

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individual students with particular learning differences or needs.				
Standard 2c: The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	The candidate rarely designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	The candidate occasionally designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	The candidate consistently designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	
Standard 2d: The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	The candidate rarely brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	The candidate occasionally brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	The candidate consistently brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	
Standard 2e: The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	The candidate rarely incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	The candidate occasionally incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	The candidate consistently incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	
Standard 2f: The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	The candidate rarely accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	The candidate occasionally accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	The candidate consistently accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	

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Standard 2g: The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	The candidate rarely seems to understand and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	The somewhat candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	
Standard 2h: The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	The candidate rarely seems to understand students with exceptional needs, including those associated with disabilities and giftedness, and rarely seems to know how to use strategies and resources to address these needs.	The candidate somewhat understands students with exceptional needs, including those associated with disabilities and giftedness, and somewhat knows how to use strategies and resources to address these needs.	The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	
Standard 2i: The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	The candidate rarely seems to know about second language acquisition processes and rarely seems to know how to incorporate instructional strategies and resources to support language acquisition.	The candidate somewhat knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	
Standard 2j: The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	The candidate rarely seems to understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	The candidate somewhat understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	
Standard 2k: The	The candidate rarely seems to	The candidate somewhat knows	The candidate knows how to	

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candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.	know how to access information about the values of diverse cultures and communities and rarely seems to know how to incorporate learners' experiences, cultures, and community resources into instruction.	how to access information about the values of diverse cultures and communities and somewhat knows how to incorporate learners' experiences, cultures, and community resources into instruction.	access information about the values of diverse cultures and communities and knows how to incorporate learners' experiences, cultures, and community resources into instruction.	
Standard 2l: The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	The candidate rarely seems to believe that all learners can achieve at high levels and rarely persists in helping each learner reach his/her full potential.	The candidate somewhat believes that all learners can achieve at high levels and somewhat persists in helping each learner reach his/her full potential.	The candidate believes that all learners can achieve at high levels and consistently persists in helping each learner reach his/her full potential.	
Standard 2m: The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The candidate rarely seems to respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The candidate somewhat respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	
Standard 2n: The candidate makes learners feel valued and helps them learn to value each other.	The candidate rarely makes learners feel valued and rarely help them learn to value each other.	The candidate occasionally makes learners feel valued and helps them learn to value each other.	The candidate consistently makes learners feel valued and consistently helps them learn to value each other.	
Standard 2o: The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	The candidate vaguely seems to value diverse languages and dialects and rarely seeks to integrate them into his/her instructional practice to engage students in learning.	The candidate somewhat values diverse languages and dialects and occasionally seeks to integrate them into his/her instructional practice to engage students in learning.	The candidate values diverse languages and dialects and consistently seeks to integrate them into his/her instructional practice to engage students in learning.	
Standard 3a: The candidate collaborates	The candidate rarely collaborates with learners, families, and	The candidate occasionally collaborates with learners,	The candidate consistently collaborates with learners,	

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with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	
Standard 3b: The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	The candidate rarely develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	The candidate occasionally develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	The candidate consistently develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	
Standard 3c: The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	The candidate rarely collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	The candidate occasionally collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	The candidate consistently collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	
Standard 3d: The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	The candidate rarely manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	The candidate occasionally manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	The candidate consistently manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	
Standard 3e: The candidate uses a variety of methods to engage learners in evaluating the	The candidate rarely uses a variety of methods to engage learners in evaluating the learning	The candidate occasionally uses a variety of methods to engage learners in evaluating the learning	The candidate consistently uses a variety of methods to engage learners in evaluating the learning	

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learning environment and collaborates with learners to make appropriate adjustments.	environment and rarely collaborate with learners to make appropriate adjustments.	environment and occasionally collaborates with learners to make appropriate adjustments.	environment and consistently collaborates with learners to make appropriate adjustments.	
Standard 3f: The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	The candidate rarely communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	The candidate occasionally communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	The candidate consistently communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	
Standard 3g: The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	The candidate rarely promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	The candidate occasionally promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	The consistently candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	
Standard 3h: The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	The candidate rarely intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	Standard 3h: The candidate occasionally intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	The candidate consistently intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	
Standard 3i: The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	The candidate vaguely understands the relationship between motivation and engagement and rarely knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	The candidate somewhat understands the relationship between motivation and engagement and somewhat knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	The candidate consistently understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	

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Standard 3j: The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.	The candidate vaguely knows how to help learners work productively and cooperatively with each other to achieve learning goals.	The candidate somewhat knows how to help learners work productively and cooperatively with each other to achieve learning goals.	The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.	
Standard 3k: The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	The candidate vaguely knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	The candidate somewhat knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	
Standard 3l: The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	The candidate vaguely understands how learner diversity can affect communication and vaguely knows how to communicate effectively in differing environments.	The candidate somewhat understands how learner diversity can affect communication and somewhat knows how to communicate effectively in differing environments.	The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	
Standard 3m: The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	The candidate vaguely knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	The candidate somewhat knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	
Standard 3n: The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	The candidate is vaguely committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	The candidate is somewhat committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	
Standard 3o: The	The candidate vaguely values the	The candidate somewhat values	The candidate values the role of	

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candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	role of learners in promoting each other's learning and vaguely recognizes the importance of peer relationships in establishing a climate of learning.	the role of learners in promoting each other's learning and somewhat recognizes the importance of peer relationships in establishing a climate of learning.	learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	
Standard 3p: The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	The candidate is vaguely committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	The candidate is somewhat committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	
Standard 3q: The candidate seeks to foster respectful communication among all members of the learning community.	The candidate rarely seeks to foster respectful communication among all members of the learning community.	The candidate occasionally seeks to foster respectful communication among all members of the learning community.	The candidate consistently seeks to foster respectful communication among all members of the learning community.	
Standard 3r: The candidate is a thoughtful and responsive listener and observer.	The candidate is a vaguely thoughtful and responsive listener and observer.	The candidate is a somewhat thoughtful and responsive listener and observer.	The candidate is a consistently thoughtful and responsive listener and observer.	
Standard 4a: The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	The candidate rarely effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	The candidate occasionally effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	The candidate consistently effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	

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Standard 4b: The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	The candidate rarely engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	The candidate occasionally engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	The candidate consistently engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	
Standard 4c: The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.	The candidate rarely engages learners in applying methods of inquiry and standards of evidence used in the discipline.	The candidate occasionally engages learners in applying methods of inquiry and standards of evidence used in the discipline.	The candidate consistently engages learners in applying methods of inquiry and standards of evidence used in the discipline.	
Standard 4d: The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate rarely stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and rarely makes connections to learners' experiences.	The candidate occasionally stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate consistently stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	
Standard 4e: The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	The candidate rarely recognizes learner misconceptions in a discipline that interfere with learning, and rarely creates experiences to build accurate conceptual understanding.	The candidate occasionally recognizes learner misconceptions in a discipline that interfere with learning, and occasionally creates experiences to build accurate conceptual understanding.	The candidate consistently recognizes learner misconceptions in a discipline that interfere with learning, and consistently creates experiences to build accurate conceptual understanding.	
Standard 4f: The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the	The candidate rarely evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness	The candidate occasionally evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness	The candidate frequently evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness	

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discipline, and appropriateness for his/her learners.	for his/her learners.	for his/her learners.	for his/her learners.	
Standard 4g: The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	The candidate rarely uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	The candidate occasionally uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	The candidate consistently uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	
Standard 4h: The candidate creates opportunities for students to learn, practice, and master academic language in their content.	The candidate rarely creates opportunities for students to learn, practice, and master academic language in their content.	The candidate occasionally creates opportunities for students to learn, practice, and master academic language in their content.	The candidate consistently creates opportunities for students to learn, practice, and master academic language in their content.	
Standard 4i: The candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	The candidate rarely accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	The candidate occasionally accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	The candidate consistently accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	
Standard 4j: The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	The candidate vaguely understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	The candidate somewhat understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	
Standard 4k: The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	The candidate vaguely understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	The candidate somewhat understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	

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Standard 4l: The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.	The candidate vaguely knows and uses the academic language of the discipline and vaguely knows how to make it accessible to learners.	The candidate somewhat knows and uses the academic language of the discipline and somewhat knows how to make it accessible to learners.	The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.	
Standard 4m: The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.	The candidate rarely knows how to integrate culturally relevant content to build on learners' background knowledge.	The candidate somewhat knows how to integrate culturally relevant content to build on learners' background knowledge.	The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.	
Standard 4n: The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	The candidate has a vague knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	The candidate somewhat knows student content standards and learning progressions in the discipline(s) s/he teaches.	The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	
Standard 4o: The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	The candidate vaguely realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he rarely keeps abreast of new ideas and understandings in the field.	The candidate somewhat realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he occasionally keeps abreast of new ideas and understandings in the field.	The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he consistently keeps abreast of new ideas and understandings in the field.	
Standard 4p: The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	The candidate vaguely appreciates multiple perspectives within the discipline and rarely facilitates learners' critical analysis of these perspectives.	The candidate somewhat appreciates multiple perspectives within the discipline and occasionally facilitates learners' critical analysis of these perspectives.	The candidate appreciates multiple perspectives within the discipline and consistently facilitates learners' critical analysis of these perspectives.	
Standard 4q: The candidate recognizes the potential of bias in his/her representation of the discipline and seeks	The candidate vaguely recognizes the potential of bias in his/her representation of the discipline and rarely seeks to appropriately address	The candidate somewhat recognizes the potential of bias in his/her representation of the discipline and occasionally seeks to appropriately address	The candidate recognizes the potential of bias in his/her representation of the discipline and consistently seeks to appropriately address	

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to appropriately address problems of bias.	problems of bias.	problems of bias.	problems of bias.	
Standard 4r: The candidate is committed to work toward each learner's mastery of disciplinary content and skills.	The candidate is vaguely committed to work toward each learner's mastery of disciplinary content and skills.	The candidate is somewhat committed to work toward each learner's mastery of disciplinary content and skills.	The candidate is committed to work toward each learner's mastery of disciplinary content and skills.	
Standard 5a: The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	The candidate rarely develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	The candidate occasionally develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	The candidate consistently develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	
Standard 5b: The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	The candidate rarely engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	The candidate occasionally engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	The candidate consistently engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	
Standard 5c: The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	The candidate rarely facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	The candidate occasionally facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	The candidate consistently facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	
Standard 5d: The	The candidate rarely engages	The candidate occasionally	The candidate consistently	

	Improvement Needed	Developing	Proficient	Score/Level
candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving in local and global contexts.	learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving in local and global contexts.	engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving in local and global contexts.	engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving in local and global contexts.	
Standard 5e: The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	The candidate rarely develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	The candidate occasionally develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	The candidate consistently develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	
Standard 5f: The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	The candidate rarely engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	The candidate occasionally engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	The candidate consistently engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	
Standard 5g: The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	The candidate rarely facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	The candidate occasionally facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	The candidate consistently facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	
Standard 5h: The candidate develops and implements supports for	The candidate rarely develops and implements supports for learner literacy	The candidate occasionally develops and implements supports for learner literacy	The candidate consistently develops and implements supports for learner literacy	

	Improvement Needed	Developing	Proficient	Score/Level
learner literacy development across content areas.	development across content areas.	development across content areas.	development across content areas.	
Standard 5i: The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	The candidate vaguely understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	The candidate somewhat understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	
Standard 5j: The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	The candidate vaguely understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	The candidate somewhat understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	
Standard 5k: The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	The candidate vaguely understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	The candidate somewhat understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	
Standard 5l: The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving	The candidate vaguely understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	The candidate somewhat understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	

	Improvement Needed	Developing	Proficient	Score/Level
specific learning goals.				
Standard 5m: The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	The candidate vaguely understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	The candidate somewhat understands critical thinking processes and somewhat knows how to help learners develop high level questioning skills to promote their independent learning.	The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	
Standard 5n: The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	The candidate vaguely understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	The candidate somewhat understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	
Standard 5o: The candidate understands creative thinking processes and how to engage learners in producing original work.	The candidate vaguely understands creative thinking processes and how to engage learners in producing original work.	The candidate somewhat understands creative thinking processes and how to engage learners in producing original work.	The candidate understands creative thinking processes and how to engage learners in producing original work.	
Standard 5p: The candidate knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	The candidate vaguely knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	The candidate somewhat knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	The candidate knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	
Standard 5q: The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	Standard 5q: The candidate is rarely exploring how to use disciplinary knowledge as a lens to address local and global issues.	The candidate is occasionally exploring how to use disciplinary knowledge as a lens to address local and global issues.	The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	
Standard 5r: The	The candidate vaguely values	The candidate somewhat values	The candidate values knowledge	

	Improvement Needed	Developing	Proficient	Score/Level
candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.	knowledge outside his/her own content area and how such knowledge enhances student learning.	knowledge outside his/her own content area and how such knowledge enhances student learning.	outside his/her own content area and how such knowledge enhances student learning.	
Standard 5s: The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The candidate vaguely values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The candidate somewhat values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	
Standard 6a: The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate rarely balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate occasionally balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate consistently balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	
Standard 6b: The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate rarely designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate occasionally designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate consistently designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	
Standard 6c: The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate rarely works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate occasionally works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate consistently works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	
Standard 6d: The candidate engages learners in understanding	The candidate rarely engages learners in understanding and identifying quality work and	The candidate occasionally engages learners in understanding and identifying	The candidate consistently engages learners in understanding and identifying	

	Improvement Needed	Developing	Proficient	Score/Level
and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	provides them with effective descriptive feedback to guide their progress toward that work.	quality work and provides them with effective descriptive feedback to guide their progress toward that work.	quality work and provides them with effective descriptive feedback to guide their progress toward that work.	
Standard 6e: The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	The candidate rarely engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	The candidate occasionally engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	The candidate consistently engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	
Standard 6f: The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	The candidate rarely models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	The candidate occasionally models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	The candidate consistently models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	
Standard 6g: The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The candidate rarely effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The candidate occasionally effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The candidate consistently effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	
Standard 6h: The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning	The candidate rarely prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	The candidate occasionally prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	The candidate consistently prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	

	Improvement Needed	Developing	Proficient	Score/Level
needs.				
Standard 6i: The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	The candidate rarely continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	The candidate occasionally continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	
Standard 6j: The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.	The candidate vaguely understands the differences between formative and summative applications of assessment and knows how and when to use each.	The candidate somewhat understands the differences between formative and summative applications of assessment and knows how and when to use each.	The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.	
Standard 6k: The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	The candidate vaguely understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	The candidate somewhat understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	
Standard 6l: The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	The candidate vaguely knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	The candidate somewhat knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	
Standard 6m: The candidate knows when	The candidate vaguely knows when and how to engage	The candidate somewhat knows when and how to engage	The candidate knows when and how to engage learners in	

	Improvement Needed	Developing	Proficient	Score/Level
and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.	learners in analyzing their own assessment results and in helping to set goals for their own learning.	learners in analyzing their own assessment results and in helping to set goals for their own learning.	analyzing their own assessment results and in helping to set goals for their own learning.	
Standard 6n: The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	The candidate vaguely understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	The candidate somewhat understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	
Standard 6o: The candidate knows when and how to evaluate and report learner progress against standards.	The candidate vaguely knows when and how to evaluate and report learner progress against standards.	The candidate somewhat knows when and how to evaluate and report learner progress against standards.	The candidate knows when and how to evaluate and report learner progress against standards.	
Standard 6p: The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate vaguely understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate somewhat understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	
Standard 6q: The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	The candidate is vaguely committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	The candidate is somewhat committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	
Standard 6r: The	The candidate rarely takes	The candidate occasionally takes	The candidate consistently takes	

	Improvement Needed	Developing	Proficient	Score/Level
candidate takes responsibility for aligning instruction and assessment with learning goals.	responsibility for aligning instruction and assessment with learning goals.	responsibility for aligning instruction and assessment with learning goals.	responsibility for aligning instruction and assessment with learning goals.	
Standard 6s: The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.	The candidate is vaguely committed to providing timely and effective descriptive feedback to learners on their progress.	The candidate is somewhat committed to providing timely and effective descriptive feedback to learners on their progress.	The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.	
Standard 6t: The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.	The candidate is vaguely committed to using multiple types of assessment processes to support, verify, and document learning.	The candidate is somewhat committed to using multiple types of assessment processes to support, verify, and document learning.	The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.	
Standard 6u: The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate is vaguely committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate is somewhat committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	
Standard 6v: The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	The candidate is vaguely committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	The candidate is somewhat committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	
Standard 7a: The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	The candidate rarely individually and/or collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	The candidate occasionally individually and/or collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	The candidate consistently individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	

	Improvement Needed	Developing	Proficient	Score/Level
content standards, and are relevant to learners.				
Standard 7b: The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	The candidate rarely plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	The candidate occasionally plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	The candidate consistently plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	
Standard 7c: The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	The candidate rarely develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	The candidate occasionally develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	The candidate consistently develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	
Standard 7d: The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	The candidate rarely plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	The candidate occasionally plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	The candidate consistently plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	
Standard 7e: The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	The candidate rarely plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	The candidate occasionally plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	The candidate consistently plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	

	Improvement Needed	Developing	Proficient	Score/Level
Standard 7f: The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	The candidate rarely evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	The candidate occasionally evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	The candidate consistently evaluates plans in relation to short- and long-range goals and consistently systematically adjusts plans to meet each student's learning needs and enhance learning.	
Standard 7g: The candidate understands content and content standards and how these are organized in the curriculum.	The candidate vaguely understands content and content standards and how these are organized in the curriculum.	The candidate somewhat understands content and content standards and how these are organized in the curriculum.	The candidate understands content and content standards and how these are organized in the curriculum.	
Standard 7h: The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	The candidate vaguely understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	The candidate somewhat understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	
Standard 7i: The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	The candidate vaguely understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	The candidate somewhat understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	
Standard 7j: The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	The candidate vaguely understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	The candidate somewhat understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	
Standard 7k: The candidate knows a range of evidence-based	The candidate vaguely knows a range of evidence-based instructional strategies,	The candidate somewhat knows a range of evidence-based instructional strategies,	The candidate knows a range of evidence-based instructional strategies, resources, and	

	Improvement Needed	Developing	Proficient	Score/Level
instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	
Standard 7l: The candidate knows when and how to adjust plans based on assessment information and learner responses.	The candidate vaguely knows when and how to adjust plans based on assessment information and learner responses.	The candidate somewhat knows when and how to adjust plans based on assessment information and learner responses.	The candidate knows when and how to adjust plans based on assessment information and learner responses.	
Standard 7m: The candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	The candidate vaguely knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	The candidate somewhat knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	The candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	
Standard 7n: The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	The candidate vaguely respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	The candidate somewhat respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	
Standard 7o: The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues,	The candidate vaguely values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	The candidate somewhat values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	

	Improvement Needed	Developing	Proficient	Score/Level
families, and the larger community.				
Standard 7p: The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	The candidate vaguely takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	The candidate somewhat takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	The candidate consistently takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	
Standard 7q: The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	The candidate vaguely believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	The candidate somewhat believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	
Standard 8a: The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The candidate rarely uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The candidate occasionally uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The candidate consistently uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	
Standard 8b: The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	The candidate rarely monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	The candidate occasionally monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	
Standard 8c: The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to	The candidate rarely collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	The candidate occasionally collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	The candidate consistently collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	

	Improvement Needed	Developing	Proficient	Score/Level
develop their areas of interest.				
Standard 8d: The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	The candidate rarely varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	The candidate occasionally varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	The candidate consistently varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	
Standard 8e: The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	The candidate rarely provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	The candidate occasionally provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	The candidate consistently provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	
Standard 8f: The candidate engages all learners in developing higher order questioning skills and metacognitive processes.	The candidate rarely engages all learners in developing higher order questioning skills and metacognitive processes.	The candidate occasionally engages all learners in developing higher order questioning skills and metacognitive processes.	The candidate consistently engages all learners in developing higher order questioning skills and metacognitive processes.	
Standard 8g: The candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	The candidate rarely engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	The candidate occasionally engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	The candidate consistently engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	
Standard 8h: The candidate uses a variety of instructional strategies to support and expand learners' communication through speaking,	The candidate rarely uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	The candidate occasionally uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	The candidate consistently uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	

	Improvement Needed	Developing	Proficient	Score/Level
listening, reading, writing, and other modes.				
Standard 8i: The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate rarely asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate occasionally asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	The candidate consistently asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	
Standard 8j: The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	The candidate vaguely understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	The candidate somewhat understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	
Standard 8k: The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	The candidate vaguely knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	The candidate somewhat knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	
Standard 8l: The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners	The candidate vaguely knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	The candidate somewhat knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	

	Improvement Needed	Developing	Proficient	Score/Level
in complex thinking and meaningful tasks.				
Standard 8m: The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.	The candidate vaguely understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.	The candidate somewhat understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.	The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.	
Standard 8n: The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.	The candidate vaguely knows how to use a wide variety of resources, including human and technological, to engage students in learning.	The candidate somewhat knows how to use a wide variety of resources, including human and technological, to engage students in learning.	The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.	
Standard 8o: The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	The candidate vaguely understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	The candidate somewhat understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	
Standard 8p: The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	The candidate is vaguely committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	The candidate is somewhat committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	
Standard 8q: The candidate values the variety of ways people communicate and encourages learners to	The candidate vaguely values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	The candidate somewhat values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	

	Improvement Needed	Developing	Proficient	Score/Level
develop and use multiple forms of communication.				
Standard 8r: The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	The candidate is vaguely committed to exploring how the use of new and emerging technologies can support and promote student learning.	The candidate is somewhat committed to exploring how the use of new and emerging technologies can support and promote student learning.	The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	
Standard 8s: The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	The candidate vaguely values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	The candidate somewhat values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	
Standard 9a: The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards	The candidate rarely engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards	The candidate occasionally engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards	The candidate consistently engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards	
Standard 9b: The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	The candidate rarely engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	The candidate occasionally engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	The candidate consistently engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	
Standard 9c: Independently and in collaboration with colleagues, the candidate uses a variety of data	Independently and/or in collaboration with colleagues, the candidate rarely uses a variety of data (e.g., systematic observation, information about	Independently and/or in collaboration with colleagues, the candidate occasionally uses a variety of data (e.g., systematic observation, information about	Independently and in collaboration with colleagues, the candidate consistently uses a variety of data (e.g., systematic observation, information about	

	Improvement Needed	Developing	Proficient	Score/Level
(e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	
Standard 9d: The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	The candidate rarely actively seeks professional, community, and technological resources, within and/or outside the school, as supports for analysis, reflection, and problem-solving.	The candidate actively seeks professional, community, and technological resources, within and/or outside the school, as supports for analysis, reflection, and problem-solving.	The candidate consistently actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	
Standard 9e: The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate rarely reflects on his/her personal biases and rarely accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate occasionally reflects on his/her personal biases and occasionally accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate consistently reflects on his/her personal biases and consistently accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	
Standard 9f: The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	The candidate rarely advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	The candidate occasionally advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	The candidate consistently advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	
Standard 9g: The candidate understands	The candidate vaguely understands and knows how to	The candidate somewhat understands and knows how to	The candidate understands and knows how to use a variety of	

	Improvement Needed	Developing	Proficient	Score/Level
and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	
Standard 9h: The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.	The candidate vaguely knows how to use learner data to analyze practice and differentiate instruction accordingly.	The candidate somewhat knows how to use learner data to analyze practice and differentiate instruction accordingly.	The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.	
Standard 9i: The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	The candidate vaguely understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	The candidate somewhat understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	
Standard 9j: The candidate understands laws related to learners' rights and candidate responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	The candidate vaguely understands laws related to learners' rights and candidate responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	The candidate somewhat understands laws related to learners' rights and candidate responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	The candidate understands laws related to learners' rights and candidate responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	
Standard 9k: The candidate knows how to build and implement a	The candidate vaguely knows how to build and implement a plan for professional growth	The candidate somewhat knows how to build and implement a plan for professional growth	The candidate knows how to build and implement a plan for professional growth directly	

	Improvement Needed	Developing	Proficient	Score/Level
plan for professional growth directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.	directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.	directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.	aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.	
Standard 9l: The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	The candidate rarely takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	The candidate occasionally takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	The candidate consistently takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	
Standard 9m: The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	The candidate is vaguely committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	The candidate is somewhat committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	
Standard 9n: The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The candidate vaguely sees him/herself as a learner, rarely seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The candidate sees him/herself as a learner, occasionally seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	

	Improvement Needed	Developing	Proficient	Score/Level
Standard 9a: The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	The candidate vaguely understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	The candidate somewhat understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	
Standard 10a: The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	The candidate rarely takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	The candidate occasionally takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	The candidate consistently takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	
Standard 10b: The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	The candidate rarely works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	The candidate occasionally works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	The candidate consistently works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	
Standard 10c: The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	The candidate rarely engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	The candidate occasionally engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	The candidate consistently engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	
Standard 10d: The candidate works collaboratively with	The candidate rarely works collaboratively with learners and their families to establish mutual	The candidate occasionally works collaboratively with learners and their families to establish mutual	The candidate consistently works collaboratively with learners and their families to establish mutual	

	Improvement Needed	Developing	Proficient	Score/Level
learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	expectations and ongoing communication to support learner development and achievement.	expectations and ongoing communication to support learner development and achievement.	expectations and ongoing communication to support learner development and achievement.	
Standard 10e: Working with school colleagues, the candidate builds ongoing connections with community resources to enhance student learning and well being.	Working with school colleagues, the candidate rarely builds ongoing connections with community resources to enhance student learning and well being.	Working with school colleagues, the candidate occasionally builds ongoing connections with community resources to enhance student learning and well being.	Working with school colleagues, the candidate consistently builds ongoing connections with community resources to enhance student learning and well being.	
Standard 10f: The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	The candidate rarely engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	The candidate occasionally engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	The candidate consistently engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
Standard 10g: The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	The candidate rarely uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	The candidate occasionally uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	The candidate consistently uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
Standard 10h: The candidate uses and generates meaningful research on education issues and policies.	The candidate rarely uses and generates meaningful research on education issues and policies.	The candidate occasionally uses and generates meaningful research on education issues and policies.	The candidate consistently uses and generates meaningful research on education issues and policies.	
Standard 10i: The candidate seeks appropriate opportunities to model effective	The candidate rarely seeks appropriate opportunities to model effective practice for colleagues, to lead professional	The candidate occasionally seeks appropriate opportunities to model effective practice for colleagues, to lead professional	The candidate consistently seeks appropriate opportunities to model effective practice for colleagues, to lead professional	

	Improvement Needed	Developing	Proficient	Score/Level
practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	learning activities, and to serve in other leadership roles.	learning activities, and to serve in other leadership roles.	learning activities, and to serve in other leadership roles.	
Standard 10j: The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	The candidate rarely advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	The candidate occasionally advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	The candidate consistently advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	
Standard 10k: The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	The candidate rarely takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	The candidate occasionally takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	The candidate consistently takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	
Standard 10l: The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	The candidate vaguely understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	The candidate somewhat understands schools as organizations within a historical, cultural, political, and social context and somewhat knows how to work with others across the system to support learners.	The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	
Standard 10m: The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	The candidate vaguely understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	The candidate somewhat understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	
Standard 10n: The	The candidate vaguely knows	The candidate somewhat knows	The candidate knows how to	

	Improvement Needed	Developing	Proficient	Score/Level
candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	
Standard 10o: The candidate knows how to contribute to a common culture that supports high expectations for student learning.	The candidate vaguely knows how to contribute to a common culture that supports high expectations for student learning.	The candidate somewhat knows how to contribute to a common culture that supports high expectations for student learning.	The candidate knows how to contribute to a common culture that supports high expectations for student learning.	
Standard 10p: The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	The candidate rarely actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	The candidate occasionally actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	The candidate consistently actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	
Standard 10q: The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively	The candidate vaguely respects families' beliefs, norms, and expectations and seeks to work collaboratively	The candidate somewhat respects families' beliefs, norms, and expectations and seeks to work collaboratively	The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively	
Standard 10r: The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The candidate rarely takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The candidate occasionally takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The candidate consistently takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	
Standard 10s: The candidate takes responsibility for contributing to and advancing the profession.	The candidate rarely takes responsibility for contributing to and advancing the profession.	The candidate occasionally takes responsibility for contributing to and advancing the profession.	The candidate consistently takes responsibility for contributing to and advancing the profession.	

	Improvement Needed	Developing	Proficient	Score/Level
Standard 10t: The candidate embraces the challenge of continuous improvement and change.	The candidate vaguely embraces the challenge of continuous improvement and change.	The candidate somewhat embraces the challenge of continuous improvement and change.	The candidate embraces the challenge of continuous improvement and change.	
