

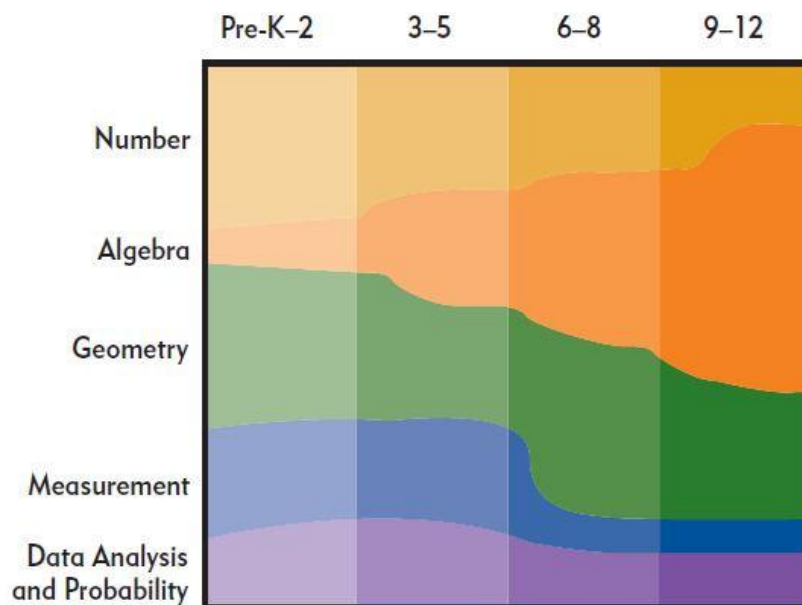


UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Secondary Mathematics





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+	
1(d) The teacher exhibits knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and 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+	
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 incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms and includes culturally relevant perspectives to design, adapt, and deliver instruction to motivate and engage students, addressing each student's diverse learning strengths and needs to create opportunities for students to demonstrate their learning in different ways.	<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 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	<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 demonstrates equitable and ethical treatment of and high expectations for all students.	<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 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 instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages) to extend the possibilities for learning locally and globally and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	<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+	



STANDARD 3 COMMENTS

A large, empty rectangular box with a black border, intended for entering comments related to Standard 3.



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 applies mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	<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 utilizes resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	<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+	



STANDARD 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
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(f) The teacher engages students in problem solving to develop conceptual understanding, to make sense of a wide variety of problems and persevere in solving them, to apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and to formulate and test conjectures to frame generalizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(h) The teacher develops and implements supports for literacy development across content areas and for utilizing appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(i) The teacher engages learners in abstract, quantitative, and reflective reasoning with attention to units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(j) The teacher facilitates learners' ability to construct viable arguments and proofs and critique the reasoning of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(k) The teacher facilitates learners' ability to represent and model generalizations using mathematics, to recognize structure, and to express regularity in patterns of mathematical reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(l) The teacher facilitates learners' ability to use multiple representations to model and describe mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5(m) The teacher facilitates learners' ability to formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
5(n) The teacher facilitates learners' ability to organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple 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(o) The teacher demonstrates the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world 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(p) The teacher models how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.	<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+	

STANDARD 5 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)	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
6(a) The teacher balances the use of formative and summative assessment as appropriate to monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability.	<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 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	<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 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	<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) The teacher verifies that secondary students demonstrate conceptual understanding and procedural fluency.	<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(k) The teacher verifies that secondary students demonstrate the ability to formulate, represent, and solve 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+	
6(l) The teacher verifies that secondary students demonstrate logical reasoning and continuous reflection on that reasoning.	<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(m) The teacher verifies that secondary students apply mathematics in a variety of contexts within major mathematical domains.	<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(n) The teacher implements, uses, and interprets formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	<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+	



STANDARD 6 COMMENTS

A large, empty rectangular box with a black border, intended for entering comments related to Standard 6.



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
	<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(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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(b) The teacher plans lessons and units that incorporate a variety of strategies and differentiated instruction for diverse populations to build all students' conceptual understanding and procedural proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(c) The teacher plans and creates developmentally appropriate lessons, develops appropriate sequencing of learning experiences, and provides challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences with multiple ways to demonstrate knowledge and skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(d) The teacher plans and selects formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students, prior learner knowledge, and learner interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(g) Analyze and consider research in planning for and leading students in rich mathematical learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(h) The teacher plans lessons and units that incorporate mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7(i) Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



STANDARD 7 COMMENTS

A large, empty rectangular box with a black border, intended for entering comments related to Standard 7.



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 students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.	<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 uses a variety of instructional strategies to support and expand learners' communication about mathematics through speaking, listening, reading, writing, and other modes.	<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 provides students with opportunities to make connections among mathematics, other content areas, everyday life, and the workplace.	<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 implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning 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+	
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+	



STANDARD 8 COMMENTS

A large, empty rectangular box with a black border, intended for entering comments related to Standard 8.



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 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	<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, appropriate, continuous, and collaborative professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system that draws upon research in mathematics education to inform practice and enhance learning opportunities for all students' mathematical knowledge 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+	
9(c) Independently and in collaboration with colleagues, other school professionals, families, and various stakeholders, 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 and advance their development as a reflective practitioner.	<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(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+	
9(g) The teacher takes an active role in his/her professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.	<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+	



STANDARD 9 COMMENTS

A large, empty rectangular box with a black border, intended for entering comments related to Standard 9.



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+	



STANDARD 10 COMMENTS

A large, empty rectangular box with a black border, intended for entering comments related to Standard 10.