

# Teacher Candidate Assessment (TCA): An Instrument for Evaluating Professional Practice

## Domain 1: Knowledge of Learners

Dispositions: Candidate sees individual and group differences as assets in the construction of vibrant learning environments, as opportunities to strengthen teacher-student relationships and peer collaborations, and as indicators of where efforts to achieve equity and social justice might be best applied.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 1A	<b>Knowledge of students' skills, knowledge, and interests</b>	Not yet observed.	Teacher displays little understanding of students' skills, knowledge, and interests and struggles to recognize that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and interests but generalizes this knowledge for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and interests and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and interests and has a strategy for updating such information.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1B	<b>Knowledge of racism and students' ethnic and racial identity</b>		Teacher does not yet consider how structural racism, racial privilege, and interpersonal oppression, influence inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how structural racism, racial privilege, and interpersonal oppression influence inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which structural racism, racial privilege, and interpersonal oppression are operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which structural racism, racial privilege, and interpersonal oppression are operating and consistently works to diminish their impact on students' educational experiences, outcomes, and opportunities.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1C	<b>Knowledge of classism and students' SES</b>		Teacher does not yet consider how classism and class privilege influence inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how classism and class privilege influence inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which classism and class privilege are operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which classism and class privilege are operating and consistently works to diminish their impact on students' educational experiences, outcomes, and opportunities.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 1D	<b>Knowledge of sexism, heterosexism, gender oppression, and students' gender and gender expression</b>		Teacher does not yet consider how sexism, heterosexism, and/or gender oppression influence inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how sexism, heterosexism, and gender oppression influence inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which sexism, heterosexism, and gender oppression are operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which sexism, heterosexism, and gender oppression are operating and consistently works to diminish their impact on students' educational experiences, outcomes, and opportunities.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1E	<b>Knowledge of linguistic discrimination and students' linguistic heritage</b>		Teacher does not yet consider how linguistic discrimination influences inequities in students' educational experiences, outcomes, and opportunities.	Teacher is beginning to recognize and articulate how linguistic discrimination influences inequities in students' educational experiences, outcomes, and opportunities. Such recognition may only occur with prompting and may be stated in generalized terms.	Teacher can identify and describe specific instances in which linguistic discrimination is operating and can trace how those factors impact inequities in students' educational experiences, outcomes, and opportunities.	Teacher helps others to recognize specific instances in which linguistic discrimination is operating and consistently works to diminish its impact on students' educational experiences, outcomes, and opportunities.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1F	<b>Knowledge of students' special needs</b>		Teacher displays little understanding of students' special learning or medical needs or why such knowledge is important.	Teacher articulates the importance of knowing students' special learning or medical needs and has attempted to gain access to that information, but such knowledge may be incomplete or inaccurate.	Teacher has assessed and can articulate students' special learning and medical needs.	Teacher possesses detailed information about each student's learning and medical needs, collecting such information from available sources.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1G	<b>Knowledge of community</b>		Teacher displays little understanding of local, community-based issues that influence school learning and classroom behaviors. Knowledge of students is rarely contextualized by neighborhood and regional situations, and equity may not be a concern.	Teacher indicates a willingness to learn about and begin considering how community context shapes students' learning and behaving in school, but that information may not yet be sought or incorporated. Equity issues may be understood theoretically but not locally.	Teacher seeks neighborhood, community, and regional information about students and families and uses that information to inform classroom practices and enhance equity.	Teacher is a recognized expert on localized and regional contexts that shape student and school performances and is active in community-based efforts to share information, improve school wide practices, and promote social justice.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 1H	<b>Knowledge of adolescent development</b>		Displays little knowledge of the developmental characteristics of adolescents, or communicates erroneous assumptions about that age group's needs and proclivities.	Displays partial knowledge of the developmental characteristics of adolescents (e.g., the need for autonomy, agency, identity expression, experimentation, belonging, and challenge) but may need to continue to consult trusted sources to gain additional insights.	Accurately names and effectively uses developmental concepts to guide classroom decision making so that youth achievement and well-being are maximized.	In addition to naming and using developmental concepts to guide classroom decision making, the teacher is an active reader of books or research articles describing current insights in fields relevant to the developing adolescent. Teacher seeks opportunities to share those insights with others and shape school practices based upon what is learned.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1I	<b>Knowledge of learning process</b>		Teacher either sees little value in learning how different students learn differently, and/or does not understand those differences, and/or does not seek such information.	Teacher recognizes the value of knowing how different students learn differently, but this knowledge is limited.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how different students learn differently and applies this knowledge to individual students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Domain 2: Instructional Planning

Dispositions: Candidate recognizes that good teaching and equitable academic outcomes are the result of strong planning that integrates knowledge of students, subject matter, the community, and curriculum goals. Candidate is committed to using long- and short-term planning as a means of assuring student learning.

Candidate believes that a variety of backwards-planned, developmentally appropriate, and culturally responsive activities sequenced in a way that promotes intellectual, social, and emotional engagement will maximize student learning.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 2A	<b>Knowledge of content and the structure of the discipline</b>	Not yet observed.	In lesson and unit planning, teacher makes errors in the way content is framed, explained, visualized, or investigated. Teacher may not understand the content well enough to teach it effectively.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Very few content errors are made, but nuanced connections among concepts are infrequent.	In lesson and unit planning, teacher displays error-free characterizations of concepts in the discipline and can describe some important ways these concepts relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Creative and novel connections among concepts abound in planning documents.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2B	<b>Knowledge of prerequisite relationships</b>		Teacher's unit and lesson plans display little understanding of prerequisite relationships (i.e., what students must know or be able to do before they can undertake new explorations).	Teacher's plans indicate some awareness of the prerequisite relationships important to student learning of the content, although such knowledge may be inaccurate at times or incomplete.	Teacher's unit and lesson plans reflect an accurate understanding of prerequisite relationships students must know in order to be successful in learning new content.	Teacher's plans demonstrate the use of prerequisite relationships to build subsequent learning such that students' cognitive structures and abilities are consistently scaffolded.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element	<b>Knowledge of content-related pedagogy</b>		Teacher displays little understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans reflect familiarity with a range of effective pedagogical approaches in the discipline.	Teacher's plans reflect command of a diverse range of effective pedagogical approaches in the discipline.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2D	<b>Unit structure</b>		Little evidence exists that backwards planning techniques are being used, or the teacher's attempt at using them demonstrates lack of comprehensive unit design.	Portions of the teacher's unit plans demonstrate adequate backwards planning techniques though more details are needed in support of students' learning.	Backwards planning techniques are often employed to enhance content-related inquiries and activities, and they are applied in ways that demonstrate the teacher's facility with the method.	Backwards planning techniques are consistently employed throughout unit and lesson documents and the teacher's plans could serve as exemplars for other educators interested in learning how to do backwards planning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 2E	<b>Clarity and utility of objectives</b>		Objectives are either unclear or are stated as activities, not as student learning. Objectives do not permit viable methods of assessment (i.e., "understanding" is not measurable).	Objectives are only moderately clear or consist of a combination of goals and activities. Some objectives do not permit viable methods of assessment or may lack rigor for students at all levels.	Instructional objectives are generally clear and written in the form of student learning. Most suggest viable methods of assessment and are written with the needs of more than the "middle" group in mind.	All the objectives are clear, written in the form of student learning, and permit viable methods of assessment. Objectives are differentiated for high-, medium-, and low-expectancy students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2F	<b>Lesson structure</b>		Lessons lack clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations do not support instructional objectives.	Lessons have a recognizable structure, although the structure is not uniformly maintained. Progression of activities is uneven, with some disproportionate time allocations.	Lessons have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	Lessons' structures are clear and allows for different success pathways according to diverse student needs. The progression of activities is highly coherent.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2G	<b>Learning activities &amp; differentiation</b>		Learning activities and instructional materials are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities and instructional materials are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities and instructional materials are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities and instructional materials are highly suitable to diverse learners and support the instructional objectives. They are all designed to engage students in high-level cognitive activity and are well differentiated.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2H	<b>Cooperative grouping</b>		Plans for cooperative group activities do not support the instructional objectives, are vaguely defined, or are not "group worthy" activities to begin with.	Plans for cooperative group activities partially support instructional objectives with an effort to define student roles, structure tasks, use time productively, and ensure both individual and collective accountability.	Plans for cooperative group activities generally support instructional objectives. Clearly defined roles, well-sequenced tasks, and mechanisms to maintain productivity are articulated as are specific plans to support student positive interdependence throughout the activity.	Plans for cooperative group activities directly and powerfully support specific instructional objectives. Group work is not only "group worthy," it is designed to elevate both social cohesion and academic achievement in students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 2I	<b>Motivation &amp; engagement</b>		Little evidence of plans to raise anticipation, intrigue, or interest through "hooks," well-phrased and appropriately sequenced questions, provocation, or other means of heightened engagement.	Some evidence of plans to attempt to entice student interest and generate motivation for intellectual activity, but they may be poorly developed, or tangential to instructional objectives.	Teacher often demonstrates in written plans the ability to prepare activities and class discussions that promote achievement motivation and enhance school engagement.	All lessons and units contain pervasive evidence of the teacher's plans to entice student interest, curiosity, and emotion, and channel it into productive academic activity.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Domain 3: Implementing Instruction

Dispositions: Candidate is committed to safeguarding and promoting the learning of all students through the exercise and constant improvement of sound pedagogical techniques. Candidate is curious about and values the diversity of student responses, interests, ideas, and behaviors. Candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. Candidate is concerned about the extent to which the approaches used in the classroom provide equitable learning opportunities for all students, particularly those who are marginalized, disengaged, or struggling.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3A	<b>Directions &amp; Procedures</b>	Not yet observed.	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students, contain an appropriate level of detail, and conveyed to students in multiple forms.	Teacher directions and procedures are clear to students, conveyed in multiple forms, and anticipate possible student misunderstanding.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3B	<b>Quality of questioning</b>		Teacher's questions typically demonstrate low cognitive challenge and/or single correct responses. Student answers are usually followed by the teacher's evaluation with few opportunities for deeper or more collective questioning provided.	Teacher's questions represent a combination of lower- and higher-order thinking though they may be posed in rapid succession without sufficient time to process possible answers. Only some questions invite thoughtful responses, and closed-ended questions tend to outnumber open-ended ones.	Teacher's questions demonstrate an extended range of cognitive challenge so that most students have opportunities to move from recitation through analysis and into evaluation. Adequate wait-time is provided for students to respond, and students sometimes question each other as well as the teacher.	Teacher's questions demonstrate the full range of cognitive challenge and all students have opportunities to experience lower-order & closed-ended as well as higher-order & open-ended forms. Ample wait-time is provided. Students pose questions for each other which are sometimes used to direct later inquiries.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3C	<b>Discussion techniques &amp; student participation</b>		Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate class discussions and recitations.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, but with only limited success and a limited variety of methods. Some students may be allowed to "disengage" while others are allowed to dominate.	Teacher creates a genuine discussion among students, stepping aside when appropriate to allow students to engage one another. Teacher provides multiple avenues for student participation and works with students who dominate as well as those who may be reticent to better balance the voices in the room. Teacher cues students when changes in participation styles are imminent.	Students assume considerable responsibility for the success of the discussion by initiating topics, making unsolicited contributions, and self-monitoring and reminding one another of the need to listen as well as contribute. Teacher monitors the distribution and varies the types of participation to substantively include all students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3D	<b>Instructional variety</b>		Teacher provides activities specific to the content, but there is neither an attempt to use a variety of activities to support instructional outcomes nor an attempt to differentiate tasks to address a variety of student needs. Evidence of student disengagement is high.	Teacher occasionally attempts but does not consistently use a variety of activities to support instructional outcomes and meet varied student needs. Some students may be intellectually engaged but others remain bored or overwhelmed.	Teacher uses a variety of activities on a regular basis that specifically target instructional outcomes. Most students are frequently observed to be cognitively engaged in exploring content.	Teacher successfully varies classroom activities to support instructional outcomes. Students regularly appear inspired, curious, and excited to engage in varying forms of inquiry, exploration, and analysis of new content.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3E	<b>Cooperative Learning</b>		Time in groups is unproductive and the teacher's interventions rarely promote achievement. Teacher struggles to attend to classwide and individual groups' needs. Teacher may devote disproportionate attention to a few groups.	Students may be moderately successful in advancing the instructional objectives of the lesson, but some time may be squandered and/or some groups may be unfocused or dysfunctional. Group roles, task sequencing, and/or accountability checks may need improvement.	Instructional groups are engaging and are appropriate to the students and to the instructional objectives. Student collaboration is high as is active exploration of content. Roles, sequencing, and accountability checks are largely successful and help to keep students focused and productive.	Instructional groups are highly productive and fully appropriate to the students and to the instructional objectives. Students take the initiative to influence the adjustments and products of instructional groups. Evidence is abundant that students are working well with peers and collaborating to produce their best work.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3F	<b>Pacing</b>		The pace of the lesson is too slow, rushed, or both. Several students display behaviors that indicate they are lost, confused, bored, stressed, or "checked out," and the teacher makes little effort to adjust pacing to address these indicators.	Pacing is based on perceived student needs but is successful only part of the time. Fewer students are indicating that pacing is problematic for them, but some are still demonstrating a level of frustration that may be negatively affecting their learning.	Pacing of the lesson is generally appropriate for most if not all students. Teacher is typically able to adjust pacing when needed by accelerating or slowing instructional activities based on perceived student needs.	Pacing of the lesson is appropriate for all students and the teacher's monitoring, checks for understanding, and informal assessment techniques provide ample data to inform decisions about speeding up or slowing down the lesson.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3G	<b>Differentiation</b>		The teacher adheres to an instructional plan despite the need for differentiation.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Some attempts are made to differentiate learning for a range of learners.	Teacher makes minor adjustments to a lesson, and such alterations occur smoothly. When evidence of the need for acceleration or re-teaching is observed, the teacher personalizes instruction to meet individual student needs.	Teacher successfully makes major adjustments to a lesson when needed and the adjustments add value and rigor to the lesson. Students at all performance levels are provided opportunities for enrichment.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3H	<b>Response to students</b>		Teacher rarely acknowledges students' questions or comments.	Teacher attempts to accommodate students' questions or comments, although doing so may occasionally disrupt the flow of lessons.	Teacher successfully accommodates students' questions or comments and integrates them into the flow of the lesson.	Teacher seizes major opportunities to enhance learning, building on student questions or comments to promote engagement and achievement.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3I	<b>Anticipation and transitioning</b>		Lessons are typically delivered with little introduction, and transitions between the phases of a lesson are choppy if not abrupt. There is little evidence that the teacher is attempting to engage students' interest and direct it toward academic achievement.	Lessons and activities demonstrate occasional interest-generating prompts or employ novelty to enhance students' interest, but such efforts are inconsistent or sometimes unsuccessful. Transitions are typically sufficient but may lack in efficiency or explanation.	Lessons are introduced in a curious, novel, and/or theatrical manner such that student attention is piqued and engagement is elevated. Transitions help shift student attention and interest from one activity to the next such that time on task is maximized.	Using a variety of strategies, prompts, "hooks," and provocations, the teacher consistently builds anticipation for learning and effectively transitions between various stages in a lesson or activity. Students begin tasks rapidly and then sustain academic effort throughout the lesson.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3J	<b>Closure</b>		Lesson has no closure.	Lesson has a planned closure but it does not reinforce the learning of the lesson.	Lesson has a closure activity that provides reinforcement of lesson objectives.	Lesson has a closure activity that reinforces objectives and provides data re: students' understanding.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3K	<b>Student voice and choice</b>		Students are rarely asked for their perspectives on course content, classroom procedures, or behavioral norms, and little opportunity exists for students to exercise their autonomy in choosing how to complete classwork.	Students are occasionally consulted for their opinions about classroom operations and the quality of the learning community, and occasional opportunities for student choice are provided during classwork or assessments.	Student perspectives regarding classroom operations are formally solicited and integrated such that they routinely participate in classroom decision making. Consistent opportunities exist for students to choose how they will demonstrate content proficiency.	Students are afforded ample opportunities to express their autonomy and perspectives that occasionally take the form of actual leadership in and beyond the classroom. Students assist in the design of both instructional activities and assessments.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 3L	<b>Distributing intellectual challenges</b>		Teacher rarely conveys high expectations for all students and may demonstrate generally low expectations for student learning by consistently distributing low-level questions and prompts to low-expectancy students.	The teacher is beginning to distribute intellectual challenges and supports more equitably, though high-expectancy students may still receive the greatest frequency and level of sophistication with regard to questions and prompts.	Teacher conveys high expectations for all students and has developed methods to distribute questions and prompts in such a way that both low- and high-expectancy students experience frequent intellectual rigor.	Teacher uses the same positive affective tone with low- as with high-expectancy students, and asks questions of low-expectancy students with the same frequency, depth, and rigor as with high-expectancy students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3M	<b>Embedded literacy skills</b>		The practices of reading, writing, developing academic language, and speaking are rarely embedded into instruction.	Some literacy skills are occasionally infused into instruction.	Literacy skills are woven into most lessons, are explicitly linked to instructional objectives, and are evident during class activities.	Literacy skills are foundational to most lessons such that visual representations provided, ideas expressed, decisions made, texts consulted, vocabulary developed, academic language used, and problems solved all reflect this infusion.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3N	<b>Communicating in writing</b>		The teacher's explanations and/or written materials contain errors in content or language.	Teacher's explanations and written material include occasional but minor errors.	Teacher is able to communicate without error in both speaking and writing regardless of the medium; or, when errors do occur they are noted and used for teaching and learning purposes.	Teacher demonstrates exemplary speaking and writing skills that are not only error-free but represent a commitment to form, function, and style in the use of language.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Domain 4: Assessment Strategies

Dispositions: Candidate is committed to actively engaging learners in a variety of assessment processes and using assessment results to promote student achievement and improve teacher practices. Candidate values rigorous, intentional, frequent, and varied forms of assessment to track student learning and to identify where additional supports may be needed.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 4A	<b>Congruence with instructional objectives</b>	Not yet observed.	Assessments and assessment procedures are mismatched with instructional objectives. It is rarely clear how assessments relate to the purpose of the lesson or lessons.	Assessments and assessment procedures are partially congruent with instructional objectives but few individual adaptations are evident.	All of the assessments and assessment procedures are aligned with instructional objectives. Adaptations have been incorporated for groups of students.	All of the assessments and assessment procedures represent measurable expressions of the instructional objectives. Assessment methods have been differentiated to allow for individual student needs.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4B	<b>Criteria and standards</b>		Plan for assessment rarely includes criteria by which students will be assessed.	Assessment criteria have been developed, but they may be vague or difficult to measure.	Assessment criteria and standards are clear and measurable.	Assessment criteria and standards are clear and measurable, and easily incorporated by students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4C	<b>Communication of assessment criteria</b>		Students are rarely informed of the assessment criteria by which their work will be evaluated.	Students are only partially informed of the assessment criteria, and/or criteria are only partially explained or provided too late.	Students are informed of the assessment criteria. The teacher communicates these criteria to students well in advance of the work's submission or completion.	Not only are students informed of the assessment criteria well in advance but the teacher solicits student contributions to the criteria's development and/or their revision.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4D	<b>Design of formative assessment</b>		Teacher rarely has plans to incorporate formative assessment in the lesson or unit.	Teacher inconsistently incorporates formative assessment in the lesson or unit.	Teacher has a well-developed strategy for using formative assessment and has designed and articulated in lesson or unit plans the specific approaches that will be used.	The teacher's approach to using formative assessment is well designed and clearly articulated in instructional plans and includes student as well as teacher use of the assessment information.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 4E	<b>Use of assessments in planning</b>		Teacher rarely uses assessment results in designing future instruction.	Teacher uses assessment results to plan for future instruction for the class as a whole.	Teacher uses assessment results to plan for future instruction for specific groups of students.	Teacher uses assessment results to plan and differentiate future instruction for individual students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4F	<b>Monitoring student learning</b>		There is little monitoring of student learning during lessons or activities.	The teacher monitors student learning for the class as a whole but does not consistently check for student understanding at the individual level.	Teacher monitors the progress of groups of students by using well-formed questions or prompts to diagnose evidence of learning.	Questions, prompts, and formative assessments are regularly used to diagnose evidence of learning in individual students.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4G	<b>Student peer- and self-assessment</b>		Students rarely engage in self- or peer assessment.	Students occasionally assess the quality of their own or their peers' work against the assessment criteria.	Students frequently assess and monitor the quality of their own and others' work against the assessment criteria.	Students not only frequently assess and monitor the quality of their own and others' work against the assessment criteria but also make active use of that information in their learning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4H	<b>Feedback to students</b>		Teacher's feedback to students rarely contains information that will assist them in improving their performance and/or feedback is not provided in a timely manner. Too much reliance on vague sentiments (e.g., "Good job!" or "You're so smart!")	Teacher is attempting to encourage students but feedback is too general and its timeliness is inconsistent. Teacher relies too heavily on praise without communicating sufficient scaffolds to promote greater learning, effort, and achievement.	Teacher's feedback to students is timely and accurate. Encouragement is communicated through a focus on students' efforts and accomplishments. When praise is offered, it is specific, sincere, and judicious.	Teacher's feedback to students is timely and is consistently focused on what students are (or are not) accomplishing through effort. There is ample evidence that students make regular use of teacher feedback in their learning and it appears to motivate greater effort.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 4I	<b>Equity &amp; ethical considerations regarding homework</b>		Teacher rarely considers the extent to which students possess varying capacities to complete homework and projects outside of school, or when such contexts are considered they result in lowered expectations rather than increased levels of support.	Teacher occasionally considers conditions for students outside of school and provides additional supports when necessary.	Teacher demonstrates an understanding of the inequities associated with the assigning of work outside of school hours and may increase allocations of in-class work-time, decrease homework, and/or provide additional help when disparities appear.	Teacher has successfully minimized or removed inequities due to varying capacities to complete homework by providing ample in-class time to complete summative assignments and giving additional help to those students who may need it.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4J	<b>Maintaining accurate records</b>		The teacher's system for maintaining information on student attendance, completion of assignments, and progress is ineffective. The teacher makes little distinction between formative and summative assessments in record-keeping.	The teacher's system for maintaining information on student attendance, completion of assignments, and is partially effective. Some distinctions are made between formative and summative assessments but occasional conflation of the two mars the accuracy of records.	The teacher's system for maintaining information on student attendance, completion of assignments, and progress in learning is effective. Summative and formative assessments are clearly distinguishable in records.	The teacher's system for maintaining information on student attendance, completion of assignments, and progress in learning is exemplary such that other teachers benefit from seeing how it is constructed and maintained. Students contribute information and participate in maintaining the records.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4K	<b>Grading schemes and calculations</b>		Teacher's gradebook and grading methods fail to capture student proficiency, effort, and/or learning. Calculating system may be mathematically flawed. Students do not know how or why they received the grade they did.	Teacher's gradebook and grading methods reflect an understanding of school and district procedures. Teacher uses system to record grades and track student learning.	Teacher's gradebook and grading methods reflect an understanding of school and district procedures. Teacher uses system to record grades and track student learning. Teacher demonstrates an understanding of the rationale underlying the system.	Teacher's grading schemes and gradebook calculations reflect both mathematical integrity and an equitable summation of student accomplishment. Teacher's grading methods on summative work are driven by transparent and clearly communicated standards such that all students know their grade and what it will take to sustain or improve it.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Domain 5: Learning Community

Dispositions: Candidate recognizes that students need to feel safe, included, challenged, supported, competent, and accountable if they are to perform optimally, and the candidate believes it is crucial that a teacher devote significant effort toward facilitating those experiences. Candidate values all students' insights and critiques, especially with regard to what is and is not working in the classroom. Candidate acknowledges that part of a teacher's job is to prepare students to interact with others well, and to help them improve when they don't. Candidate prioritizes equity and cultural responsiveness in the design and implementation of classroom management strategies.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5A	<b>Teacher interactions with students</b>	Not yet observed.	Patterns of teacher-student interactions with some students are negative, inappropriate, or insensitive to cultural backgrounds and/or developmental levels. Some students exhibit disrespect for the teacher.	Patterns of teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, a lack of initiative in balancing student voices, or students' cultures and/or developmental levels. Students exhibit intermittent respect for the teacher and may avoid taking intellectual risks.	Teacher-student interactions are distributed equitably and are appropriate to and may vary depending on the cultural backgrounds and developmental levels of individual students. Teacher takes the initiative to balance student voices. Students typically demonstrate respect for the teacher though some students may be reticent to take intellectual risks.	Classroom interactions between teacher and students motivate students to apply their best effort and increase their engagement with content. Students exhibit respect for and trust in the teacher and often contribute to each other's learning. All students are included, their voices are heard, and they take intellectual risks.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5B	<b>Student interactions with peers</b>		Student peer interactions are characterized by sarcasm, put-downs, or conflict. The teacher rarely intervenes in such situations, or interventions are unsuccessful in quelling the behavior.	Students sometimes demonstrate disregard for their peers' feelings or perspectives, but occasional disparaging remarks, nonverbal slights, and/or hurtful statements go unaddressed.	Student interactions are generally polite and respectful. Students sometimes monitor and correct one another's problematic statements or actions. The teacher is usually attentive and responsive when such situations occur.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed such that safety and well-being are quickly restored. Teacher interventions are brief, firm, clear, and helpful.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5C	<b>Expectations for behavior</b>		The teacher has made little effort to communicate the rationale for various rules nor the consequences one can expect when adherence is lacking. Students are rarely included in a process by which behavioral norms in the classroom are generated and specified.	The teacher has declared a list of rules to be followed with some explanation of their utility and the teacher's likely response when such rules are disregarded. Students may have been asked for their opinions on various norms but the standards for behavior are largely dictated by the teacher with little to no substantive input from students.	The teacher has planned for and used a specific process to co-identify classroom behavioral needs, and then co-construct the norms both students and the teacher will be expected to observe to meet those needs. While this process may have been generative, the teacher may neglect to revise and re-negotiate those norms as circumstances and behaviors evolve over the course of a semester or year.	The teacher has co-constructed behavioral norms with students and regularly reinforces them when (mis)behavior is observed. Students' requests to talk about or negotiate different norms are heeded, though the teacher may still make unilateral decisions based on sound analyses of the learning community's needs.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5D	<b>A culture of learning</b>		The classroom culture is characterized by little teacher or student commitment to learning, and/or little investment of student energy in the task at hand. Hard work and the correct use of academic language are rarely expected nor valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only a few students.	The classroom culture is characterized by a rhetorical commitment to learning, expressed largely by the teacher, but teacher shows little evidence of strategies to support a culture of learning. High expectations are communicated for some students. Teacher refers to the correct use of academic language but may do so only in passing.	The classroom culture is a place where learning is valued by all. High expectations for both learning and hard work are the norm for most students regardless of their perceived aptitude. Students are enthusiastic about class activities and consistently expend effort to learn. Classroom interactions support intellectual inquiry, hard work, risk-taking, learning from mistakes, and the correct use of academic language.	The classroom culture is cognitively busy, rigorous, and encouraging, and is pervaded by a shared belief in the importance of learning and inquiry. The teacher conveys high achievement expectations for all students and insists on their best effort at all times. Mistakes are framed as opportunities for growth and students are eager to demonstrate what they know and can do. The correct use of academic language is widespread even as students are encouraged to retain their culturally derived ways of communicating.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5E	<b>Student focus on mastery</b>		Students demonstrate little attention to mastery. They seem to be motivated by the desire to complete a task rather than to do their best. Teacher may exacerbate this by conveying that student success is the result of natural ability rather than effort.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate persistence when work is challenging.	Students assume responsibility for mastering their learning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5F	<b>Management of cooperative groups</b>		Groups that are not working directly with the teacher struggle to productively engage in learning and may be actively distracting others.	Only some groups of students are productively engaged in learning while unsupervised by the teacher.	Teacher promotes a high level of concern and sufficient structuring such that the majority of students in groups are productively engaged in learning even when they are not directly supervised by the teacher.	Teacher has well developed strategies for making sure all students are productively engaged at all times. Students have assumed responsibility for their productivity and for monitoring their peers to stay on-topic and on-task.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5G	<b>Management of transitions, materials, and supplies</b>		Transitions are chaotic. Materials and supplies are handled with little efficiency. The result is significant loss of instructional time.	Only some transitions are efficient. Handling of materials and supplies works moderately well. There is some loss of instructional time.	Transitions occur smoothly. Handling of materials and supplies occurs relatively smoothly. There is little loss of instructional time.	Transitions are seamless. Handling of materials and supplies is efficient if not effortless. Students assume significant responsibility for ensuring efficient operation.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5H	<b>Establishment and reinforcement of routines</b>		Teacher rarely establishes, instructs, and reminds students about routines. Instead, teacher resorts to threats and punishments in an attempt to encourage adherence to haphazardly constructed procedures, or students may not know what the proper routines are.	Teacher occasionally attempts to demonstrate class routines but many are not maintained or reinforced, and some may be undermined or ignored by students. Rather than remind or reinforce, the teacher may reprimand students for failing to follow specified routines.	The teacher instructs students on how specific procedures are to be followed in class and explains their purpose. Teacher also maintains routines by re-teaching and reminding as necessary. Students largely adhere to routines and follow them in a timely manner.	Teacher successfully teaches and maintains routines and enlists student help when classroom procedures and processes need refining. Students not only follow routines but actively reinforce them with one another and look for opportunities to improve them.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5I	<b>Monitoring of student behavior</b>		Student behavior is rarely monitored, and teacher is generally unaware of what the students are doing. Teacher reacts to problems far more than preventing them.	Teacher is generally aware of student behavior but may miss the activities of some students. Attempts at prevention are made though they may vary in their success, as evident by continuing problems with off-task student behavior.	Teacher is alert to student behavior at all times and actively prevents many behaviors by seeing and addressing issues early and often.	Monitoring by teacher is subtle, consistent, and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5J	<b>Response to student (mis)behavior</b>		Teacher rarely responds to (mis)behavior, or the response is inconsistent, or does not respect the student's dignity. Teacher interventions frequently escalate conflict rather than defuse it, and the social-emotional aspects of interactions are underappreciated.	Teacher attempts to respond to student (mis)behavior but with uneven results. Interventions temporarily stop problematic behaviors though they may recur later. Teacher attempts to address students' social-emotional context but may be unable to see how the teacher's actions may exacerbate rather than ameliorate underlying issues or cultural misunderstandings.	Teacher responses to (mis)behavior are appropriate, successful, respectful of students' dignity, and attentive to the social-emotional state of the student. Student behavior is generally productive and prosocial, and situations rarely escalate. Teacher works to differentiate responses based on students' cultural backgrounds.	Teacher responses to (mis)behavior are highly effective and sensitive to students' individual socio-emotional needs as well as their unique cultural contexts. Student behavior is consistently appropriate, productive, and prosocial, and situations almost never escalate.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5K	<b>Arrangement and use of furniture and classroom resources</b>		The classroom environment is unsafe, or learning is not accessible to many. The arrangement of furniture and use of resources, including technology, hinders rather than enhances the lesson activities because students either cannot see or move safely to access what they need.	The classroom is safe and essential resources are accessible to most students. The teacher makes modest use of furniture and technology to diminish student inconvenience. The teacher attempts to adjust the classroom furniture for a lesson (or adjusts the lesson to the furniture) but with limited effectiveness.	The classroom is safe, and students have equal access to all classroom resources. The teacher ensures that the furniture arrangement and positioning of technology is appropriate to varying learning activities and may adjust it mid-lesson to accommodate different styles of instruction.	The classroom environment is safe, and classroom resources are accessible to all students, including those with special needs. The teacher makes sure that the positioning of furniture and technology supports instructional objectives. Students contribute to the adaptation of resources to advance learning.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 5L	<b>Communicating with families</b>		The teacher provides little information about the instructional program to families and the teacher's communication about students' academic and behavioral progress is minimal. The teacher does not respond, or responds insensitively, to family concerns.	The teacher makes sporadic attempts to communicate to families information about the curriculum or behavioral expectations, or about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may be insufficiently sensitive to cultural difference, family structure, or socioeconomic status.	The teacher provides frequent and appropriate information to families about the curriculum and behavioral expectations and conveys information about individual student progress in a manner that is sensitive to issues of family diversity. The teacher makes some attempts to engage families in the instructional program.	The teacher regularly communicates with families in a manner that helps sustain diversity and keeps family members aware of developments in the classroom. Students contribute to the success of such communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5M	<b>Anti-oppressive stance</b>		Teacher ignores the impact that systemic racism, sexism, classism, heterosexism, ableism, and other forms of oppression have on students, the classroom, and the larger school-community. Teacher may be dismissive of claims that such oppressions persist and may be unwilling to look at issues of privilege and personal complicity in oppression.	Teacher is aware of the influence that some forms of oppression can have on students, classrooms, and schools but needs to develop concrete methods to counter them. Teacher may extol various anti-oppressive terms, literatures, or leaders but needs to demonstrate how expressed values translate into practice or how they implicate one's own decision-making.	Teacher integrates understanding of oppression into specific pedagogical and interpersonal approaches to working with students, colleagues, and families. Teacher is able to articulate where and when oppression sometimes occurs and can show how specific practices can reverse such trends. Teacher is critical of her/his/their own participation in and resistance to privilege and oppression in classroom experiences.	Teacher demonstrates an enduring inclination and ability to read, name, and productively resist systemic forms of oppression intrapersonally, interpersonally, in the classroom, and in the larger school-community. Teacher actively seeks diverse collaborations to expand awareness and enhance efforts; these efforts produce identifiable change in the teacher and in others.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Domain 6: Reflection & Adjustments

Dispositions: Candidate recognizes the value of both self-assessment and external feedback and is eager to use each to improve teaching. Candidate is curious about how to improve and is eager to experiment with new ideas and techniques. Candidate recognizes personal limitations and the occasional weaknesses of one's pedagogical choices and seeks to compensate for or overcome them by analyzing practices and collaborating with others to improve classroom practice.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 6A	<b>Self-assessment</b>	Not yet observed.	Teacher struggles to know whether a lesson was effective or achieved its instructional objectives, or teacher misjudges the success of a lesson.	Teacher can identify some aspects of a lesson's effectiveness and the extent to which instructional objectives were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives and can provide relevant examples.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives, citing many specific examples from the lesson and weighing the relative strengths of each.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6B	<b>Receptive to feedback</b>		Teacher struggles to receive observer's data and feedback, and may argue or offer an alternative interpretation before asking clarifying questions.	Teacher listens to and considers how to incorporate observations, interpretations and recommendations but may be reluctant to admit the need for change.	Teacher actively engages observational data and feedback for classroom practice.	Teacher seeks out any and all feedback from multiple stakeholders, including colleagues, students, and parents. Teacher views collegiality, vulnerability, and transparency as necessary conditions for innovation and can show practices that have been improved based on this orientation.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6C	<b>Implements feedback</b>		Teacher has received similar feedback from multiple sources, but their practice reflects little change.	Teacher practice reflects modest and/or sporadic implementation of feedback.	Teacher practice generally reflects incorporation of feedback and teacher seeks out more ways to improve.	Teacher regularly implements improvements based on analysis of practice and external feedback.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6D	<b>Instructional problem solving</b>		Teacher has few suggestions for how a lesson could be improved if/when the lesson is taught again.	Teacher makes general suggestions about how a lesson could be improved if/when the lesson is taught again.	Teacher makes a few specific suggestions regarding what could be attempted if/when the lesson is taught again.	Teacher draws on an extensive repertoire of skills and offers multiple alternatives to improve the lesson.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 6E	<b>Inquiry and continuous improvement</b>		Teacher rarely demonstrates curiosity about how to improve instruction and either does not gather or does not use classroom data in a systematic fashion to inform teaching.	Teacher may gather some data but its analysis is either superficial or only marginally informs teaching.	Teacher systematically collects and analyzes classroom data and uses findings to inform teaching and to frame inquiry questions for further exploration.	Teacher works with colleagues and possibly students and community members to frame questions, gather data, and participate in a school-wide culture of inquiry.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Domain 7: Professionalism & Leadership

Dispositions: Candidate recognizes and values the responsibilities and high standards of behavior associated with being a teacher; is committed to being a "student of teaching" and remains committed to professional development throughout the career; acknowledges the important role teachers play in making schools work for all students and the necessity to sustain a posture of continuous improvement.

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 7A	<b>Habits of professionalism</b>	Not yet observed.	Teacher inconsistently demonstrates professional habits as listed under Developing.	Teacher is aware of professional habits but is occasionally inconsistent regarding punctuality, responsiveness, and attentiveness to school and program expectations.	Teacher consistently models those professional habits listed under Developing.	Teacher is recognized as an exemplar of professionalism.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 7B	<b>Integrity and ethical conduct</b>		Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role in articulating and establishing such standards with colleagues.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 7C	<b>Persistence</b>		Teacher tends to blame students when they have difficulty learning, perhaps blaming their home environment, or some other perceived deficit for their lack of success.	Teacher accepts responsibility for the success of all students but only uses a limited repertoire of instructional strategies to attempt to reach and teach each and every student, or uses those strategies only for a limited time.	Teacher seeks and experiments with approaches for students who have difficulty learning, drawing on a growing repertoire of strategies. Solutions are sought instead of blame.	Teacher persists in finding solutions for students who need help, using an extensive repertoire of strategies and seeking additional resources from colleagues, research, and the community.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		NOT OBS.	NOT YET MET	DEVELOPING	PROFICIENT	DISTINGUISHED
Element 7D	<b>Professional collaborations</b>		Teacher makes little effort to collaborate with colleagues, to learn from them and/or to contribute to their knowledge, skills, or dispositions in the profession.	Teacher inquires about other educators' practices and seeks colleagues' insights through faculty and/or department meetings, CFGs, PLCs, IEP or other student-related meetings, and school events, but such efforts are restricted to assigned expectations.	Teacher goes beyond obligatory requirements to regularly inquire about other educators' practices; actively participates in collaborative partnerships that enhance practices and professional development at the school site.	Teacher initiates and may even lead important collaborations in the school, district, region, or nation. Teacher may do such things as participate in district or community projects, co-write curricula, publish articles with others, conduct research as part of a team, present with peers at regional or national conferences, or serve on advisory boards.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 7E	<b>Professional communication</b>		Teacher fails or is slow to return email, phone messages, and documents or does so in an incomplete or unprofessional manner. Teacher's written communication often contains spelling, punctuation and/or grammatical errors.	Teacher responds to email and/or phone messages and submits documents in a timely fashion. Teacher produces written communications (including email) that reflect professional standards.	Teacher communicates via email and telephone with prompt and professional responses. Written communications contain few errors of any kind.	Teacher is recognized as a model of professional communication.
	Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>