

**BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
TEAC PORTFOLIO ASSESSMENT 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 	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
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. • 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.

<ul style="list-style-type: none"> Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	<ul style="list-style-type: none"> Discusses actions with explanation. Inconsistent use of professional vocabulary. 	<ul style="list-style-type: none"> Limited use of professional vocabulary. 	<ul style="list-style-type: none"> Justifies actions with explanation. Extensive use of professional vocabulary
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 	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
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. 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. 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.

<ul style="list-style-type: none"> • Inconsistent and misuse of professional vocabulary 	<ul style="list-style-type: none"> • Inconsistent use of professional vocabulary. 		<ul style="list-style-type: none"> • Extensive use of professional vocabulary
Comment:			

1.5 Identify and address students' misconceptions of content.			
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
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
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
Comment:			

2.2 Use contextual data to design instruction relevant to 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. 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.

<ul style="list-style-type: none"> Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	<ul style="list-style-type: none"> Inconsistent use of professional vocabulary. 	<ul style="list-style-type: none"> Limited use of professional vocabulary. 	<ul style="list-style-type: none"> Justifies actions with explanation. Extensive use of professional vocabulary
Comment:			

2.3 Plan assessments to guide instruction and measure learning objectives.

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
Comment:			

2.4 Plan instructional strategies and activities that address learning objectives for all 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 	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

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 	<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. 	<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. 	<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
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 	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
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 	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

Comment:			
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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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
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 	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
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. 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

Comment:			
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4.3 Uses time effectively.			
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 	<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. 	<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. 	<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
Comment:			

4.4 Uses space and materials effectively			
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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
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 	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
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. 	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

<ul style="list-style-type: none"> • Inconsistent and misuse of professional vocabulary 			
Comment:			

5.3 Uses summative 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
Comment:			

5.4 Describes, analyzes, and evaluates student performance 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. • 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
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 	<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. 	<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. 	<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
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> <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 	<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. 	<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. 	<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
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 	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
Comment:			

6.2 Uses available technology to implement instruction that facilitates 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. 	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.

<ul style="list-style-type: none"> • Inconsistent and misuse of professional vocabulary 			<ul style="list-style-type: none"> • Extensive use of professional vocabulary
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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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

Comment:			
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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. • Inconsistent and misuse of professional vocabulary 	<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. 	<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. 	<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
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
<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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
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 	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
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 <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

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 	<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. 	<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. 	<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
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> <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 	<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. 	<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. 	<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
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
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
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
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

Comment:			
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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 	<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. 	<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. 	<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
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
<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 	<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. 	<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. 	<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
Comment:			

Standard 10 has a minimum of 1 pieces of evidence

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
<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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
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 	<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. 	<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. 	<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
Comment:			

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 	<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. 	<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. 	<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
Comment:			

