



Armstrong Atlantic State University College of Education

Performance Outcomes Assessment – Initial Preparation

The Performance Outcomes Assessment Instrument is for collecting both formative and summative assessment data for candidates in teacher preparation programs at AASU. Four outcomes derived from the literature on best practice for teaching and learning, are assessed. Each outcome is defined by performance indicators. A candidate is to be rated on each indicator using the Likert scale 1 - 5. An overall mean score determines the final grade of Satisfactory Performance (S) or Unsatisfactory Performance (U) for each outcome. The Likert scale does not equate to the A,B,C,D,F, grading scale.

Rubrics define what is expected of the candidate for each indicator for each of the four domains. **All ratings are to be determined by the quality of the evidence provided** by the university supervisor, the LEA supervisor and/or the candidate. Evidence falls into three main categories, authentic evidence or documentation, explanations and reflections, and validation entries. Authentic evidence or documentation are things one actually did, e.g. lesson plans, teacher-made materials, photos of bulletin boards, examples of technology used or examples of differentiated instruction. Explanations and reflections are the narrative that provides context for and clarification of the authentic evidence in the artifact. Validation entries such as observations, are the third-party view of the event or product. Artifacts should accompany the assessment instrument when appropriate.

If the instrument is being used for the first time during student teaching or a paid internship, it is conceivable that a candidate could demonstrate a Basic (3) level of performance on one domain indicator and Proficient (5) performance on a different domain indicator and still earn the Satisfactory rating required to pass.

Directions for using the Performance Outcomes Assessment Instrument:

Four domains and associated indicators of the performance outcomes are to be assessed using the criteria provided in the scoring rubric. Each indicator is to be rated and the numerical indices recorded on the outcome matrix. A mean score is to be calculated for each domain. If there is an indicator where no evidence can be provided by the university supervisor, the LEA supervisor, or the candidate, mark the indicator as *NO* for “not observed”.

A mean score of 3 or greater is required on each outcome in order to pass student teaching or the internship. **The final grade will be an S (satisfactory) or a U (unsatisfactory) for student teaching and a letter grade for the internship.**

EXAMPLE

Domain 1: Planning and Preparation

The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.

U	NI	B	E	P	NO	
1	2	3	4	5		Domain 1: Planning and Preparation
				x		(a) Demonstrates knowledge of students (age group, diversity, interests, heritage) <i>*Reflection; Diversity</i>
			x			(b) Demonstrates knowledge of content and pedagogy <i>*Authentic assessment; professionalism</i>
		x				(c) Selects instructional goals appropriate for lesson and students <i>*Authentic assessment; professionalism</i>
			x			(d) Demonstrates knowledge of content by designing instruction that connects past, present, and future content <i>* Authentic assessment; Professionalism</i>
				x		(e) Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources <i>*Authentic assessment</i>
			x			(f) Assesses student learning by planning assessments appropriate for students and aligned with learning goals <i>* Authentic assessment; Reflection</i>

** Conceptual Framework tenets*

Mean score formula: $\frac{\text{sum of indicator scores}}{\text{number of scores}}$

The candidate would pass this outcome based on the mean score of 3 .

Reflective statement: Based on evidence provided, this candidate has demonstrated they know how to create a classroom profile for their students (4), but needs more professional development in selecting instructional goals appropriate for these students (3).

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed



Performance Outcomes Assessment

Candidate Name: _____ Candidate ID: _____ Date: _____

Level of Candidate _____ Major: _____ Assessor(s): _____

Purpose of Assessment _____ formative assessment date _____

_____ summative assessment date _____

Domain 1: Planning and Preparation

The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.

U	NI	B	E	P	NO	
1	2	3	4	5		Domain 1: Planning and Preparation
						(a) Demonstrates knowledge of students (age group, diversity, interests, heritage) <i>*Reflection</i>
						(b) Demonstrates knowledge of content and pedagogy <i>*Authentic assessment ; Professionalism</i>
						(c) Selects instructional goals appropriate for lesson and students <i>*Authentic assessment; Professionalism</i>
						(d) Demonstrates knowledge of content by designing instruction that connects past, present, and future content <i>* Authentic assessment; Professionalism</i>
						(e) Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources <i>* Authentic assessment</i>
						(f) Assesses student learning by planning assessments appropriate for students and aligned with learning goals <i>*Authentic assessment; Reflection</i>

** Conceptual Framework tenets*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed

Candidate: _____ Date: _____

Domain 2: The Classroom Environment

The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.

U	NI	B	E	P	NO	Domain 2: The Classroom Environment
1	2	3	4	5		
						(a) Creates an environment that promotes fairness <i>*Diversity</i>
						(b) Creates an environment of respect and rapport <i>*Diversity</i>
						(c) Communicates challenging learning expectations <i>*Reflection</i>
						(d) Establishes and maintains consistent standards of behavior <i>*Authentic assessment; Diversity</i>
						(e) Manages classroom procedures <i>*Professionalism</i>
						(f) Organizes physical space for maximum learning and safety <i>*Professionalism</i>

**Conceptual Framework tenets*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed

Candidate: _____ Date: _____

Domain 3: Instruction

The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures to impact student learning.

U	NI	B	E	P	NO	Domain 3: Instruction
1	2	3	4	5		
						(a) Communicates learning goals and instructional procedures <i>*Authentic assessment; Professionalism; Reflection</i>
						(b) Communicates clearly and accurately (in speaking and writing), encourages students to communicate effectively <i>*Authentic assessment; Professionalism; Reflection; Diversity</i>
						(c) Makes content comprehensible to students (coherent structure, makes material relevant to students) <i>*Authentic assessment; Reflection</i>
						(d) Encourages critical thinking through effective use of questioning and discussion techniques <i>*Authentic Assessment; Professionalism; Assessment</i>
						(e) Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students <i>* Authentic assessment; Reflection</i>
						(f) Uses instructional time effectively <i>* Authentic assessment; Professionalism; Reflection</i>
						(g) Impacts student learning as evidenced by formative and/or summative assessments <i>* Authentic assessment</i>
						(h) Integrates technology into instruction <i>*Technology</i>

**Conceptual Framework*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
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Candidate: _____ Date: _____

Domain 4: Professional Responsibilities

The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents/guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

U	NI	B	E	P	NO	Domain 4: Professional Responsibilities
1	2	3	4	5		
						(a) Reflects on teaching <i>*Reflection</i>
						(b) Demonstrates a sense of efficacy (assumes responsibility for student learning) <i>* Professionalism</i>
						(c) Builds professional relationships <i>*Collaboration</i>
						(d) Communicates with families and communities <i>*Reflection</i>
						(e) Maintains accurate records <i>* Professionalism</i>
						(f) Grows and develops professionally (service, memberships, use of research) <i>*Reflection</i>
						(g) Maintains professional demeanor (adheres to school policies, dresses and behaves in a professional manner) <i>*Professionalism</i>

**Conceptual Framework*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
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Components of Professional Practice

This document provides key indicators to guide the observer in deciding on the evidence they will use to support the rating of each performance outcome. As an example, an artifact that provides evidence that a candidate demonstrates knowledge of students may be a lesson plan that shows varied approaches to learning will be used by the candidate.

Domain 1: Planning and Preparation

- (1a). **Demonstrates knowledge of students (age group, diversity, interests, heritage)**
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
 - Knowledge of students' interests and cultural heritage
 - Considers development of character, aspirations and civic virtues

- (1b). **Demonstrates knowledge of content and pedagogy**
 - Knowledge of content
 - Knowledge of pre-requisite relationships
 - Knowledge of content-related pedagogy

- (1c). **Selects instructional goals appropriate for lesson and students**
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
 - Interdisciplinary learning experiences across subject areas

- (1d). **Demonstrates knowledge of content by designing instruction that connects past, present, and future content**
 - Knowledge of content
 - Relates current learning to past and future learning
 - Knowledge of prerequisite relationships

- (1e). **Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources**
 - Knowledge of content-related pedagogy
 - Instructional methods
 - Instructional groups
 - Learning activities
 - Instructional materials and resources
 - Lesson and unit structure and sequence

- (1f). **Assesses student learning by planning assessments appropriate for students and aligned with learning goals**
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

Domain 2: The Classroom Environment

- (2a). **Creates an environment that promotes fairness**
 - Access to learning
 - Students equally valued
 - All students important
 - Students treat each other fairly

- (2b) Creates an environment of respect and rapport**
Teacher interaction with students
Student interaction
- (2c). Communicates challenging learning expectations**
Selecting challenging learning goals
Expectations for learning and achievement
Importance of content
Students understand teacher's expectations of achievement
- (2d). Establishes and maintains consistent standards of behavior**
Expectations
Monitoring of student behavior
Response to student behavior, including misbehavior
- (2e). Manages classroom procedures**
Routines and procedures established
Classroom functions smoothly
Minimal loss of instructional time
- (2f). Organizes physical space for maximum learning and safety**
Safety and arrangement of furniture
Accessibility to learning and use of physical resources
Match between lesson or activity and room configuration

Domain 3: Instruction

- (3a). Communicates learning goals and instructional procedures**
Learning goals communicated to students
Directions for instructional procedures clear
All students understand learning goals of lesson (accommodations for diverse learners)
Students carry out instructional procedures
- (3b). Communicates clearly and accurately (in speaking and writing), encourages students to communicate effectively**
Oral language
Written language
Assists students to communicate effectively
Integrates reading, writing, listening and speaking into all curricula
- (3c). Makes content comprehensible to students (coherent structure, makes material relevant to students)**
Representation of content
Activities and assignments
Instructional materials and resources
Lesson structure coherent
Students engaged in content
Lesson connects to student's lives
Lesson builds on student background knowledge
Coherent lesson
Grouping of students
Quality of discussion and questioning techniques
Student participation
Enthusiasm for the discipline and teaching
Uses opportunities to extend student thinking

- (3d). Encourages critical thinking through effective use of questioning and discussion techniques**
 Current content used as springboard to independent, creative, or critical thinking
 Challenges student thinking relevant to background knowledge and experiences
 Specific activities structured to extend thinking
 Asks students to compare, contrast, support answers, create examples, etc.
- (3e). Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students**
 Quality: accurate, substantive, constructive, and specific
 Timeliness
 Adjusts learning activities as needed
- (3f). Uses instructional time effectively**
 Structure and pacing
 Established routines and procedures
 Meaningful work or activities for entire instructional time
 Management of instructional groups
 Management of transitions
 Management of materials and supplies
 Performance of non-instructional duties
- (3g). Impacts student learning as evidenced by formative and/or summative assessments**
- (3h). Integrates technology into instruction**

Domain 4: Professional Responsibilities

- (4a). Reflects on teaching**
 Accuracy
 Judgments about goals being met
 Teacher supports judgment of goals met or not met
 Explanation for deviations from instructional plan
 Teacher able to analyze effectiveness of teaching strategies
 Teacher articulates insights gained for future instruction
- (4b). Demonstrates a sense of efficacy (assumes responsibility for student learning)**
 Conveys sense of efficacy with respect to student learning
 Specific actions stated for working with students not meeting learning goals
- (4c). Builds professional relationships**
 Identify colleagues able to assist
 Consults with colleagues on matters related to learning and instruction
 Collaborates to coordinate learning activities and address teaching concerns
 Service to the school
 Participation in school and district projects
 Advocates for student learning and school improvement
- (4d). Communicates with families and communities**
 Information about the instructional program
 Information about individual students
 Engagement of the families in the instructional program

- (4e). Maintains accurate records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records

- (4f). Grows and develops professionally (service, memberships, use of research)**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
 - Utilizes research to improve instruction
 - Develops and maintains professional presence and growth plan

- (4g). Professional demeanor (adheres to school policies, dresses and behaves in a professional manner)**
 - Service to students
 - Advocacy
 - Decision making
 - Appropriate dress
 - Follow school procedures and policies
 - Utilizes human, material, community, and financial resources

Performance Outcomes Assessment Scoring Rubric

Name: _____

ID: _____

Date: _____

Subject: _____

Grade Level: _____

Assessor(s): _____

Criteria	Unsatisfactory - 1	NI 2	Basic - 3	E 4	Proficient - 5
(1a) Demonstrates knowledge of students (age group, diversity, interests, heritage, academic progress)	Candidate makes little or no attempt to acquire knowledge of students' development, backgrounds, skills, or interests, or academic progress and does not use such information in planning.	Needs Improvement	Candidate demonstrates partial knowledge of students' development, backgrounds, skills, interests, and academic progress and attempts to use this knowledge in planning for the class as a whole.	Emergent	Candidate demonstrates comprehensive knowledge of students' development, backgrounds, skills, interests, and academic progress and uses this knowledge to plan for groups of students.
(1b) Demonstrates knowledge of content and pedagogy	Candidate displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Needs Improvement	Candidate's content knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Emergent	Candidate demonstrates solid understanding of content and its prerequisite relationships and connections with other disciplines.
(1c) Selects instructional goals appropriate for lesson and students	Candidate's goals represent insignificant learning, are unsuitable for students, are stated only as activities, do not permit appropriate methods of assessment, or are not interdisciplinary learning experiences integrating several subject areas.	Needs Improvement	Candidate's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit appropriate methods of assessment.	Emergent	Candidate's goals represent curriculum-based learning and are suitable for most students in the class; reflect opportunities for integration and lead to appropriate methods of assessment. Candidate creates interdisciplinary goals that integrate several subject areas.
(1d) Demonstrates knowledge of content by designing instruction that connects past, present, and future content	Candidate is unable to design lessons that connect current content to past and future learning. Candidate displays little understanding of the subject.	Needs Improvement	Candidate displays a simple understanding of content knowledge. Knowledge does not extend to its concepts, prerequisite relationships, connections with other disciplines, or to possible student misconceptions.	Emergent	Candidate demonstrates solid understanding of the content concepts, prerequisite relationships and connection to other disciplines, but does not extend to possible student misconceptions. Instructional practices reflect current content related knowledge.

<p>(1e) Demonstrates knowledge of pedagogy by planning instructional methods and learning activities, using appropriate materials, resources, and technology</p>	<p>Candidate displays little understanding of content-related teaching practices. Instructional methods, activities, materials, and resources do not support the stated instructional goals/objectives or engage students in meaningful learning. Candidate does not use a variety of methods, materials, activities, resources and technology that extend and support the learning goals/objectives.</p>	<p>Needs Improvement</p>	<p>Candidate displays a simple understanding of content-related teaching practices. Some of the elements of the instructional plan support the instructional goals/objectives and engage students in meaningful learning, while others do not. Candidate uses methods, materials, activities, resources and technology to teach the lesson.</p>	<p>Emergent</p>	<p>Most of the elements of the instructional design support the stated instructional goals/objectives and engage students in meaningful learning, and the instructional plan has a clearly defined structure and sequence. Candidate provides a variety of methods, materials, activities, resources and technology.</p>
<p>(1f) Assesses student learning by planning assessments appropriate for students and aligned with learning goals</p>	<p>Candidate's approach to assessing student learning contains no clear criteria or standards and lacks congruence with the instructional goals. Candidate has no plans to use assessment results in designing future instruction.</p>	<p>Needs Improvement</p>	<p>Candidate's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Candidate uses authentic assessment to plan for future instruction for the class as a whole.</p>	<p>Emergent</p>	<p>Candidate's plan for student assessment is generally aligned with the instructional goals, with clear assessment criteria and standards that have been communicated to students. Candidate uses authentic assessment to plan for groups of students or individuals.</p>

Criteria	Unsatisfactory - 1	NI 2	Basic - 3	E 4	Proficient - 5
(2a) Creates an environment that promotes fairness	Candidate does not provide equal access to learning for all students and fails to promote individual self-worth. Candidate does not respond to inappropriate interactions among students.	Needs Improvement	Candidate provides equal access to instruction for most students and promotes individual self-worth for most students. Candidate sometimes responds to inappropriate interactions among students.	Emergent	Candidate provides learning for all students and conveys attitude that all students are important and have a right to learning opportunities and attention. Candidate effectively responds to inappropriate interactions among students.
(2b) Creates an environment of respect and rapport	Interactions in candidate's classroom, both between the candidate and students and among students, are negative or inappropriate and characterized by sarcasm, insults, or conflict.	Needs Improvement	Interactions in candidate's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students.	Emergent	Interactions in candidate's classroom reflect general warmth and caring and are respectful of the cultural and developmental differences among diverse groups of students.
(2c) Communicates challenging learning expectations	The classroom does not represent a culture for learning and is characterized by low candidate commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in work. Candidate does not encourage students to meet challenging learning expectations.	Needs Improvement	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little candidate commitment to the content, and inconsistent student persistence and satisfaction in work. Both candidate and students are performing at the minimal level. Candidate infrequently encourages students to meet challenging learning expectations.	Emergent	The classroom environment represents a positive culture for learning evidenced by commitment to the content by candidate and students, high expectations for student achievement, and student persistence and pride in work. Candidate encourages most students to meet challenging learning expectations.
(2d) Establishes and maintains consistent standards of behavior	Behavior management is consistently poor. Candidate has established no clear expectations, no monitoring of student behavior is evident and responses to student misbehavior are inappropriate.	Needs Improvement	Behavior management is inconsistent. Candidate makes an effort to establish standards of conduct for students, monitor student behavior, and respond appropriately to student misbehavior.	Emergent	Behavior management in the classroom is consistent. Candidate is aware of student behavior, has established clear standards of conduct, responds to student misbehavior in ways that are appropriate and respectful of the student.

<p>(2e) Manages classroom procedures</p>	<p>Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.</p>	<p>Needs Improvement</p>	<p>Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.</p>	<p>Emergent</p>	<p>Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.</p>
<p>(2f) Organizes physical space for maximum learning and safe</p>	<p>Candidate makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.</p>	<p>Needs Improvement</p>	<p>Candidate's classroom is safe, and essential learning is accessible to all students; the furniture arrangement only partially supports the learning activities.</p>	<p>Emergent</p>	<p>Candidate's classroom is safe, and learning activities are accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.</p>

Criteria	Unsatisfactory - 1	NI 2	Basic - 3	E 4	Proficient - 5
(3a) Communicates learning goals and instructional procedures	Candidate's learning goals and instructional procedures are unclear or inappropriate for students.	Needs Improvement	Candidate's learning goals and instructional procedures are not completely appropriate to students or may require further explanations to avoid confusion.	Emergent	Candidate consistently communicates clearly and accurately appropriate learning goals and procedures to students.
(3b) Communicates clearly and accurately (in speaking and writing), encouraging students to communicate effectively	Candidate's oral and written communication contains errors or is unclear or inappropriate for students. Candidate does not assist students with reading, writing, speaking, or listening skills. Candidate does not integrate these communication skills into all curricula.	Needs Improvement	Candidate's oral and written communication contains no consistent errors, but is not completely appropriate to students or may require further explanations to avoid confusion. Candidate attempts to assist students with reading, writing, speaking, and listening skills. Candidate begins to integrate these communication skills into curricula.	Emergent	Candidate consistently communicates clearly and accurately to students, both orally and in writing and assists students with reading, writing, speaking, and listening skills. Candidate integrates these communication skills into all curricula.
(3c) Engages students by making content comprehensible to students (coherent structure, makes material relevant to students)	Candidate does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Candidate makes poor use of discussion and questioning techniques. Candidate lacks enthusiasm for the discipline and teaching.	Needs Improvement	Candidate partially engages students in lessons resulting from activities, materials, or content delivery. Candidate's use of questioning and discussion techniques is uneven. Candidate demonstrates a modest level of enthusiasm for the discipline and teaching.	Emergent	Candidate generally engages students throughout the lesson with appropriate activities, materials, and instructive delivery of content. Candidate's use of questioning and discussion techniques reflects full participation by all students. Candidate's enthusiasm for the discipline is evident.
(3d) Encourages critical thinking through the use of effective questioning & discussion techniques	Candidate uses low level questions and is unable to use student ideas and allow for students to think critically.	Needs Improvement	Candidate involves students minimally in higher order activities, discussion, and questioning.	Emergent	Candidate's use of questioning and activities reflects a high-level of student creativity and critical thinking.

(3e) Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students	Candidate's feedback to students is of poor quality and is not given in a timely manner. Feedback does not foster student persistence. Candidate adheres to the instructional plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; candidate assumes no responsibility for students' failure to understand.	Needs Improvement	Candidate's feedback to students is uneven, and its timeliness is inconsistent. Feedback that fosters student persistence is inconsistent. Candidate demonstrates limited flexibility and responsiveness to students' needs and interests during a lesson; candidate assumes some responsibility for student success but does not actively seek ways to ensure successful learning for all students.	Emergent	Candidate's feedback to students is frequent, timely, and is consistently of high quality. Feedback is meaningful and fosters student learning. Candidate seeks ways to ensure successful learning for all students, making adjustments as needed to instructional plans and responding to student interests and questions.
(3f) Uses instructional time effectively	Structure and pacing of lesson are lacking. Established routines and classroom procedures are missing. Time is wasted with meaningless activities. Groups and transitions are not managed appropriately.	Needs Improvement	Structure and pacing of lesson are uneven. Routines and procedures are partially followed. Instructional time partially provides for meaningful activities. Transitions and groups are managed with some time wasted.	Emergent	Structure and pacing of lesson are suitable. Routines and procedures are followed. Instructional time provides for meaningful activities. Transitions and groups are managed appropriately.
(3g) Impacts students learning evidenced by formative/summative assessments	Due to candidate's ineffectiveness there is a general lack of student progress toward academic goals.	Needs Improvement	Due to the candidate's level of effectiveness there is evidence of inconsistent student progress towards academic goals.	Emergent	Due to candidate's level of effectiveness there is demonstrated evidence of consistent student progress toward academic goals.
(3h) Integrates technology into instruction	Candidate does not use any form of technology.	Needs Improvement	Candidate uses technology minimally in preparing lessons and teaching.	Emergent	Candidate uses technology to prepare lessons and integrates it throughout instruction.

Criteria	Unsatisfactory - 1	NI 2	Basic - 3	E 4	Proficient - 5
(4a) Reflects on teaching	Candidate's reflection on instruction and student work is inaccurate; candidate cannot propose ideas for improvement.	Needs Improvement	Candidate's reflection on instruction and student work is generally accurate; candidate can make global suggestions for improvement.	Emergent	Candidate's reflection on instruction and student work is accurate; candidate can cite general characteristics and make specific suggestions for improvement or alternate strategies.
(4b) Demonstrates a sense of efficacy (responsibility for student learning)	Candidate does not take responsibility for student learning. Candidate attributes failure and success of students to outside factors.	Needs Improvement	Candidate takes partial responsibility for student learning. Candidate takes responsibility for success of students but attributes failure to outside factors.	Emergent	Candidate takes responsibility for student learning both successes and failures.
(4c) Builds collegial relationships	Candidate's relationships with colleagues are negative or self-serving; candidate avoids being involved in school and/or district projects or attempts to negatively influence a culture for learning. Candidate does not advocate for student learning and improvement.	Needs Improvement	Candidate's relationships with colleagues are cordial; candidate participates in school and/or district events and projects when specifically asked. Candidate is a weak advocate for student learning and school improvement.	Emergent	Candidate's relationships with colleagues are collaborative; teacher actively initiates participation in school and/or district projects that contribute to a positive culture for learning. Candidate is an advocate for student learning and school improvement.
(4d) Communicates with families and communities	Candidate provides little or no information to families and makes no attempt to engage them. Candidate does not respond or responds inappropriately to parent concerns about students. Candidate is not actively involved with community.	Needs Improvement	Candidate complies with school and system policies for communicating with families and community members and makes an effort to engage them in the instructional program. Limited communication techniques are employed. Responses to parent and community members concerns are generally appropriate.	Emergent	Candidate communicates regularly with families and community members and successfully engages them in the instructional program. Varied and appropriate communication techniques are employed. Candidate interacts in a professional manner.
(4e) Maintains accurate records	Candidate has no system for keeping accurate records, resulting in errors and confusion. Candidate does not maintain confidentiality of records.	Needs Improvement	Candidate's system for maintaining accurate records is rudimentary and only partially effective. Candidate maintains confidentiality of student records.	Emergent	Candidate's system for maintaining accurate records is effective. Candidate maintains confidentiality of student records.

<p>(4g) Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</p>	<p>Candidate displays a lack of professionalism (including dress, attitude and behaviors) and is often in violation of school or district policies and procedures. Candidate does not encourage students to comply with school policies. Candidate does not seek or use human, material, community, or financial resources to improve student learning or to improve the school.</p>	<p>Needs Improvement</p>	<p>Candidate's professionalism is generally appropriate (including dress, attitude and behaviors), but candidate occasionally fails to adhere to all school and district policies and procedures. Candidate infrequently encourages students to comply with school policies. Candidate uses human, material, community, and financial resources but these resources do not effectively improve student learning or the school. Candidate's dress is appropriate</p>	<p>Emergent</p>	<p>Candidate's professionalism is appropriate (including dress, attitude and behavior) and candidate adheres to all school and district policies and procedures. Candidate encourages students to comply with school policies. Candidate seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.</p>
<p>(4f) Grows and develops professionally (service, memberships, use of research)</p>	<p>Candidate does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching. Candidate does not use research to improve instruction.</p>	<p>Needs Improvement</p>	<p>Candidate participates in professional development activities when participation is convenient, required, or needed for recertification. Candidate is aware of research to improve instruction but does not use it.</p>	<p>Emergent</p>	<p>Candidate actively participates in professional development activities, seeking opportunities to enhance knowledge and skills; candidate applies what has been learned to the classroom. Candidate uses research to improve instruction.</p>

