

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Teachers of English as a Second Language





Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
1(a) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
1(b) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



COMMENTS

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Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Potential Sources of Evidence						
	• Lesson Plan	• Classroom Observation	• Pre/Post Observation Conference			
Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
2(a) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
2(b) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
2(e) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



COMMENTS

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Standard 3: Learning Environment

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Potential Sources of Evidence						
	• Lesson Plan	• Classroom Observation	• Pre/Post Observation Conference			
Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
3(c) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
3(f) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
<p>3(h) <i>TESOL Domain 2. Culture as it Affects Student Learning.</i> Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.</p>	<input type="checkbox"/> NA	<p><input type="checkbox"/> 1 Candidate's knowledge, understanding, and use of major theories and research related to the nature and role of culture in their instruction is minimally evident. Understanding of how cultural groups and individual cultural identities affect language learning and school achievement is minimally evident.</p>	<p><input type="checkbox"/> 2 Candidate's knowledge, understanding, and use of major theories and research related to the nature and role of culture in their instruction is somewhat evident. Understanding of how cultural groups and individual cultural identities affect language learning and school achievement is somewhat evident.</p>	<p><input type="checkbox"/> 3 Candidate's knowledge, understanding, and use of major theories and research related to the nature and role of culture in their instruction is sufficiently evident. Understanding of how cultural groups and individual cultural identities affect language learning and school achievement is sufficiently evident.</p>	<p><input type="checkbox"/> 4 Candidate's knowledge, understanding, and use of major theories and research related to the nature and role of culture in their instruction is abundantly evident. Understanding of how cultural groups and individual cultural identities affect language learning and school achievement is abundantly evident.</p>	
<p>HOLISTIC SCORING OF STANDARD</p>	<input type="checkbox"/> NA	<p><input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</p>	<p><input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.</p>	<p><input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.</p>	<p><input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.</p>	



COMMENTS

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Standard 4: Content Knowledge

The teacher applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches to create learning experiences from a variety of perspectives that enrich traditional concepts, making these aspects of the discipline accessible and meaningful for all learners to assure mastery of the content.

Potential Sources of Evidence						
	• Lesson Plan	• Classroom Observation	• Pre/Post Observation Conference			
Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
4(a) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(b) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(g) <i>TESOL 3c. Using Resources and Technology Effectively in ESL and Content Instruction.</i> Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate is minimally familiar with a wide range of standards-based materials, resources, and technologies, and chooses, adapts, and uses them little or none to support effective ESL and content teaching.	<input type="checkbox"/> 2 Candidate is somewhat familiar with a wide range of standards-based materials, resources, and technologies, and chooses, adapts, and uses them inconsistently to support effective ESL and content teaching.	<input type="checkbox"/> 3 Candidate is sufficiently familiar with a wide range of standards-based materials, resources, and technologies, and chooses, adapts, and uses them sufficiently to support effective ESL and content teaching.	<input type="checkbox"/> 4 Candidate is very familiar with a wide range of standards-based materials, resources, and technologies, and chooses, adapts, and uses them as an integral component of effective ESL and content teaching.	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	

COMMENTS



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Standard 5: Application of Content

The teacher makes connections across concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
5(a) The teacher 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).	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(e) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(g) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
5(h) The teacher develops and implements supports for learner literacy development across content areas.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
5(i) TESOL 1a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate demonstrates minimal understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	<input type="checkbox"/> 2 Candidate demonstrates developing understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	<input type="checkbox"/> 3 Candidate demonstrates proficient understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	<input type="checkbox"/> 4 Candidate demonstrates exemplary understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	
5(j) TESOL 1b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's understanding and application of theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement is minimally evident .	<input type="checkbox"/> 2 Candidate's understanding and application of theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement is somewhat evident .	<input type="checkbox"/> 3 Candidate's understanding and application of theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement is sufficiently evident .	<input type="checkbox"/> 4 Candidate's understanding and application of theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement is abundantly evident .	
5(k) TESOL 5a. ESL Research and History. Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and application of this knowledge to inform teaching and learning is minimally evident .	<input type="checkbox"/> 2 Candidate's knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and application of this knowledge to inform teaching and learning is somewhat evident .	<input type="checkbox"/> 3 Candidate's knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and application of this knowledge to inform teaching and learning is sufficiently evident .	<input type="checkbox"/> 4 Candidate's knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and application of this knowledge to inform teaching and learning is abundantly evident .	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	

COMMENTS



Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
6(a) <i>TESOL 4c. Classroom-Based Assessment for ESL.</i> Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction for in the classroom is minimally evident .	<input type="checkbox"/> 2 Candidate's knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction for in the classroom is somewhat evident .	<input type="checkbox"/> 3 Candidate's knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction for in the classroom is sufficiently evident .	<input type="checkbox"/> 4 Candidate's knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction for in the classroom is abundantly evident .	
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
6(c) <i>TESOL 4b. Language Proficiency Assessment.</i> Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's knowledge and use of a variety of standards-based language proficiency instruments to show language growth and to inform their instruction is minimally evident . Understanding of their uses for identification, placement, and reclassification of ELLs is minimally evident .	<input type="checkbox"/> 2 Candidate's knowledge and use of a variety of standards-based language proficiency instruments to show language growth and to inform their instruction is somewhat evident . Understanding of their uses for identification, placement, and reclassification of ELLs is somewhat evident .	<input type="checkbox"/> 3 Candidate's knowledge and use of a variety of standards-based language proficiency instruments to show language growth and to inform their instruction is sufficiently evident . Understanding of their uses for identification, placement, and reclassification of ELLs is sufficiently evident .	<input type="checkbox"/> 4 Candidate's knowledge and use of a variety of standards-based language proficiency instruments to show language growth and to inform their instruction is abundantly evident . Understanding of their uses for identification, placement, and reclassification of ELLs is abundantly evident .	
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
6(h) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
6(j) <i>TESOL 4a. Issues of Assessment for English Language Learners.</i> Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate demonstrates minimal understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	<input type="checkbox"/> 2 Candidate demonstrates developing understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	<input type="checkbox"/> 3 Candidate demonstrates sufficient understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	<input type="checkbox"/> 4 Candidate demonstrates abundant understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	

COMMENTS



Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners, community context, and available resources.

Potential Sources of Evidence						
• Lesson Plan		• Classroom Observation		• Pre/Post Observation Conference		
Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
7(b) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
7(e) The teacher 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 learning experiences to meet unique learning needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
7(g) TESOL 3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's knowledge, understanding, and application of concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs is minimally evident . Planning for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum is minimally evident .	<input type="checkbox"/> 2 Candidate's knowledge, understanding, and application of concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs is somewhat evident . Planning for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum is somewhat evident .	<input type="checkbox"/> 3 Candidate's knowledge, understanding, and application of concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs is sufficiently evident . Planning for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum is sufficiently evident .	<input type="checkbox"/> 4 Candidate's knowledge, understanding, and application of concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs is sufficiently evident . Planning for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum is sufficiently evident .	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	

COMMENTS



Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, to build skills to apply knowledge in meaningful ways, to identify and reduce biases and prejudices, to investigate how implicit cultural assumptions, frames of reference, biases, and perspectives influence the ways in which knowledge is constructed within a discipline.

Potential Sources of Evidence						
	• Lesson Plan	• Classroom Observation	• Pre/Post Observation Conference			
Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
<p>8(a) TESOL 3b. Implementing and Managing Standards-Based ESL and Content. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.</p>	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's knowledge, management, and implementation of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing is minimally evident . Candidate's support for ELLs' access to the core curriculum by teaching language through academic content is minimally evident .	<input type="checkbox"/> 2 Candidate's knowledge, management, and implementation of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing is somewhat evident . Candidate's support for ELLs' access to the core curriculum by teaching language through academic content is somewhat evident .	<input type="checkbox"/> 3 Candidate's knowledge, management, and implementation of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing is sufficiently evident . Candidate's support for ELLs' access to the core curriculum by teaching language through academic content is sufficiently evident .	<input type="checkbox"/> 4 Candidate's knowledge, management, and implementation of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing is abundantly evident . Candidate's support for ELLs' access to the core curriculum by teaching language through academic content is abundantly evident .	
<p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
<p>8(c) The teacher 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.</p>	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
<p>8(d) The teacher 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.</p>	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
<p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p>	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
<p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
8(i) The teacher 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).	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	

COMMENTS



Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Potential Sources of Evidence

• Lesson Plan

• Pre/Post Observation Conference

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
9(a) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
9(e) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
9(f) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
9(g) <i>TESOL 5b. Professional Development, Partnerships, and Advocacy.</i> Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Candidate's participation in professional growth opportunities and ability to build partnerships with colleagues and students' families, to serve as community resources, and to advocate for ELLs is minimally evident .	<input type="checkbox"/> 2 Candidate's participation in professional growth opportunities and ability to build partnerships with colleagues and students' families, to serve as community resources, and to advocate for ELLs is somewhat evident .	<input type="checkbox"/> 3 Candidate's participation in professional growth opportunities and ability to build partnerships with colleagues and students' families, to serve as community resources, and to advocate for ELLs is sufficiently evident .	<input type="checkbox"/> 4 Candidate's participation in professional growth opportunities and ability to build partnerships with colleagues and students' families, to serve as community resources, and to advocate for ELLs is abundantly evident .	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



COMMENTS



Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, to contribute to a school culture that promotes equity, and to advance the profession.

Potential Sources of Evidence

• Lesson Plan

• Pre/Post Observation Conference

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
10(a) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(c) The teacher 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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(h) The teacher uses and generates meaningful research on education issues and policies.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.	<input type="checkbox"/> 2 Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.	<input type="checkbox"/> 3 Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.	<input type="checkbox"/> 4 Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.	

COMMENTS