

DEVELOPMENTAL CONTINUUM OF TEACHER COMPETENCIES

Domain A: Making Subject Matter Comprehensible to the Students

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
<p>1. Demonstrates an understanding of subject-specific pedagogical skills for multiple subject teaching assignments:</p> <p>Language Arts/ELD Mathematics Science Social Studies PE Arts Health</p>	<p>The candidate's understanding of the relationship between knowledge of subject matter and student development is inconsistently evident. Does not adequately support students' learning or may not be current in:</p> <p style="text-align: center;">Language Arts Mathematics Science Social Studies PE Arts</p> <p style="text-align: center;">Health</p>	<p>Organizes some subject matter themes, concepts, content and skills to encourage student understanding of relationships and uses knowledge of student development to support learning of the following subject matter:</p> <p style="text-align: center;">Language Arts Mathematics Science Social Studies PE Arts</p> <p style="text-align: center;">Health</p>	<p>Organizes subject matter themes, concepts, content, and skills to help students relate new concepts to previous learning, and applies knowledge of subject matter and developmental concepts to specific lessons and activities in the following areas:</p> <p style="text-align: center;">Language Arts Mathematics Science Social Studies PE Arts</p> <p style="text-align: center;">Health</p>	<p>Organizes and sequences themes, concepts, content and skills within specific content areas to within subject matter areas to help students relate new concepts to previous learning, and integrates subject matter and developmental knowledge into lessons and learning activities:</p> <p style="text-align: center;">Language Arts Mathematics Science Social Studies PE Arts</p> <p style="text-align: center;">Health</p>	<p>Organizes curriculum to facilitate student understanding of themes, concepts, content and skills and demonstrates their relationship across the curriculum. Uses instructional strategies that demonstrate an understanding of individual students' development in relation to curriculum and learning goals in the following areas:</p> <p style="text-align: center;">Language Arts Mathematics Science Social Studies PE Arts</p> <p style="text-align: center;">Health</p>

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2. Uses a variety of appropriate instructional strategies and resources to respond to students' needs	Instructional strategies are not appropriately matched to subject matter content, and do not encourage students to think critically or to extend knowledge.	Develops one or two instructional strategies appropriate to specific subject matter	Develops instructional strategies appropriate to specific subject matter to support student understanding.	Develops instructional strategies appropriate to specific subject matter and develops connections between concepts within and across subject areas.	Develops and uses a repertoire of instructional strategies that challenge all students to think critically and construct their own understanding of subject matter.
3. Consistently uses State standards in planning curriculum and delivering instruction	Candidate does not apply State standards to planning curriculum and delivering instruction	Addresses minimum State standards in planning curriculum and delivering instruction	Addresses State Standards that deal specifically with subject matter in planning and delivering instruction.	Integrates State standards into planning all curriculum and delivering instruction. Provides opportunities for students toward mastery of standards	Consistently integrates State standards in planning curriculum and delivering instruction in all subject areas. Provides multiple opportunities or students toward mastery of standards
4. Makes subject matter meaningful using procedures, strategies (i.e. critical thinking and problem solving)	Candidate does not provide learning opportunities for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Provides some opportunities for students to learn and practice skills, and to discuss subject matter content and concepts	Provides many opportunities for students to learn and practice skills, and to discuss and reflect on subject matter content and concepts.	Encourages all students to ask critical questions, consider diverse perspectives, and apply skills and concepts in real-life contexts.	Provides opportunities for all students to consider diverse perspectives, engage in critical thinking and problem solving in real-live contexts within and across the curriculum

Domain B: Assessing Student Learning

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
5. Determines student progress toward achieving the State-adopted academic content standards	Candidate does not monitor student progress toward achieving State adopted academic standards	Observes and monitors some information on student progress toward achieving State adopted academic standards	Observes and monitors information on student progress toward achieving State adopted academic standards.	Uses monitoring at key points during instruction to determine whether students are progressing toward achieving State adopted academic standards	Embeds a variety of methods in planning and delivering instruction to insure student progress toward achieving State adopted academic standards
6. Collects and uses multiple sources of information about student knowledge and learning.	Candidate uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	Observes and monitors student learning and records grades.	Observes student learning and uses assessment tools to inform and guide instruction.	Uses a variety of assessments to determine what and how students are learning.	Uses a variety of assessments to guide short and long-term plans and support student learning.
7. Demonstrates an understanding of the procedures and use of formal and informal assessments	Candidate shows lack of understanding of procedures and use of formal and informal assessments	Understands and utilizes some procedures and use of formal and informal assessments	Understands and utilizes several procedures and use of formal and informal assessments	Understands and uses a variety of informal and formal assessments to determine students' progress and plan instruction	Understand and uses multiple measures to assess student knowledge, skills and behaviors. Teaches students to use self assessment strategies

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8. Uses and interprets assessments accurately	Candidate seldom uses and interprets assessments	Develops strategies to interpret and use assessment results	Interprets and uses assessment results with growing accuracy	Interprets and uses assessments accurately to inform instruction	Accurately interprets assessment results of individuals and groups in order to develop and modify instruction
9. Effectively communicates with students, families, and other audiences about student progress.	Candidate provides some information, when asked, about student learning to students, families, and support personnel, but the information is incomplete or unclear.	Communicates with students and families at required intervals, such as parent conferences.	Initiates communication with families and support personnel at regularly scheduled times and as needed	Maintains communication with families and support personnel at regularly scheduled times and as needed to exchange information about students' social and academic progress.	Exchanges information with all families and support personnel to improve understanding and encourage social and academic progress. Students have opportunities to participate.
10. Uses information from formal and informal assessments to inform planning and instruction	Information about student learning is inappropriately or not used by the candidate to plan, guide, or adjust instruction.	Uses assessment to guide planning.	Uses assessment to guide planning, to adjust instruction while teaching and begins to implement a re-teaching cycle based on assessment.	Uses assessment data to guide planning, adjust instruction while teaching, plan more effective ways for teaching subject matter content and concepts to diverse learners and differentiate to meet individual needs.	Consistently uses assessment data to guide planning, accommodate diverse learners, and differentiate instruction to meet individual needs.

Domain C: Engaging and Supporting Students in Learning

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
11. Consistently addresses State adopted academic content standards	Candidate seldom addresses State adopted academic content standards	Attempts to address State adopted academic content standards on a somewhat consistent basis	Consistently addresses State adopted academic content standards to provide a balanced curriculum	Incorporates some specific strategies, that consistently address State adopted academic content standards in order to provide a balanced curriculum	Incorporates specific strategies, teaching and instructional activities, procedures and experiences that address State adopted academic content standards in order to provide a balanced and comprehensive curriculum
12. Prioritizes and sequences instruction of essential skills and strategies	Candidate seldom prioritizes and sequences instruction of essential skills and strategies	Prioritizes and sequences some instruction of essential skills and strategies	Prioritizes and sequences most instruction of all essential skills and strategies	Prioritizes and sequences instruction of all essential skills and strategies in a somewhat coherent manner.	Prioritizes and sequences instruction of all essential skills and strategies in a logical coherent manner relative to students' current level of achievement
13. Organizing curriculum to support and develop student understanding of subject matter	The curriculum is not organized and does not demonstrate concepts, themes and skills across all subject areas. Does not reflect diverse perspectives. Rarely supports students' understanding of core concepts in all subject areas.	The curriculum demonstrates some attempt at organization of concepts, themes and skills in individual subject areas. Curriculum reflects an attempt to represent diverse perspectives. Minimal attention is directed towards supporting students' understanding of core concepts in some content areas.	The curriculum demonstrates an attempt to organize concepts, themes and skills in individual subject areas. Curriculum represents diverse perspectives. Attention is directed towards supporting students' understanding of core concepts in most subject areas.	The curriculum demonstrates organization of concepts, themes, and skills in individual subject areas. Curriculum represents diverse perspectives and supports students understanding of core concepts in all subject areas.	The curriculum is well organized and reflects the relationship of concepts, content and skills instruction in all subject areas. Diverse perspectives are included in subject study. Students' understandings drive further curriculum development.

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
14. Interrelates concepts, materials, strategies within and across subject matter areas.	The candidate presents curriculum without identifying or integrating key concepts and information. Does not relate content to previous learning in order to support students' understanding.	The candidate minimally presents curriculum by identifying key concepts and information. Relates some content to previous learning in order to support students' understanding.	The candidate presents curriculum by identifying key concepts and information, and relates content to previous learning in order to support students' understanding.	The candidate organizes some curriculum by key concepts and presents lessons that link concepts with information. Relates content to previous learning in order to support students' understanding.	The candidate consistently organizes curriculum by key concepts and presents lessons that link concepts with information. Relates content to previous learning in order to support students' understanding.
15. Uses a range of appropriate instructional strategies, materials, technologies to maximize learning	Instructional materials, resources, and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse populations.	Recognizes the need to select instructional materials, resources, and technologies for specific lessons that reflect and support students' diverse backgrounds.	Selects and uses instructional materials, resources, and technologies to present concepts in subject areas. Some materials reflect diverse perspectives and issues.	Selects and uses relevant instructional materials, resources, and technologies to present concepts in subject areas. Materials reflect diverse perspectives and issues.	Selects and uses a range of relevant instructional materials, resources, and technologies to promote students understanding of concepts in subject areas. Materials reflect diverse perspectives and issues.
16. Effectively communicates instructional and learning goals to students	Candidate establishes few or no learning goals. Learning goals are not revised or clearly communicated to students or families.	Sets goals related to curriculum standards. Communicates goals for lessons to students. Establishes grading system that reflects those standards.	Communicates learning goals regularly. Provides students with information about current progress as they engage in learning activities. Establishes ongoing assessment system with students.	Communicates learning goals consistently. Provides students with information about their current progress and helps students use the information to set goals to improve achievement	Consistently engages students in setting learning goals. Provides students with information about their progress over time and helps the students use the data to improve achievement. Establishes ongoing assessment system with students.

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
17. Ensures active and equitable participation by all students	Unfairness or disrespect, either between the teacher and students or among students characterizes the classroom climate. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair and inequitable.	Builds caring, friendly rapport with all students and models equitable, respectful relationships through positive verbal and nonverbal interactions. Recognizes student diversity and some prejudiced attitudes and behaviors among students.	Maintains caring, friendly rapport with all students and promotes respectful interactions among them. Students act respectfully toward teacher. Promotes students' self-esteem and empathy for others. Develops strategies for help students to identify prejudices attitudes and behaviors.	Promotes caring, respectful and equitable interactions between students. Students act respectfully toward teacher and each other. Promotes self-esteem, empathy and cooperation among all students. Uses strategies to help students address and challenge prejudice in the classroom.	Maintains an environment in which all students demonstrate respectful and equitable relationships with each other and the teacher. Fosters inclusive and equitable learning environment and helps students to actively challenge prejudice in the classroom, school and community.
18. Facilitating learning experiences that promote self-direction, autonomy, inquiry, interaction, and choice	Candidate directs learning experiences. Permits no student autonomy, interaction, or choice.	Experiments with small group and individual activities. Monitors student progress within a specific lesson some of the time.	Provides opportunities for students to participate in individual and group activities that support student learning. Teaches skills of collaboration.	Provides experiences that support collaboration, independent learning and choice. Engages students in exploring self-direction and autonomy.	Facilitates learning experiences that promote collaboration, independent learning and choice. Creates a learning environment that promotes self-direction and autonomy.
19. Monitors student progress and learning, adjusting pace, procedures, and content to perceived needs	Candidate seldom monitors student progress and learning and does not adjust pace, procedures, and content to student needs	Monitors some student progress and learning, adjusting pace, procedures, and content to student needs	Monitors student progress and learning, adjusting pace, procedures, and content to student needs to achieve academic goals	Monitors student progress and learning at all times, adjusting pace, procedures, and content to perceived needs toward academic goals.	Monitors student progress and learning at all times, adjusting pace, procedures, and content to perceived needs toward academic goals. Uses strategies to re-engage students

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<p>20. Uses various appropriate grouping practices to actively engage all learners</p>	<p>Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.</p>	<p>Teacher develops student Communication skills, group responsibility, and a sense of community. Encourages student autonomy through individual classroom responsibilities and independent activities. Students are encouraged to take initiative in their own work.</p>	<p>Uses strategies to engage all students in collaborative activities that promote communications, group responsibility and community. Promotes student autonomy through individual classroom responsibilities, independent activities and choice. Students are encouraged to take initiative and follow through on their own</p>	<p>Engages all students in collaborative activities that promote communication and group responsibility to the classroom community. Encourages all students to take initiative and follow through on their own work. Students are given opportunities for leadership in the classroom.</p>	<p>Facilitates and monitors student collaboration in which students demonstrate responsibility and leadership in problem solving and decision making in the classroom and school community. Facilitates an environment in which students consistently take initiative for their learning. Teacher promotes student leadership in the school and community</p>
<p>21. Uses a variety of materials, technologies, resources, strategies to enhance student engagement</p>	<p>The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed. Materials, technologies, resources, strategies to enhance student engagement are not utilized</p>	<p>Arranges classroom furniture for safety, student interaction and movement. Displays some student work. Makes some materials, resources and technology accessible to students and establishes expectations for their safe use and care.</p>	<p>Arranges and adjusts classroom seating to accommodate individuals and group leaning needs. Displays student work. Makes material, resources and technology accessible to all student and maintains expectations, clear routines and procedures, while teaching students to value, respect and care for materials.</p>	<p>Arranges the physical environment to promote individual and group learning. Students help to select and display their work. Makes material, resources and technology accessible to all student and maintains expectations, clear routines and procedures, while teaching students to value, respect and care for materials.</p>	<p>Uses the total physical environment as a resource to promote individual and group learning and display student work. Students contribute to changing design of the environment. Maintains an environment in which all students access and take full responsibility for the use and care of materials, resources and technology.</p>

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
22. Develops and implements instructional practices appropriate to the grade level and student(s)	Candidate uses some instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. Makes no adjustments to respond to students' needs.	Uses a few instructional strategies and recognizes the need to support learning with materials, resources and technology. Demonstrates some knowledge of diverse learners, but doesn't modify lessons to meet student needs.	Uses instructional strategies and recognizes the need to support learning with materials, resources and technology. Demonstrates knowledge of diverse learners, and modifies some lessons to meet student needs.	Uses specific strategies based on previous successful teaching and knowledge of students' needs. Uses resources to support learning. Introduces, explains, and restates subject matter concepts and processes to support student understanding, and participation	Uses a repertoire of appropriate strategies and resources that make the complexity and depth of subject matter understandable to all students. Uses oral, visual and demonstration strategies to ensure learner participation
23. Uses principles of child and adolescent development to inform planning and instruction	Candidate does not recognize the need to use principles of child and adolescent development to inform planning and instruction	Shows minimal recognition and uses a few principles of child and adolescent development to inform planning and instruction	Recognizes the need and uses principles of child and adolescent development to inform planning and instruction	Understanding of principles of child and adolescent development enables candidates to design academic activities to support student learning	Understanding of principles of child and adolescent development enables candidates to design academic activities to support and extend student learning. All tasks are developmentally appropriate.
24. Differentiates instruction to meet the needs of individual students and groups	Candidate does not differentiate instruction, and teaches to only one group of students.	Differentiates instruction on occasion to meet the needs of individual students and groups	Differentiates instruction to meet the needs of individual students and groups. Teaches and models norms of social interaction	Differentiates instruction to meet the needs of individual students and groups. Teaches and models norms of social interaction. Develops student skills for working in groups to maximize learning	Utilizes multiple strategies to differentiate instruction to meet the needs of individual students and groups. Teaches and models norms of social interaction. Maintain student skills for collaborating in groups to maximize learning

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
25. Establishes and maintains a print-rich environment that supports the development of literacy	Candidate does little to establish and maintain a print-rich environment that supports the development of literacy	Establishes and maintains a somewhat print-rich environment that supports the development of literacy	Establishes and maintains a print-rich environment that supports the development of literacy	Establishes and maintains a print-rich environment that supports the development of literacy that sustains and enables students to comprehensively develop as literate individuals	Students flourish as literate individuals in the classroom print-rich environment that
26. Demonstrates knowledge of important concepts related to English learners	Candidate shows little understanding of important concepts related to English learners. There is no implementation of instruction that facilitates English language development.	Demonstrates some understanding of important concepts related to English learners. Provides some instruction differentiated to students' language abilities.	Demonstrates understanding of instruction that facilitates English language development. Provides instruction differentiated to students' language abilities.	Demonstrates understanding through a repertoire of instruction that facilitates English language development. Integrates instruction differentiated to students' language abilities.	Demonstrates understanding through a repertoire of instruction that facilitates English language development. Draws upon information about prior learning, including students' assessed levels of literacy in English and their first languages, to provide instruction differentiated to students' language abilities.
27. Demonstrates an understanding of theories, principles and instructional practices	Candidate demonstrates little or no understanding of theories principles and instructional practices for instruction of English learners	Demonstrates somewhat of an understanding of theories, principles and instructional practices for instruction of English learners. Provides some strategies to develop students' abilities to comprehend and produce English	Demonstrates a clear understanding of theories, principles and instructional practices for instruction of English learners. Provides several strategies to develop students' abilities to comprehend and produce English	Knows and applies pedagogical theories, principles and instructional practices for comprehensive instruction of English learners. Provides strategies to develop students' abilities to comprehend and produce English	Knowledge and application of pedagogical theories, principles and instructional practices for comprehensive instruction of English learners is seamless. Implements strategies that enable students to comprehend and produce English

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
<p>28. Applies theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE</p>	<p>Candidate shows little or no understanding of theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE.</p>	<p>Uses a few instructional strategies that apply theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE Demonstrates knowledge of diverse learners, but doesn't modify lessons to meet student needs.</p>	<p>Uses instructional strategies that apply theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE Demonstrates knowledge of diverse learners, and modifies some lessons to meet student needs.</p>	<p>Uses specific strategies that apply theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE. Utilizes resources to support learning. Introduces, explains, and restates subject matter concepts and processes to support student understanding, participation and language development.</p>	<p>Uses a repertoire of appropriate strategies and resources that apply theories, principles and instructional practices to provide comprehensive instruction for English learners, including SDAIE, make the complexity and depth of subject matter understandable to all students. Uses oral, visual and demonstration strategies to ensure participation and language development.</p>

Domain D: Planning Instruction and Designing Learning Experiences for Students

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
<p>29. Demonstrates the value of students' background, interests, prior knowledge</p>	<p>Candidate makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests; does not elicit student questions or comments during a lesson</p>	<p>Recognizes the value of students' prior knowledge. Opens lesson to capture students' attention and interest</p>	<p>Asks questions that elicit students' prior knowledge. Helps students connect learning to their own experiences and understandings</p>	<p>Uses students' prior knowledge, developmental needs, and interests, and diverse backgrounds in short- and long-term planning.</p>	<p>Incorporates students' prior knowledge, developmental needs, and interests in short- and long-range planning and adapts instruction to meet students' unique needs.</p>
<p>30. Demonstrates an understanding of the needs and abilities of individual students and groups</p>	<p>Candidate shows little understanding of the needs and abilities of individual students and groups. Instruction does not reflect attention to these needs and abilities.</p>	<p>Demonstrates some understanding of the needs and abilities of individual students and groups. Develops some instruction to accommodate students' diverse needs.</p>	<p>Demonstrates an understanding of the needs and abilities of individual students and groups. Develops instruction to accommodate students' diverse needs.</p>	<p>Uses understanding of the needs and abilities of individual students and groups to accommodate students' diverse needs, and identify students needing specialized instruction.</p>	<p>Uses multiple methods to understand and respond to the needs and abilities of individual students and groups through planning curriculum and delivering instruction. Infuses specialized instruction into daily planning to accommodate all students.</p>

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
<p>31. Establishes and communicates appropriate learning goals for all students</p>	<p>Candidate seldom plans daily lessons and activities, and when done, does so without regard for short or long term goals for student learning.</p>	<p>Plans for daily instruction and activities, most lessons of which has established outcomes for student learning.</p>	<p>Plans for daily and weekly lessons and activities, all of which have established outcomes for student learning</p>	<p>Plans for daily and weekly lessons and activities. Establishes short-term goals for student learning and aligns instructional activities to those goals.</p>	<p>Plans for daily and weekly lessons and activities. Establishes short- and long-term goals for student learning with high yet appropriate expectations for all students. Teacher aligns instructional activities to those goals.</p>
<p>32. Consistently selects and uses appropriate instructional routines/strategies/ activities/materials</p>	<p>Candidate selects materials or designs activities that are not appropriate to students; activities do not engage students in meaningful learning or are not logically sequenced</p>	<p>Selects materials that are appropriate to students but that may not make subject matter relevant and accessible to students. Plans instructional activities that generally reflect appropriate sequencing of subject matter concepts and activities conducive to students attaining lesson objective(s).</p>	<p>Selects materials that make subject matter relevant and accessible to students; plans instructional activities as part of daily and weekly lessons that reflect appropriate sequencing of concepts and activities to promote student understanding of subject matter.</p>	<p>Selects materials and plans appropriately sequenced activities as part of daily short- and long-term plans to promote critical thinking and student understanding of subject matter.</p>	<p>Incorporates a wide-range of materials and varying instructional activities to extend students' meaningful understanding of subject matter and critical thinking.</p>

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
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<p>33. Modifies and sequences instruction to address student needs effectively</p>	<p>Candidate plans instruction without regard for motivating and involving students in learning; follows lessons as planned.</p>	<p>Plans instruction to motivate students and involve them in learning. Follows lessons as planned.</p>	<p>Plans instruction to motivate students and involve them in learning. Modifies instruction based on informal assessment during lesson.</p>	<p>Revises short- and long-term plans based on formal assessment and modifies instruction as needed based on informal assessment to promote understanding of concepts and critical thinking for all students.</p>	<p>Revises short- and long-term plans and instruction as needed, based on formal and informal assessment, to enhance student understanding and critical thinking.</p>
<p>34. Designs and implements short- and long-term plans to foster student learning</p>	<p>Candidate evidences little or no ability to plan daily lessons, or designs lessons that have little or no relation to long-term goals, or designs long-range plans that have little or no recognizable structure.</p>	<p>Plans daily lessons and long-term plans that have some recognizable structure. Appropriate sequencing of individual lessons in long-range plan is absent or uneven and therefore not conducive to students developing conceptual understanding.</p>	<p>Creates long-term plans that have coherent structure and include daily lessons that generally are appropriately sequenced and align with students' developing conceptual understanding and critical thinking.</p>	<p>Creates long-term plans that have a coherent structure and which include individual plans are sequenced to promote student understanding and critical thinking.</p>	<p>Creates long-term plans that have a coherent structure; individual lessons within long-term plans are well sequenced to promote understanding of concepts and critical thinking in all students. Activities within lessons are appropriately sequenced and conducive to lesson objective(s).</p>

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Domain E: Creating and Maintaining Effective Environments for Student Learning

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
35. Allocates and uses instructional time effectively.	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Provides time for students to complete learning activities. Develops some routines for non-instructional tasks. Some transitions are efficient.	Provides adequate time for students to complete learning activities and paces instruction to maintain engagement. Uses transitions to support student engagement	Paces instruction to review and close lessons, and uses transitions to maintain student engagement. Classroom time is used effectively.	Advances instruction to provide time to review, synthesize, and close lessons. Ensures that all classroom time, including transitions, is used effectively to maximize student learning.
36. Makes needed modifications to pacing during instruction and in planning further instruction	Candidates' lessons are poorly paced. Procedures for routine tasks and management are not established	Paces lessons somewhat adequately. Establish procedures for routine tasks and management	Paces lessons adequately. Establish procedures for routine tasks and management to use instructional time effectively.	Paces lessons effectively. Establish procedures for routine tasks and management to maximize instructional time	Paces lessons proficiently. Procedures for routine tasks and management to maximize instructional time are seamless.
37. Demonstrates an understanding of the importance of an inclusive classroom and school environment	Candidate is oblivious to special needs of students, and does not encourage inclusivity	Aware of importance of an inclusive school environment. Makes attempts to include special needs children in some activities.	Demonstrates an understanding of the importance of an inclusive classroom and school environment. Makes attempts to include special needs children in activities	Demonstrates an understanding of the importance of an inclusive classroom and school environment. Includes special needs students in all activities.	Creates an inclusive environment whereby all children participate in all activities. Modifies activities and encourages students to do so for each other, thus creating an inclusive community

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
38. Establishes and maintains a supportive, safe, healthy, productive environment for learning	Candidate makes little or no effort to provide a supportive, safe, healthy and productive environment for learning.	Recognizes that a supportive, safe, healthy and productive environment for learning will enhance student performance, and attempts to plan accordingly.	Demonstrates an understanding that a supportive, safe, healthy and productive environment for learning will enhance student performance, and plans accordingly.	Establishes and maintains a supportive, safe, healthy, productive environment for learning to maximize student achievement. Makes necessary changes to enhance this environment.	Establishes and maintains a supportive, safe, healthy, productive environment for learning to maximize student achievement. Collaborates with students participation in enhancing this environment.
39. Establishes and maintains standards for student behavior.	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes expectations and consequences. Affirms positive behavior. Establishes proximity to students during activities to prevent disruptive behavior.	Reinforces expectations and implements consequences. Structures opportunities for students to monitor own behavior. Circulates during instruction and activities to support engagement, interact with students and monitor their behavior and work.	Equitably reinforces expectations and implements consequences, and coaches all students to monitor their own behavior and each other's in a respectful way. Circulates during instruction and activities to support engagement, interact with students and monitor their behavior and work.	Facilitates an environment in which students consistently maintain and monitor positive behavior during all activities. Circulates during instruction and activities to interact with students, prompt student thinking and assess their progress.

Domain F: Developing as a Professional Educator

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
<p>40. Demonstrates full understanding of the professional obligations of an educator</p>	<p>Candidate takes little responsibility for student academic learning outcomes. Is unaware of personal biases and values as affecting teaching practice. Indifferent towards racism and acts of intolerance</p>	<p>Takes some responsibility for student academic learning outcomes. Is somewhat aware of personal biases and values as affecting teaching practice. Opposes racism and acts of intolerance.</p>	<p>Takes responsibility most of the time for student academic learning outcomes. Aware of most personal biases and values as affecting teaching practice. Resists racism and acts of intolerance.</p>	<p>Takes all responsibility for student academic learning outcomes. Reflectively aware of personal biases and values as affecting teaching practice. Resists racism and acts of intolerance.</p>	<p>Is fully accountable for student academic learning outcomes. Continually reflects on own biases and values to create an equitable learning environment. Defies racism and acts of intolerance.</p>
<p>41. Demonstrates full understanding of the legal obligations of an educator</p>	<p>Candidate has made little or no effort to understand important elements of California and federal laws and procedures pertaining to child abuse, the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Does little to protect privacy, health, and safety, of students, families and other school professionals</p>	<p>Understands some important elements of California and federal laws and procedures pertaining to child abuse, the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Understands some obligations to protect privacy, health, and safety, of students, families and other school professionals</p>	<p>Understands important elements of California and federal laws and procedures pertaining to child abuse, the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Understands obligations to protect privacy, health, and safety, of students, families and other school professionals</p>	<p>Understands and acts on important elements of California and federal laws and procedures pertaining to child abuse, the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Protects privacy, health, and safety, of students, families and other school professionals</p>	<p>Creates an environment where the important elements of California and federal laws and procedures pertaining to child abuse, the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms exist. Protects privacy, health, and safety, of students, families and other school professionals</p>

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
42. Demonstrates ethical actions and decisions related to students, families, colleagues, communities	Candidate makes little or no effort to be aware of ethical considerations and models ethical behaviors for students, as well as laws relating to professional conduct and moral fitness. Does not follow policies regarding child abuse, neglect, sexual harassment and student violence.	Shows some awareness of ethical considerations and models ethical behaviors for students, as well as laws relating to professional conduct and moral fitness most of the time. Understands most policies regarding child abuse, neglect, sexual harassment and student violence.	Shows understanding of ethical considerations and models ethical behaviors for students, as well as laws relating to professional conduct and moral fitness. Understands policies regarding child abuse, neglect, sexual harassment and student violence.	Aware of and acts in accordance with ethical considerations and models ethical behaviors for students. Honors all laws relating to professional conduct and moral fitness. Understands and implements policies regarding child abuse, neglect, sexual harassment and student violence.	Responsive to and acts in accordance with ethical considerations and models ethical behaviors for students. Honors all laws relating to professional conduct and moral fitness. Understands and implements policies regarding child abuse, neglect, sexual harassment and student violence.
43. Works collaboratively with faculty, staff, paraeducators, administrators	Candidate rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district event or learning activities.	Establishes a positive working relationship and engages in dialogue with a few colleagues, seeks out staff to help meet students' needs, and participates in some school-wide activities.	Engages with colleagues in dialogue. Participates in school-wide events and learning activities.	Engages with colleagues in dialogue and reflection to support student learning and contributes to school-wide events and learning activities.	Collaborates with colleagues to support student learning for all students, contributes to school-wide activities, and promotes school goals.
44. Reflecting on/evaluates strengths and areas for improvement in own teaching practice.	Candidate is not aware of specific problem areas or areas of concern in his or her teaching, or is aware but does not use reflection to assess growth over time or to plan professional growth.	Is aware of clearly observable instructional successes and dilemmas, and with assistance from experienced colleagues, reflects on these, and assesses growth in his or her teaching and plans professional development related to areas of concern.	Reflects on his or her teaching in relation to instructional successes and dilemmas, and through collegial support and dialogue, modifies and pursues immediate goals for professional development and assesses professional growth	Reflects on his or her teaching in relation to areas of concern and student learning, assesses growth over time, and develops professional growth plan.	Reflects on his or her teaching and its impact on student learning, assesses growth over time, and extends plans for professional development through dialogue with colleagues.

Indicator:	Unsatisfactory Performance	Limited Competency	Emerging Competency	Significant Competency	Exemplary Competency
45. Works to improve professional skills and practices	Candidate does not demonstrate a positive attitude in the classroom and does not understand professional responsibilities.	Demonstrates a positive attitude and professional conduct in the classroom, and accepts advice in balancing professional responsibilities with personal needs from more experienced colleagues.	Demonstrates a positive attitude and professional conduct and balances professional responsibility with personal needs.	Maintains a positive attitude and professional integrity and balances professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.
46. Establishing professional goals and pursuing opportunities to grow professionally	Candidate takes little or no initiative to observe and interact with more experienced peers in immediate school community in order to expand his or her understanding of teaching or learning	Expands his or her understanding of teaching and learning through observation and interaction with more experienced peers on site.	Observes and interacts with peers on site and participates in professional development opportunities to improve teaching (e.g., workshops, classes, seminars).	Collaborates with peers on site and in local school community, participates in professional development opportunities, and reads professional literature on the suggestion of more experienced peers.	Collaborates with district peers, participates in professional development opportunities and reads current professional literature to refine and extend teaching.
47. Joins professional organizations and pursues opportunities they provide	Candidate takes little or no initiative to join professional organizations to improve teaching practice and subject matter competence	Is aware of importance of joining professional organizations to improve teaching practice and subject matter competence	Understands the of importance of joining professional organizations to improve teaching practice and subject matter competence. Attends some professionally sponsored activities.	Understands the necessity to keep well-versed professionally, both in pedagogy and subject matter. Joins professional organizations and engages in opportunities they provide	Actively pursues opportunities to grow professionally, both in pedagogy and subject matter. Joins professional organizations and pursues opportunities they provide

