

**BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
UNIVERSITY SUPERVISOR REVIEW OF CLINICAL PRACTICE PORTFOLIO P-12**

CANDIDATE _____ **SCORER** _____

- _____ **Standard 1 has a minimum of 2 pieces of evidence.**
 _____ **Standard 1 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicate concepts, processes and knowledge.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment: _____			

1.2 Connect content to life experiences of students.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence.

<ul style="list-style-type: none"> Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<ul style="list-style-type: none"> Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<ul style="list-style-type: none"> Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<ul style="list-style-type: none"> Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

1.4 Guide students to understand content from various perspectives.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence.

<ul style="list-style-type: none"> Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<ul style="list-style-type: none"> Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<ul style="list-style-type: none"> Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<ul style="list-style-type: none"> Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

1. 5 Identify and address students' misconceptions of content.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

_____ Standard 2 has a minimum of 2 pieces of evidence.

_____ Standard 2 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 2: The Teacher Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develop significant objectives aligned with standards.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none">• Provides only repetition of indicator with inferred connection to evidence.• Identifies action with no explanation.• Inconsistent and misuse of professional vocabulary• Evidence of poor quality	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none">• Provides inconsistent explanation of connection between indicator and evidence.• Discusses actions with explanation.• Inconsistent use of professional vocabulary.• Evidence of weak quality	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none">• Provides limited explanation of connection between indicator and evidence.• Analyzes actions with explanation.• Limited use of professional vocabulary.• Evidence is sufficient quality	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none">• Provides obvious explanations of connection between indicator and evidence.• Justifies actions with explanation.• Extensive use of professional vocabulary• Evidence is high quality

Comment:

2.2 Use contextual data to design instruction relevant to students.

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none">• Provides only repetition of indicator with inferred connection to evidence.• Identifies action with no explanation.• Inconsistent and misuse of professional vocabulary• Evidence of poor quality	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none">• Provides inconsistent explanation of connection between indicator and evidence.• Discusses actions with explanation.• Inconsistent use of professional vocabulary.• Evidence of weak quality	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none">• Provides limited explanation of connection between indicator and evidence.• Analyzes actions with explanation.• Limited use of professional vocabulary.• Evidence is sufficient quality	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none">• Provides obvious explanations of connection between indicator and evidence.• Justifies actions with explanation.• Extensive use of professional vocabulary• Evidence is high quality

Comment:

2.3 Plan assessments to guide instruction and measure learning objectives.

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none">• Provides only repetition of indicator with inferred connection to evidence.• Identifies action with no explanation.• Inconsistent and misuse of professional vocabulary• Evidence of poor quality	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none">• Provides inconsistent explanation of connection between indicator and evidence.• Discusses actions with explanation.• Inconsistent use of professional vocabulary.• Evidence of weak quality	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none">• Provides limited explanation of connection between indicator and evidence.• Analyzes actions with explanation.• Limited use of professional vocabulary.• Evidence is sufficient quality	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none">• Provides obvious explanations of connection between indicator and evidence.• Justifies actions with explanation.• Extensive use of professional vocabulary• Evidence is high quality

Comment:

2.4 Plan instructional strategies and activities that address learning objectives for all students.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

_____ **Standard 3 has a minimum of 2 pieces of evidence**

_____ **Standard 3 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 3: The Teacher Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicate high expectations.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

3.2 Establishes a positive learning environment.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality

Comment:			

3.3 Values and supports student diversity and addresses individual needs.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

3.4 Fosters mutual respect between teacher and students and among students.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality

Comment:			

3.5 Provides a safe environment for learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

_____ Standard 4 has a minimum of 2 pieces of evidence

_____ Standard 4 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 4; THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

4.2 Implements instruction based on diverse student needs and assessment data.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

<ul style="list-style-type: none"> • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<ul style="list-style-type: none"> • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<ul style="list-style-type: none"> • Limited use of professional vocabulary. • Evidence is sufficient quality 	<ul style="list-style-type: none"> • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

4.3 Uses time effectively.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

4.4 Uses space and materials effectively			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary

• Evidence of poor quality	• Evidence of weak quality	• Evidence is sufficient quality	• Evidence is high quality
Comment:			

4.5 Implements and manages instruction in ways that facilitate higher order thinking.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

_____ Standard 5 has a minimum of 2 pieces of evidence

_____ Standard 5 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

5.2 Uses formative assessments.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary

• Evidence of poor quality	• Evidence of weak quality	• Evidence is sufficient quality	• Evidence is high quality
Comment:			

5.3 Uses summative assessments.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

5.4 Describes, analyzes, and evaluates student performance data.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality

Comment:			

5.5 Communicates learning results to students and parents.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

5.6 Allows opportunity for student self-assessment.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p>	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection 	<p>Candidate displays solid knowledge of the indicator within the Standard</p>	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p>

<ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<ul style="list-style-type: none"> • between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary • Evidence is sufficient quality 	<ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

- _____ **Standard 6 has a minimum of 2 pieces of evidence**
- _____ **Standard 6 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

6.2 Uses available technology to implement instruction that facilitates student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

6.3 Integrates student use of available technology into instruction.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

6.4 Uses available technology to assess and communicate student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

6.5 Demonstrates ethical and legal use of technology.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary

<ul style="list-style-type: none"> • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<ul style="list-style-type: none"> • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<ul style="list-style-type: none"> • Limited use of professional vocabulary. • Evidence is sufficient quality 	<ul style="list-style-type: none"> • Evidence is high quality
Comment:			

_____ **Standard 7 has a minimum of 2 pieces of evidence**
 _____ **Standard 7 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

7.2 Uses data to reflect on and evaluate instructional practice.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

7.3 Uses data to reflect on and identify areas for professional growth.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

_____ Standard 8 has a minimum of 2 pieces of evidence

_____ Standard 8 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection 	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

<ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>between indicator and evidence.</p> <ul style="list-style-type: none"> Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

8.3 Implements planned activities that enhance student learning and engage all parties.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p>	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection 	<p>Candidate displays solid knowledge of the indicator within the Standard</p>	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p>

<ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>between indicator and evidence.</p> <ul style="list-style-type: none"> • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

_____ Standard 9 has a minimum of 2 pieces of evidence

_____ Standard 9 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky’s Teacher Standards.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality

Comment:			

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

9.3 Designs a professional growth plan that addresses identified priorities.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality

Comment:

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	Candidate displays solid knowledge of the indicator within the Standard <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	Candidate displays in-depth knowledge of the indicator within the Standard. <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
Comment:			

_____ **Standard 10 has a minimum of 1 pieces of evidence**

_____ **Standard 10 does NOT have a minimum of 1 pieces of evidence. Do not score.**

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION: The teacher provides professional leadership within the school, community, and education professional to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard <ul style="list-style-type: none"> • Provides inconsistent explanation of connection 	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

<ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>between indicator and evidence.</p> <ul style="list-style-type: none"> Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

10.2 Develops a plan for engaging in leadership activities.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides only repetition of indicator with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between indicator and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary. Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between indicator and evidence. Analyzes actions with explanation. Limited use of professional vocabulary. Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between indicator and evidence. Justifies actions with explanation. Extensive use of professional vocabulary Evidence is high quality
Comment:			

10.3 Implements a plan for engaging in leadership activities.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary

<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
<p>Comment:</p>			

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Candidate displays errors in knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary • Evidence of poor quality 	<p>Candidate is familiar with indicator within the Standard</p> <ul style="list-style-type: none"> • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary. • Evidence of weak quality 	<p>Candidate displays solid knowledge of the indicator within the Standard</p> <ul style="list-style-type: none"> • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary. • Evidence is sufficient quality 	<p>Candidate displays in-depth knowledge of the indicator within the Standard.</p> <ul style="list-style-type: none"> • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary • Evidence is high quality
<p>Comment:</p>			

