*Ideas represented here are adapted from several sources: WA State Standards for Beginning Teachers (Standard V); edTPA Elementary Literacy & Math; Classroom Assessment Scoring System, Brooks Publishing Co., Baltimore, MD; Core Practices, University of Connecticut; InTASC Learning Progressions.*

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| **Planning** | Exemplary | Proficient | Developing | Not Met |
| P.01Candidate’s plans feature observable, standards-based learning targets. | The candidate **consistently** creates/selects/adapts plans for teaching that feature **observable, measurable** standards-based learning targets. | The candidate creates/ selects/adapts plans for teaching that feature **observable, measurable** standards-based learning targets. | The candidate creates/ selects/adapts plans for teaching that feature standards-based learning targets.  | The candidate does **little or nothing** to create/ select/ adapts plans for teaching and identify standards-based learning targets.  |
| P.02Candidate’s plans are informed by developmental considerations. | The candidate **consistently** creates/selects/adapts plans plans for teaching that are informed by developmental considerations **and** **anticipate typical misconceptions.** | The candidate creates/selects/ adapts plans for teaching that are informed by developmental considerations **and** **anticipate typical misconceptions.** | The candidate creates/selects/ adapts plans for teaching that are informed **to some extent** by developmental considerations. | The candidate creates/selects/ adapts plans that show **little or no** awareness of developmental considerations. |
| P.03Candidate’s plans are informed by subject matter content knowledge. | The candidate **consistently** creates/selects/adapts plans for teaching that are informed by subject matter content knowledge. | The candidate creates/selects/ adapts plans for teaching that are informed by subject matter content knowledge. | The candidate creates/selects/ adapts plans for teaching that are informed **to some extent** by subject matter content knowledge. | The candidate creates/selects/ adapts plans for teaching **that show little or no** connection to subject matter content knowledge. |
| P.04Candidate’s plans make content explicit through a variety of means. | Candidate **consistently** creates/selects/adapts instructional plans/lessons that engage students in inquiry, sense-making, or other related disciplinary practices, **and** include strategically chosen representations, modeling, and examples.  | Candidate creates/selects/ adapts instructional plans/lessons that engage students in inquiry, sense-making, or other related disciplinary practices, **and** include strategically chosen representations, modeling, and examples. | Candidate **sometimes** creates/selects/adapts instructional plans/lessons that engage students in inquiry, sense-making, or other related disciplinary practices, **or** include strategically chosen representations, modeling, and examples. | Candidate **rarely** creates/ selects/adapts instructional plans/lessons that engage students in inquiry, sense-making, or other related disciplinary practices, **or** include strategically chosen representations, modeling, and examples. |
| P.05Candidate’s plans include multiple forms of assessment to address multiple learning outcomes. | Candidate’s plans **consistently** include **multiple** forms of assessment which provide multiple forms of evidence to monitor students’ progress toward developing conceptual understanding, essential strategies, reasoning and problem-solving skills, **and** procedural fluency **throughout the lesson/unit**  | Candidate’s plans consistently include assessments which provide evidence to monitor students’ progress toward developing conceptual understanding, essential strategies, reasoning and problem-solving skills, **and** procedural fluency. | Candidate’s plans **sometimes** include assessments which provide **limited evidence** to monitor students’ progress toward developing conceptual understanding, essential strategies, reasoning and problem-solving skills, **or** procedural fluency during teaching | Candidate’s plans sometimes include assessments which provide limited evidence to monitor students’ progress toward **procedural fluency** **or** **factual knowledge** during teaching |

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| **Implementing Instruction** | Exemplary | Proficient | Developing | Not Met |
| II.01Candidate communicates learning targets throughout teaching. | Candidate **consistently** communicates learning targets and **engages learners in articulating learning targets** in their own words **throughout teaching.** | Candidate communicates learning targets and **engages learners in articulating learning targets** in their own words. | Candidate **presents** learning targets and **asks learners to re-state them**, orally or in writing. | Candidate presents learning targets to learners **orally or in writing.** |
| II.02Candidate engages learners in recognizing why learning targets are important to learn. | Candidate **consistently** **engages learners** in recognizing **and articulating** why learning targets are important to learn. | Candidate **engages learners** in recognizing why learning targets are important to learn. | Candidate **explains** why learning targets are important to learn. | Candidate **does not explain** why learning targets are important to learn. |
| II.03Candidate uses discussion activities that encourage analysis and reasoning. | Candidate **consistently** uses discussion activities that encourage analysis, reasoning, **and metacognition**.  | Candidate **consistently** uses discussion activities that encourage analysis and reasoning.  | Candidate **occasionally** uses discussion activities that encourage analysis and reasoning. | Candidate **rarely** uses discussion activities that encourage analysis **or** reasoning. |
| II.04Candidate uses discussion activities that link concepts and ideas to one another and previous learning. | Candidate **consistently** uses discussion activities that help learners link concepts and ideas to one another and previous learning. | Candidate uses discussion activities that help learners link concepts and ideas to one another and previous learning. | Candidate **occasionally** uses discussion activities that help learners link concepts and ideas to one another **or** to previous learning. | Candidate **rarely** uses discussion activities that help learners link concepts and ideas to one another **or** to previous learning. |
| II.05Candidate uses feedback to prompt learners to explain their thinking and reasoning, to scaffold their learning, and to offer encouragement of their effort and persistence. | Candidate **consistently** uses feedback to prompt learners to explain their thinking and reasoning, to scaffold learners who are having a hard time understanding, to provide specific advice about both strengths and needs, **and** to offer encouragement of learners’ effort and persistence. | Candidate **usually** uses feedback to prompt learners to explain their thinking and reasoning, to scaffold learners who are having a hard time understanding, to provide specific advice about strengths or needs **and** to offer encouragement of learners’ effort and persistence. | Candidate **occasionally** uses feedback to prompt learners to explain their thinking and reasoning, to scaffold learners who are having a hard time understanding, **or** to offer encouragement of learners’ effort and persistence. | Candidate **rarely** uses feedback to prompt learners to explain their thinking and reasoning, to scaffold learners who are having a hard time understanding, **or** to offer encouragement of learners’ effort and persistence. |
| II.06Candidate uses technology that is effectively integrated to create technologically proficient learners. | Candidate **consistently** uses technology that is effectively integrated **and differentiated** to create technologically proficient learners. | Candidate **consistently** uses technology that is effectively integrated to create technologically proficient learners. | Candidate **occasionally** uses technology that is effectively integrated to create technologically proficient learners. | Candidate **rarely** uses technology that is effectively integrated to create technologically proficient learners. |

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| **Assessing Instruction** | Exemplary | Proficient | Developing | Not Met |
| A.01Candidate uses multiple forms of assessment to design next steps for instruction.  | Candidate **consistently** uses multiple forms of assessment to design next steps for instruction **for individuals, targeted groups and the class as a whole.** | Candidate uses multiple forms of assessment to design next steps for instruction **for individuals, targeted groups and the class as a whole.** | Candidate **sometimes** uses assessment to design next steps for instruction. | Candidate **makes little or no use** of assessment evidence to inform instruction. |
| A.02Candidate uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes. | Candidate **consistently** uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes. | Candidate uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes. | Candidate **sometimes** uses student voice or student work evidence to improve learning across the range of anticipated learning outcomes. | Candidate **makes little or no use** of student voice or student work evidence to improve learning across the range of anticipated learning outcomes. |

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| **Analyzing Instruction** | Exemplary | Proficient | Developing | Not Met |
| AN.01Candidate reflects on questions of ethics and equity to assess the effects of his/her choices and actions on learners, families, and other professionals. | Candidate **consistently** uses evidence **and accesses additional resources** to examine questions of ethics and equity related to his/her choices and actions and their effect on learners, families, **and** other professionals. | Candidate **consistently** uses evidence to examine questions of ethics and equity related to his/her choices and actions and their effect on learners, families, **and** other professionals. | Candidate **sometimes** uses evidence to examine questions of ethics and equity related to his/her choices and actions and their effect on learners, families, **or** other professionals. | Candidate **rarely** uses evidence to examine questions of ethics and equity related to his/her choices and actions and their effect on learners, families, **or** other professionals. |
| AN.02Candidate reflects on professional growth to improve practice. | The candidate **consistently** uses evidence **and accesses additional resources** to reflect on and improve the impact of his/her instructional practices on learners.  | The candidate **consistently** uses evidence to reflect on and improve the impact of his/her instructional practices on learners.  | The candidate **sometimes** uses evidence to reflect on and improve the impact of his/her instructional practices on learners.  | The candidate **rarely** uses evidence to reflect on and improve the impact of his/her instructional practices on learners.  |

**Establishing a Positive and Safe Learning Environment**

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|  | Exemplary | Proficient | Basic | Not Met |
| LE.01Candidate establishes and reinforces consistent positively stated behavioral expectations. | Candidate **reliably** establishes and reinforces consistent positively stated behavioral expectations to maximize learning, create a safe and positive learning environment, and minimize distractions **and the candidate organizes time, space, and materials to deliberately teach learners organizational and instructional routines.** | Candidate **reliably** establishes and reinforces consistent positively stated behavioral expectations to maximize learning, create a safe and positive learning environment, and minimize distractions. | Candidate **sometimes** establishes and reinforces consistent positively stated behavioral expectations to maximize learning, create a safe and positive learning environment, and minimize distractions. | Candidate **rarely** establishes and reinforces consistent positively stated behavioral expectations to maximize learning, create a safe and positive learning environment, and minimize distractions. |
| LE.02Candidate consistently and proactively monitors the classroom effectively to prevent problems from developing.  | Candidate **consistently and proactively** monitors the classroom effectively to prevent problems from developing **and effectively redirects misbehavior by focusing on positives.** | Candidate **consistently and proactively** monitors the classroom effectively to prevent problems from developing. | The candidate **uses a mix of** **proactive and reactive** responses, sometimes monitoring and reacting to early indicators of behavior problems, but other times missing or ignoring them. | The candidate **is reactive** and monitoring is absent or ineffective. |
| LE.03Candidate manages transitions that are quick and efficient. | Candidate consistently manages transitions in a quick and efficient manner; **everyone knows what is expected of them and how to go about doing it.** | Candidate consistently manages transitions in a quick and efficient manner. | Transitions **sometimes** take too long or are too frequent and inefficient.  | Transitions **are** too long, too frequent, and/or inefficient. |
| LE.04Candidate is consistently aware of and attends to learners who need extra support, assistance, or attention. | Candidate is consistently responsive to learners and matches his/her support to their needs and abilities, **and the candidate is consistently effective at addressing learners’ problems and concerns.** | Candidate is consistently responsive to learners and matches his/her support to their needs and abilities. | Candidate is responsive to learners **sometimes, but at other times** more dismissive or unresponsive, matching his/her support to the needs and abilities of some learners but not to others. | Candidate is **unresponsive** to or dismissive of learners and provides the same level of assistance to all learners, regardless of their individual needs. |

**Promoting Democratic Participation and Community**

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|  | Exemplary | Proficient | Basic | Not Met |
| DPC.01Candidate fosters an environment where learners appear comfortable seeking support from, sharing ideas with, and responding freely to the teacher and with each other. | The candidate fosters an environment where learners **consistently** appear comfortable seeking support from, sharing their ideas with, and responding freely with him/her **and with each other**. | The candidate fosters an environment where learners **usually** appear comfortable seeking support from, sharing their ideas with, and responding freely with him/her. | The candidate fosters an environment where learners **sometimes** seek support from, share their ideas with, or respond to questions from him/her. | The candidate fosters an environment where learners **rarely** seek support, share their ideas with, or respond to questions from him/her. |
| DPC.02Candidate fosters a learning community where teacher and learners enjoy warm, supportive relationships, positive communication, and respect with one another. | The candidate fosters a learning community where there are **many** indications that the candidate and learners enjoy warm, supportive relationships with one another, where there are **many** displays of positive affect and communication, **and** consistent demonstrations of mutual respect. | The candidate fosters a learning community where there are **many** indications that the candidate and learners enjoy warm, supportive relationships with one another, where there are **many** displays of positive affect and communication **or** demonstrations of mutual respect. | The candidate fosters a learning community where there are **some** indications that the candidate and learners enjoy warm, supportive relationships with one another, where there are **some** displays of positive affect and communication, **or** demonstrations of mutual respect. | The candidate fosters a learning community where there are **few if any**, indications that the candidate and learners enjoy warm, supportive relationships with one another, where there are **few, if any**, displays of positive affect and communication, **or** demonstrations of mutual respect. |
| DPC.03Candidate actively facilitates learners’ engagement in activities and lessons to encourage participation, risk-taking, and expanded involvement. | Candidate **actively and consistently** uses a variety of means (movement, drama, modeling, role-playing, etc.) to facilitate learners’ engagement in activities and lessons and to encourage participation, risk-taking, and expanded involvement so that **learners are consistently interested** in and involved in activities and lessons. | Candidate often uses a variety of means to facilitate learners’ engagement in activities and lessons and to encourage participation, risk-taking, and expanded involvement; **learners are usually interested** and involved in activities and lessons. | Candidate **sometimes** actively facilitates learners’ engagement in activities and lessons and to encourage participation, risk-taking, and expanded involvement, **but at other times** merely provides activities for learners. | Candidate **does not actively facilitate** learners’ engagement in activities and lessons and to encourage participation, risk-taking, and expanded involvement. |

**Collaborating and Communicating with Families and Colleagues**

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|  | Exemplary | Proficient | Basic | Not Met |
| CC.01Collaborates and communicates with other professionals to advocate on behalf of learners. | Candidate **regularly** collaborates with fellow teachers, administrators, paraprofessionals, **and** specialists within the school to advocate on behalf of learners. | Candidate collaborates with fellow teachers, administrators, paraprofessionals, **and** specialists within the school to advocate on behalf of learners. | Candidate **sometimes** collaborates with fellow teachers, administrators, paraprofessionals, **or** specialists within the school to advocate on behalf of learners. | Candidate **rarely** collaborates with fellow teachers, administrators, paraprofessionals, **or** specialists within the school to advocate on behalf of learners. |
| CC.02Collaborates and communicates with other professionals to improve practice. | Candidate **regularly** collaborates with fellow candidates, teachers, administrators, paraprofessionals, **and** specialists within the school to improve his/her own and others’ practice. | Candidate collaborates with fellow candidates, teachers, administrators, paraprofessionals, **and** specialists within the school to improve his/her own and others’ practice. | Candidate **sometimes** collaborates with fellow candidates, teachers, administrators, paraprofessionals, **or** specialists within the school. | Candidate **rarely** collaborates with fellow candidates, teachers, administrators, paraprofessionals, **or** specialists within the school. |
| CC.03Collaborates with parents or guardians. | Candidate engages in **regular communication and collaboration** with parents/guardians to support student learning, share information about students’ academic progress, behavior, or development, to seek information and help, **and** to invite parent involvement in school.  | Candidate engages in **communication** **and collaboration** with parents/guardians to support student learning, share information about students’ academic progress, behavior, or development, **and** to seek information and help. | Candidate engages in **some communication** with parents/guardians to support student learning, share information about students’ academic progress, behavior, or development, **or** to seek information and help. | Candidate engages in **little or no** communication with parents/guardians to support student learning, share information about students’ academic progress, behavior, or development, **or** to seek information and help. |

**Teaching as a Profession and Professional Contributions**

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|  | Met | Not Met |
| TP.01 Candidate meets expectations of scheduled commitments.  | Candidate **consistently** meets the expectations of scheduled commitments. | Candidate is **inconsistent or unreliable** in meeting the expectations of schedules and commitments. |
| TP.02Candidate demonstrates professional responsibility, conduct, productivity, and effort. | Candidate **consistently** demonstrates professional responsibility, conduct, productivity, and effort necessary to meet professional responsibilities | Candidate is **inconsistent or unreliable** in demonstrating the professional responsibility, conduct, productivity, and effort necessary to meet professional responsibilities |
| TP.03Candidate adheres to established standards for dress and grooming. | Candidate **adheres to** established standards for dress and grooming.  | Candidate is **inconsistent or unreliable** in adhering to established standards for dress and grooming. |
| TP.04 Candidate communicates effectively, appropriately and professionally in all forms and to all audiences. | Candidate communicates **effectively, appropriately and professionally** with peers, instructors, school personnel, and school students, both in person and via electronic media | Candidate **communicates ineffectively, inappropriately or unprofessionall**y with peers, instructors, school personnel, or school students, either in person or via electronic media |
| TP.05 Candidate understands and adheres to all professional, legal, and ethical responsibilities and policies. | Candidate **consistently** maintains confidentiality of privileged information and performs with honesty and integrity. | Candidate is **inconsistent or unreliable** in maintaining confidentiality of privileged information, or in performing with honesty and integrity. |