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| **Professional Development**  A successful teacher candidate demonstrates capacity of the knowledge and skills for professional development, which ensure a positive impact on student learning. *(Based on CEC Initial Preparation Standards and Elements*) | | | | | Exemplary | Proficient | Developing | Unsatisfactory |  |
|  |  | | | |  |  |  |  | Participates in collegial activities designed to make the entire school a productive learning environment. *Standards 2.1, 6.5* |
|  | |  | | |  |  |  |  | Collaborates with colleagues to obtain feedback and uses it for professional growth. *Standard 6.4* |
|  | | |  | |  |  |  |  | Identifies and draws on school and community resources that foster the understanding of how diversity impacts student learning. *Standards 1.1, 6.3* |
|  | | | |  |  |  |  |  | Uses student growth data evidence through multiple measures to self-assess and reflect on teaching practices and set on-going professional improvement goals. *Standard 6.4* |

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| **Teaching as a Profession and Professional Contribution**  A successful teacher candidate demonstrates understanding of teaching as a profession. *(Based on CEC Initial Preparation Standards and Elements)* | | | | Exemplary | Proficient | Developing | Unsatisfactory |  |
| TP.01 | | | Meets expectations of scheduled commitments, productivity and effort and adheres to established standards for dress and grooming. |  | x |  |  |  |
| TP.02 | Interacts with everyone in a courteous, fair, sensitive, and professional manner. *Standard 5.1, 7.1* | | |  | x |  |  |  |
| TP.03 | Uses effective, appropriate, and professional problem-solving strategies at all times and with all audience. *Standards 2.1, 7.1, 7.2, 7.3* | | |  | x |  |  |  |
| TP.04 | | Establishes respectful communication with parents/guardians and develops relationships to support students’ learning. *Standards 6.3, 7.3* | |  | x |  |  |  |
| TP.05 | Demonstrates an ability to work collaboratively with families, teachers, paraprofessionals, specialists, and members of the greater community. *Standards 2.1, 7.2, 6.6* | | |  | x |  |  |  |
| TP.06 | Understands and adheres to all professional, legal, and ethical responsibilities and policies and maintains high expectations for students.  *Standards 6.1, 6.2* | | |  | x |  |  |  |
| TP.07 | Identifies, plans for, and monitors instructional roles of paraprofessionals. *Standard 6.6* | | |  |  | x |  |  |

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| **Effective Teaching**  A successful teacher candidate demonstrates the knowledge and skills for effective teaching which ensure a positive impact on student learning*. (Based on CEC Initial Preparation Standards and Elements*) | | Exemplary | Proficient | Developing | Unsatisfactory |  |
| ET.01 | Uses assessment information to plan instruction. *Standards 4.1, 4.2, 4.3* |  | x |  |  |  |
| ET.02 | Identifies and plans for connections among IEP goals, related standards, content objectives, and instructional strategies. *Standard 3.1, 3.2* |  | x |  |  |  |
| ET.03 | Plans for opportunities to teach motivation and self-management. *Standard 2.2* |  | x |  |  |  |
| ET.04 | Writes lesson, activity and unit objectives that are clear, specific, measurable, and aligned with students’ IEP goals and common core standards. *Standard 5.5* |  | x |  |  |  |
| ET.05 | Identifies and plans for communication demands of lessons or activities. *Standards 3.2,5.3, 5.4* |  | x |  |  |  |
| ET.06 | Selects instructional models, methods based on content &student skills, needs. *S 3.1, 3.2, 3.3* |  | x |  |  |  |
| ET.07 | Prepares lesson/activity plans complete, correct, appropriate, and evidence-based. *Standard 3.1* |  | x |  |  |  |
| ET.08 | Implements long range plans for mastery and generalization. *Standards 5.5 ,5.6, 5.7* |  | x |  |  |  |
| ET.09 | Planning includes accommodations and modifications to instruction, curriculum, and management based on individual student strengths and needs. *Standards 2.2, 3.2, 5.1, 5.5* |  | x |  |  |  |
| ET.10 | Presentations are interesting; teacher is enthusiastic. |  | x |  |  |  |
| ET.11 | Teaches lessons that are sensitive to diverse populations or perspectives. *Standards 5.1, 5.7* |  | x |  |  |  |
| ET.12 | Uses effective openings for lessons and activities. *Standard 3.1, 3.2* |  | x |  |  |  |
| ET.13 | Uses clear, complete and accurate explanations of content. *Standard 3.2* |  | x |  |  |  |
| ET.14 | Includes effective demonstrations/modeling whenever necessary. *Standard 3.1, 3.2, 3.3* |  | x |  |  |  |
| ET.15 | Provides congruent supervised and extended practice with feedback. *Standards 3.2,3.3 4.4* |  | x |  |  |  |
| ET.16 | Uses a hierarchy of questioning strategies and appropriate error correction. *Standards 3.2, 4.4, 5.6, 5.7* |  | x |  |  |  |
| ET.17 | Uses appropriate technology to supplement explanations and demonstrations (including assistive and augmentative technology). *Standards 5.2, 5.3* |  | x |  |  |  |
| ET.18 | Uses a variety of active participation strategies and uses them frequently. *Standards 3.2, 3.3, 4.4, 5.6* |  | x |  |  |  |
| ET.19 | Uses a variety of formative assessments and often (CFUs). *Standards 3.3, 4.4, 5.6* |  | x |  |  |  |
| ET.20 | Uses a variety of appropriate visual supports to access the content. *Standards 3.2, 3.3, 4.4, 5.6* |  | x |  |  |  |
| ET.21 | Uses effective closings for lessons and activities. *Standard 3.2, 3.3, 5.5, 5.6* |  | x |  |  |  |
| ET.22 | Uses strategies to support language and vocabulary development. *Standard 2.1, 3.1, 5.4* |  | x |  |  |  |
| ET.23 | Creates a welcoming environment where all students are respected, included. *Standard 1.2, 5.1, 7.3* |  | x |  |  |  |
| ET.24 | Designs and implements positive, proactive group management. *Standard 2.2, 2.3* |  | x |  |  |  |
| ET.25 | Designs and implements effective management of individual student behavior. *Standards 1.2, 2.2, 2.3* |  | x |  |  |  |
| ET.26 | Collects data on both students’ academic/social/functional skills. *Standards 4.2, 4.3* |  | x |  |  |  |
| ET.27 | Makes decisions in instruction and management based on student data. *Standards 4.1, 4.2* |  | x |  |  |  |
| ET.28 | Adapts and modifies individualized assessment strategies for students with diverse skill levels, and for those from diverse cultural and linguistic backgrounds. *Standards 1.2, 4.1, 4.3, 5.1* |  | x |  |  |  |
| ET.29 | Uses assessment data to modify instruction. *Standards 3.3, 4.2, 4.3* |  | x |  |  |  |
| ET.30 | Records and reports assessment and evaluation information. *Standards 4.2, 4.3* |  | x |  |  |  |
| ET.31 | Collects and interprets assessment information for IEP and writes a draft  *StandardS 4.3, 4.2, 4.4, 5.2, 5.5* |  | x |  |  |  |