I. Learning Environment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Students Represented	Makes effort on a daily basis to make students feel welcome and valued in the educational setting.	Makes effort on most days to make students feel welcome and valued in the educational setting.	Occasionally makes effort to make students feel welcome and valued in the educational setting.	Makes no effort to make students feel welcome and valued in the educational setting.
Set Up	Thoughtfully and purposefully manages space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions among participants.	Makes significant effort to manage space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions among participants.	Makes some effort to manage space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions among participants.	Makes no effort to manage space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions.
Behavior Expectations	Communicates clear expectations of student behavior and supports student self-regulation.	Communicates clear expectations of student behavior but does not consistently encourage student self-regulation.	Communicates expectations for student behavior but the expectations lack clarity. Opportunities for student self-regulation are not provided.	Fails to communicate clear expectations of student behavior.
Manages Behaviors Quickly	Monitors student behavior carefully and responds in a timely and appropriate manner for young children.	Monitors student behavior and usually responds in a timely and appropriate manner for young children.	Monitors student behavior but sometimes responds in an untimely and/or inappropriate manner for young children.	Fails to monitor student behavior and/or routinely responds in an untimely or inappropriate manner for young children.
Positive & Respectful	Thoughtfully and purposefully uses and promotes civil discourse and nonverbal interactions that are positive, supportive and respectful. Has developed a positive relationship with each student.	Often uses and promotes civil discourse and nonverbal interactions that are positive, supportive and respectful. Has developed a positive relationship with most students.	Sometimes uses and promotes civil discourse and nonverbal interactions that are positive, supportive and respectful. Has developed a positive relationship with some students.	Fails to use and promote civil discourse and nonverbal interactions that are positive, supportive and respectful. Has few, if any, positive relationships with students.
Respects Background	Consistently demonstrates and promotes respect and sensitivity for all students' backgrounds and involves families in the young child's development and learning.	Usually demonstrates and promotes respect and sensitivity for . all students' backgrounds and often involves families in the young child's development and learning.	Sometimes demonstrates and promotes respect and sensitivity for for all students' backgrounds and sometimes involves families in the young child's development and learning.	Fails to demonstrate and promote respect and sensitivity for all students' backgrounds and seldom, if ever, involves families in the young child's development and learning.

II. Planning and Preparation :

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Submitted Plans	Plans are consistently and exceptionally well developed, well formatted, and submitted in advance when appropriate.	Plans are consistently well developed, well formatted, and submitted in advance when appropriate.	Plans are sometimes well developed, complete, well formatted, and submitted in advance when appropriate.	Plans are rarely, if ever, well developed, complete, well formatted, and submitted in advance when appropriate.
Timing	Lesson plans are consistently and impeccably commensurate with time allotted and include adequate time for learning and lesson closure.	Lesson plans are consistently commensurate with time allotted and include adequate time for learning and lesson closure.	Lesson plans are sometimes commensurate with time allotted and include time for learning and lesson closure.	Lesson plans are rarely, if ever, commensurate with time allotted and time for learning and lesson closure may often be shortchanged.
Data & Needs	Lesson planning is consistently driven by student needs as measured by formal and informal assessments.	Lesson planning is often driven by student needs as measured by formal and informal assessments.	Lesson planning is seldom driven by student needs as measured by formal and informal assessments.	Lesson planning is rarely, if ever driven by student needs as measured by formal and informal assessments.
Standards Based	Objectives are consistently based on all appropriate standards required by the discipline, and include language objectives for English Language Learners.	Objectives are consistently based on most standards required by the discipline and include language objectives for English Language Learners.	Objectives are sometimes based on most standards required by the discipline and occasionally include language objectives for English Language Learners.	Objectives are rarely, if ever, based on most standards required by the discipline and do not include language objectives for English Language Learners.
Connects Content	All content is intentionally connected to students' prior knowledge, experiences, lessons, and other subject areas.	Content is consistently connected to students' prior knowledge, experiences, lessons, or other subject areas.	Content is sometimes connected to students' prior knowledge, experiences, lessons, or other subject areas.	Content is rarely, if ever, connected to students' prior knowledge, experiences, lessons, or other subject areas.
Active Participation	Plans consistently include varied instructional strategies that maximize active student participation.	Plans consistently include varied instructional strategies to ensure some active student participation.	Plans may include some instructional strategies to ensure some active student participation for a part of the time.	Plans rarely, if ever, include instructional strategies to ensure some active student participation for a part of the time.
Materials/Technology	Varied and developmentally appropriate materials are customized to support the learning objective(s).	Varied and developmentally appropriate materials are used to support the learning objective(s).	Varied and developmentally appropriate materials are sometimes used to support learning objective(s).	The varied use of developmentally appropriate materials is rarely, if ever, supports the learning objective(s).
Higher Level Thinking	Lesson plans include activities and planned/intentional questioning that consistently promote ongoing higher level thinking.	Lesson plans include activities and planned/intentional questioning that often promote high level thinking.	Lesson plans include activities and planned/intentional questioning that sometimes promote high level thinking.	Lesson plans include activities and planned/intentional questioning that rarely, if ever, promote high level thinking.
Accommodations	All learner needs are consistently met with appropriate accommodations and modifications.	All learner needs are often met with appropriate accommodations and modifications.	Learner needs are sometimes met with appropriate accommodations and modifications.	Learner needs are rarely, if ever, met with appropriate accommodations and modifications.

Sequencing	Lessons are extremely well sequenced.	Lessons are appropriately sequenced.	Lessons are, for the most part, appropriately sequenced, but in-lesson transitions could be improved.	Lessons are delivered without appropriate sequencing.
Collaborates	Collaborates consistently with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates often with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates on occasion with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates, seldom, if ever, with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.

III. Instruction and Assessment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
States Expectations	Communicates learning expectations and outcomes in a consistent, effective, and meaningful way at the beginning of the lesson and throughout.	Communicates expectations for learning at the beginning of the lesson and throughout.	Learning expectations may be poorly communicated and/or not referenced throughout the lesson.	Expectations for the lesson are not communicated.
Content Accuracy	Content knowledge is accurate and can be explained in multiple, accurate manners and applications. Essential information is included and emphasized during the lesson.	Content knowledge is accurate and essential information is emphasized.	Teacher may not teach the essential information accurately or might spend too long focusing on nonessential information.	Incorrect information is periodically given. Teacher does not demonstrate sufficient content knowledge to distinguish essential information.
Academic Language	Demonstrates mastery of the discipline's academic language and creates multiple opportunities for students to easily and accurately use the academic language.	Uses academic language of the discipline accurately and creates opportunities for students to use the academic language.	Academic language is sometimes used. There may be few opportunities for students to practice the academic language.	Academic language is unused or used inaccurately and/or student misuse of the language goes uncorrected. There may be little to no opportunities for students to practice the academic language.
Clear Instructions	Instructions are provided clearly and in multiple ways (including verbally, written, and through modeling) prior to activities, resulting in student understanding of the instructions.	Provides clear instructions verbally, in writing, and through modeling.	Instructions may not be clear to the students and need to be repeated numerous times for student understanding.	Instructions are either not provided. or only provided in one method.
Flexibility	Consistently demonstrates flexibility and advanced content knowledge to allow for explorations of learner curiosities in a manner that still addresses learning objectives.	Often demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Sometimes demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Rarely demonstrates flexibility or sufficient content knowledge to allow for exploration of learner curiosities or any deviations from the lesson plan.

Varied Materials	Regularly integrates varied, engaging, and well-made aids, models, and representations, including technology.	Uses varied aids, models, technology, and representations, as appropriate to the lesson.	Sometimes uses varied materials, aids, models, and representations (including technology), as appropriate.	Rarely uses varied materials and/or materials may not be relevant or effective.
Varied Delivery	Effectively and seamlessly varies developmentally appropriate instructional strategies and teacher role (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.) so that students are engaged in multiple, meaningful methods of learning which address students' diverse learning styles and needs.	Often varies developmentally appropriate instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Sometimes or ineffectively varies developmentally appropriate instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc).	Seldom uses or varies developmentally appropriate instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs.
Activities & Applications	Provides varied, relevant and engaging activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Often provides relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Sometimes provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Rarely provides activities or choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.
Student Engagement	Maximizes active participation and paces the lesson to optimize instructional time so that all students are engaged 100% of the time ("bell-to-bell" student engagement).	Students are actively participating for the majority of the lesson and teacher candidate paces the lesson to optimize instructional time. Off task behavior is seldom.	All or most students are engaged for a portion of the lessons. Off task behavior is frequent. Pacing may be too slow or too fast for student understanding and successful performance.	Students are often or always off task.
Questioning	Effectively asks relevant questions that students consistently answer throughout lesson to promote ongoing higher-level thinking and serve multiple purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating	Effectively asks relevant questions to promote higher-level thinking and serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Asks questions that sometimes promote high level thinking and serve different purposes, but questions may not be relevant or effective at eliciting student responses.	Rarely asks questions throughout the lesson.

	curiosity, and helping learners to question).			
Formative Assessments	Consistently checks for understanding throughout lesson to monitor student learning using varied, engaging, and time-efficient methods of assessment. These checks regularly include observation, documentation, and other appropriate assessment tools, including technology.	Often checks for understanding throughout lesson to monitor student learning using varied and time-efficient methods of assessment. These checks include observation include documentation, and other appropriate assessment tools, including technology.	Sometimes checks for understanding to monitor student learning; these checks may not be varied, scattered throughout the lesson, and/or time-efficient. These checks include observation, documentation, and other appropriate assessment tools, including technology, sporadically.	Rarely effectively checks for understanding throughout lesson to monitor student learning. These checks may include observation but rarely if ever include documentation, and other appropriate assessment tools, including technology.
Modifies Teaching	As a result of monitoring, consistently adjusts content delivery or lesson plan to maximize student learning.	Often adjusts lesson or content delivery based on student needs.	Sometimes adjusts lesson or content delivery based on student needs.	Rarely adjusts lesson or content delivery based on student needs.
Summative Assessments	Summative assessments are customized to match instruction in content, rigor, and format. Designs summative assessments that often match instruction in content, rigor, and format.	Designs summative assessments that sometimes match instruction in content, rigor, and/or format.	May only use pre-made summative assessments without the opportunity to design assessments.	Does not create or use summative assessments that match instruction in content, rigor, and/or format.
Promotes Self-Assessment	Consistently implements effective, accurate, and useful methods for student self-assessment and self-improvement.	Promotes useful and accurate student self-assessment and self-improvement.	Allows for student self-assessment and self-improvement, but opportunities may not be useful or frequent enough to be effective.	Rarely allows for useful and accurate student self-assessment and self-improvement.
Feedback	Through written and verbal feedback during the lesson and on assignments/ assessments, provides timely, useful, specific, and respectful responses to learners resulting in improvements in student performance.	Through written and verbal feedback, provides timely, useful, specific, and respectful responses to learners.	Sometimes provides timely, useful, specific, and respectful responses to learners.	Rarely provides timely, useful, specific, and respectful responses to learners.

IV. Professionalism and Growth:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
On Time & Professional	Consistently attends field experiences on time, arrives early and/or stays late so as to be prepared. Maintains a very professional appearance.	Attends field experiences on time, prepared, and with a professional appearance.	Is, on occasion, late or unprepared for field experience and/or occasionally fails to maintain a professional appearance.	Is often late or unprepared for field experience and/or often fails to maintain a professional appearance.
Responds Timely	In addition to timely communication, anticipates and initiates needed communication, and is prepared in advance of deadlines.	Consistently responds to communications in a timely manner and meets deadlines.	Often responds to communications in a timely manner and meets deadlines.	Seldom, if ever responds to communications in a timely way and/or rarely meets deadlines.
Communication	Communicates in a highly professional manner with and about the members of the learning community.	Communicates professionally with and about members of the learning community	Usually but not always communicates professionally with and about members of the learning community.	Does not exhibit professional communication with and about the members of the learning community.
Personal Issues	Consistently and consciously separates personal and professional issues.	Separates personal and professional issues.	Has demonstrated some ability to separate personal and professional issues.	Is unable, at this time, to separate personal and professional issues.
Professional Conduct	Conducts oneself professionally and ethically as an educator. Could serve as a model of professionalism and ethics.	Conducts oneself professionally and ethically as an educator.	Has demonstrated some ability to conduct oneself professionally and ethically as an educator.	There is no evidence for conduct that is professional and ethical.
Families	Builds relationships with families and communicates with families about instruction and individual progress in an ongoing way. Engages families in student learning in an ongoing way.	Communicates with families about instruction and individual progress. Engages families in student learning.	Has made an attempt to communicate with families about instruction and individual progress. Attempts to engage families in student learning.	There is no evidence of communication with families about instruction and individual progress. Makes no attempt to engage families in student learning.
Legal Responsibilities	Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).	<<	>>	Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).
Collaborates	Consistently collaborates with colleagues and members of the	Collaborates regularly with colleagues and members of the school community.	There is some evidence of collaboration with colleagues and	There is no evidence of collaboration with colleagues and

	learning community in an ongoing way, makes solid contributions to the collaborative efforts, and fosters an interdependence among colleagues.		members of the school community.	members of the school community.
Receptive to Feedback	Regularly requests, accepts and acts upon constructive feedback from mentors, supervisors and administrators.	Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.	There is some evidence demonstrating acceptance of feedback and action taken as a result of that feedback.	There is little to no evidence that the student accepts and acts upon constructive feedback from mentors, supervisors, and administrators.
Growth	Seeks out and participates in professional learning opportunities beyond expectations.	Participates in professional learning opportunities, as appropriate.	Participation in professional learning is minimal.	Does not participate in professional learning.
Self-Reflect	Consistently demonstrates the ability to self-reflect in a deep and meaningful manner about teaching practice and steps needed to improve for the purpose of promoting positive outcomes for each child.	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice for the purpose of promoting positive outcomes for each child.	Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice for the purpose of promoting positive outcomes for each child.	There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice for the purpose of promoting positive outcomes for each child.