Designing & Planning Instruction		
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**

Instructional Plans	Instructional plans include:
	
	 • *measurable and explicit* goals aligned to state or national content standards.
	
	 • activities, materials, and assessments that:
	    ◦ are aligned to state or national standards.
	    ◦ are sequenced from basic to complex.
	    ◦ build on prior student knowledge *are relevant to students' lives, and integrate other disciplines.*
	    ◦ provide appropriate time for student work, *student reflection,* and lesson and unit closure.
	
	 • evidence that plan is appropriate for the age, knowledge, and interests of most learners.
	
	 • evidence that the plan provides some opportunities to accommodate individual student needs.	

Performance Rating		
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Assessment	Assessment Plans: • are aligned with state or national content standards; • have *clear* measurement criteria; • measure student performance in more than *(three)* two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks and; • include performance checks throughout the school year. • *are portfolio-based with clear illustrations of student progress toward state content standards and;* • *include descriptions of how assessment results will be used to inform future instruction.*	
Performance Rating		

The Learning Environment		
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Managing Student Behavior Performance Rating	• Students are *(consistently)* mostly well- behaved and on task, some minor learning disruptions may occur. • Teacher candidate establishes *(clear)* rules for learning and behavior. • The teacher candidate uses *(several)* some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher candidate overlooks some inconsequential behavior *(exemplar descriptor stops here)*, but other times addresses it, stopping the lesson. • The teacher candidate deals with students who have caused disruptions, *(exemplar descriptor stops here)* yet sometimes he or she addresses the entire class. • ***The teacher candidate attends to disruptions quickly and firmly.***	
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Respectful Culture Performance Rating	• Teacher candidate interactions with students are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • ***Teacher candidate interactions with students demonstrate caring and respect for one another.*** • Students exhibit respect for *(one another)* the teacher candidate and are generally polite to each other. • Teacher candidate *(seeks out and)* is sometimes receptive to the interests and opinions of students. • ***Positive relationships and interdependence characterize the classroom.***	

Instruction

	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	Evidence Captured:
Standards and Objectives **Performance Rating**	• *((All)* Most learning objectives and state or national content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are *(consistently)* connected to what students have previously learned, *known from life experiences, and integrated with other disciplines.* • Expectations for student performance are clear, *demanding and high.* • State or national standards are displayed *and referenced throughout the lesson.* • There is evidence that most students demonstrate mastery of the objective.	
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	Evidence Captured:
Presenting Instructional Content **Performance Rating**	Presentation of content *(always)* most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher candidate to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.	

Instruction		
	Descriptors from the Exemplary (5) column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Lesson Structure and Pacing / Performance Rating	• *(All)* Most observed lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and, *end and time for reflection.* • Pacing is *(brisk)* appropriate and sometimes provides *(many)* opportunities for students who progress at different learning rates. • Routines for distributing materials are *(seamless)* efficient. • *(No)* Little instructional time is lost during transitions.	
	Descriptors from the Exemplary (5) column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Activities and Materials / Performance Rating	Activities and materials include *(all)* most of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher candidate-made materials, manipulatives, resources from museums, cultural centers, etc.). • *In addition, student-centered activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.*	

Instruction		
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**

Questioning
 	
Performance Rating
	Teacher candidate questions are varied and high quality, providing *(a balanced mix of)* for some, but not all, question types such as:
	    ○ knowledge and comprehension;
	    ○ application and analysis; and
	    ○ creation and evaluation.
	• Questions are *(consistently)* usually purposeful and coherent.
	• A *(high)* moderate frequency of questions asked.
	• Questions are *(consistently)* sometimes sequenced with attention to the instructional goals.
	• Questions *(regularly)* sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
	• Wait time *(3 – 5 seconds)* is *(consistently)* sometimes provided.
	• The teacher candidate calls on volunteers and no volunteers, and a balance of students based on ability and sex.	

	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Academic Feedback Note: The first 2 bullet items should be evaluated based on feedback from Supervising Practitioner. **Performance Rating**	• Oral and written feedback is *(consistently)* mostly academically focused, frequent, and mostly high quality. • Feedback is *(frequently)* sometimes given during guided practice and homework review. • The teacher candidate circulates during instructional activities to support engagement and monitor student work *(to prompt student thinking, assess the progress of each student, and provide individual feedback).* • *(Verbal and non-verbal)* Feedback from students is sometimes used to monitor and adjust instruction. *Teacher candidate engages students in giving specific and high-quality feedback to one another.*	

Instruction

	Descriptors from the *Exemplary (5)* column and the **Proficient (3)** column are below for reference:	Evidence Captured:
Teacher Candidate Content Knowledge Performance Rating	• Teacher candidate displays *(extensive)* accurate content knowledge of all the subjects he or she teaches. • Teacher candidate *(regularly)* sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher candidate *(regularly)* sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. ***Limited content is taught in sufficient depth to allow for the development of understanding.***	
	Descriptors from the *Exemplary (5)* column and the **Proficient (3)** column are below for reference:	Evidence Captured:
Teacher Candidate Knowledge of Students Performance Rating	• Teacher candidate displays understanding of anticipated learning difficulties for *(each)* some students. • Teacher candidate *(regularly)* sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	

Instruction		
	Descriptors from the Exemplary (5) column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Thinking Performance Rating	Over the course of multiple observations, the teacher candidate consistently and thoroughly teaches *(all four)* two types of thinking such as: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher candidate *(regularly)* sometimes provides opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. *monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.*	

	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	Evidence Captured:
Problem Solving	Over the course of multiple observations the teacher candidate implements activities that teach and reinforce *(6)* 4 or more of the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions or Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant or Irrelevant Information • Generating Ideas • Creating and Designing	
Performance Rating		

Responsibilities		
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Growing & Developing Professionally	• The teacher candidate *(regularly)* **sometimes** selects specific activities, content knowledge or pedagogical skills to enhance and improve his or her proficiency.	
Performance Rating		
	Descriptors from the *Exemplary (5)* column and the Proficient (3) column are below for reference:	**Evidence Captured:**
Reflecting on Teaching	• The teacher candidate *(regularly)* **sometimes** makes thoughtful and accurate assessments of his or her lesson effectiveness and the extent to which students achieved the goals. • The teacher candidate *(regularly)* **sometimes** reflects on specific actions to improve his or her teaching.	
Performance Rating		