

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Secondary English





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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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	

COMMENTS



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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
2(a) The teacher uses knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
2(c) The teacher differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; The teacher communicates with students about their performance in ways that actively involve them in their own learning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
2(g) The teacher plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



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

RATINGS

Limited (1)	<p>Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</p> <p>Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Developing (2)	<p>Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.</p> <p>Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Proficient (3)	<p>Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.</p> <p>Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.</p>
Exemplary (4)	<p>Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.</p> <p>Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.</p>

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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(h) The teacher uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(j) The teacher is knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(k) The teacher is knowledgeable about how adolescents read texts and make meaning through interaction with media environments.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(l) The teacher can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; The teacher understands that writing is a recursive process; The teacher can use contemporary technologies and/or digital media to compose multimodal discourse.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
4(m) The teacher knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understands the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); understands principles of language acquisition; recognizes the influence of English language history on ELA content; and understands the impact of language on society.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(n) The teacher is knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	

COMMENTS



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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(h) The teacher develops and implements supports for learner literacy development across content areas.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(i) The teacher uses knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(j) The teacher designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
5(k) The teacher designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	

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

RATINGS

Limited (1)	<p>Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</p> <p>Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Developing (2)	<p>Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.</p> <p>Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Proficient (3)	<p>Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.</p> <p>Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.</p>
Exemplary (4)	<p>Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.</p> <p>Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.</p>

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
6(a) The teacher designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
6(b) The teacher designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
6(g) The teacher designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. The teacher is able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
6(j)	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
7(a) The teacher individually and collaboratively uses knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
7(g) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
7(h) The teacher plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
7(i) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(h) The teacher selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
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 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(j) The teacher plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(k) The teacher models literate and ethical practices in ELA teaching, and engages in/reflects on a variety of experiences related to ELA.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
9(a) The teacher engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input checked="" type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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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

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
10(h) The teacher uses and generates meaningful research on education issues and policies.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
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	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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