

**California State University, Los Angeles  
Charter College of Education**

**Multiple Subject Credential  
Directed Teaching/Demonstration of Competencies Evaluation Rubric**

Developmental	Credit	Exceeds Standards
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**A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS (CSTP 3)**

**Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)**

<p>a. Candidate demonstrates little subject matter knowledge based on Teacher Performance Expectations (TPEs), CSTP, K-12 academic content, professional association and institutional standards.</p> <p>b. Candidate uses few of available classroom materials.</p> <p>c. Candidate provides little evidence of subject matter mastery and/or capacity to integrate appropriate subject matter into lesson plans.</p> <p>d. Candidate shows little ability to determine students' skill levels through the use of meaningful indicators of reading, language arts, mathematics, science and social science proficiencies.</p> <p>e. Candidate explains potential for instructional technology that could support teaching but makes no use of available technological resources.</p>	<p>a. Candidate demonstrates appropriate range of subject matter knowledge as described in Teacher Performance Expectations (TPEs), CSTP, K-12 academic content, professional association, and institutional standards.</p> <p>b. Candidate uses a variety of available classroom materials.</p> <p>c. Candidate demonstrates the capacity to build lesson plans on grade-level, state/district adopted academic content standards.</p> <p>d. Candidate determines skill levels of students through use of meaningful indicators of reading, language arts, mathematics, science and social science proficiencies with some consistency.</p> <p>e. Candidate explains multiple ways technology could enhance teaching and appropriately uses several of the available technological resources.</p>	<p>a. Candidate demonstrates deep subject matter knowledge and understanding of interdisciplinary connections in classroom teaching including Teacher Performance Expectations (TPEs), CSTP, K-12 academic content, professional association, and institutional standards.</p> <p>b. Candidate selectively chooses, adapts, and augments available classroom materials based on understanding of student needs and interests.</p> <p>c. Candidate provides consistent and ample evidence of the capacity to integrate appropriate standards-based subject matter into lesson plans based on student progress and interests.</p> <p>d. Candidate consistently determines skill levels of students through use of meaningful indicators of reading, language arts, mathematics, science and social science proficiencies.</p> <p>e. Candidate both explains multiple ways technology could enhance teaching and integrates a variety of technological resources to support management, instruction, and professional development.</p>
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**B. ASSESSING STUDENT LEARNING (CSTP 5)**

**Monitoring Student Learning during Instruction (TPE 2)**

<p>a. Candidate infrequently attempts to assess students' knowledge and skills before, during, or after instruction or evaluates student work to plan for instruction.</p> <p>b. Candidate prepares and administers classroom assessments that measure a limited range of student achievement.</p> <p>c. Candidate infrequently assesses the pace of instruction or if re-teaching concepts is necessary.</p> <p>d. Candidate provides insufficient evidence of reflection on assessment choices and ways to use results of assessments to improve instruction.</p> <p>e. Candidate provides limited opportunities for students to assess their own learning.</p>	<p>a. Candidate often collects and uses multiple sources of assessment tools or procedures (formal and informal) and student work to evaluate students' learning and guide instruction before, during, and after teaching.</p> <p>b. Candidate administers instructionally aligned classroom assessments that measure literal, interpretative, and applied knowledge.</p> <p>c. Candidate often uses assessments to determine if pacing matches students' needs and if re-teaching concepts is necessary.</p> <p>d. Candidate provides evidence of reflection on assessment choices and ways to use results of assessments to improve instruction.</p> <p>e. Candidate provides opportunities for students to assess their own learning.</p>	<p>a. Candidate systematically and consistently collects and uses multiple sources of assessment tools or procedures (formal and informal) and student work to evaluate and guide students' instruction before, during and after teaching.</p> <p>b. Candidate designs and administers a variety of instructionally aligned, standards-based classroom assessments that enable all students to show literal, interpretative and applied understanding.</p> <p>c. Candidate systematically and consistently uses assessments to determine pacing &amp; re-teaching strategies that maximize learning for all students.</p> <p>d. Candidate consistently demonstrates insightful reflections on assessment choices, the effectiveness of alternative assessment strategies, and ways to use results of assessment to improve instruction.</p> <p>e. Candidate provides multiple and varied opportunities for students to assess their own learning.</p>
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**Interpretation and Use of Assessments (TPE 3)**

<p>a. Candidate has limited knowledge of the types of assessments of student learning.</p> <p>b. Candidate is unsure in administering standardized tests and in familiarizing students with their format.</p> <p>c. Candidate's knowledge of how to interpret standardized test results is weak.</p> <p>d. Candidate is weak in interpreting assessment data to identify levels of ELL's proficiencies in their native and second language.</p>	<p>a. Candidate understands the purpose and uses of types of assessment including entry level, progress monitoring, and summative assessments.</p> <p>b. Candidate administers state adopted and other standardized tests and can familiarize students with the format of standardized tests.</p> <p>c. Candidate correctly interprets standardized test results.</p> <p>d. Candidate interprets correctly most CELDT assessment data to identify levels of ELL's proficiencies in their and primary and second languages.</p>	<p>a. Candidate has a deep understanding of the purposes and uses of types of assessments and employs a wide variety of assessments effectively in measuring student learning.</p> <p>b. Candidate consistently administers state adopted and other standardized tests and successfully familiarizes all students with their format.</p> <p>c. Candidate interprets standardized test results correctly and can explain them well to others.</p> <p>d. Candidate regularly and consistently interprets CELDT assessment data correctly resulting in the appropriate identification of ELL's proficiencies in their native and second language.</p>
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e. Candidate occasionally gives students timely feedback on their learning based on assessments, including test scores.	e. Candidate usually gives students timely feedback on their learning based on assessments, including test scores.	e. Candidate consistently and regularly gives timely feedback to all students on their learning based on assessments, including test scores.
f. Candidate maintains partial or incomplete records summarizing students' achievement.	f. Candidate maintains complete records that summarize students' achievement.	f. Candidate maintains complete and accurate short and long-term record summaries, including formal and informal records of students' achievement.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING (CSTP 1)**

### **Making Content Accessible (TPE 4)**

a. Candidate provides a curriculum that uses a limited number of instructional strategies and learning activities that are related to academic content standards.	a. Candidate provides a balanced curriculum through the use of a variety of instructional strategies, learning activities and experiences that address academic content standards.	a. Candidate provides a comprehensive and balanced curriculum through the use of a wide range of instructional strategies, learning activities and experiences that address academic content standards.
b. Candidate sometimes uses instructional materials related to academic content standards.	b. Candidate uses instructional materials that reinforce academic content standards.	b. Candidate uses a wide array of instructional materials that reinforce and enhance academic content standards.
c. Candidate's organization of presentation of skills and learning strategies is unclear.	c. Candidate prioritizes and sequences some skills and uses learning strategies aligned with lesson content and purpose.	c. Candidate prioritizes and sequences all skills and uses varied learning strategies aligned with lesson content and purpose.
d. Candidate does not teach students active listening skills.	d. Candidate teaches active listening skills.	d. Candidate models and teaches active listening skills in a variety of ways.
e. Candidate's adaptations of the classroom for students with special needs is insufficient.	e. Candidate adapts the classroom to accommodate students with special needs.	e. Candidate exceeds expectations for adapting the classroom to accommodate students with special needs.

### **Student Engagement (TPE 5)**

a. Candidate provides few motivational elements and strategies, including intrinsic motivation, in planning to engage students before, during, and after instruction.	a. Candidate provides some motivational elements and strategies, including intrinsic motivation, in planning to engage students before, during, and after lessons.	a. Candidate consistently provides motivational elements, including intrinsic motivation, in planning to engage students before, during, and after lessons.
b. Candidate uses few strategies to effectively engage students in active learning.	b. Candidate uses various active learning strategies that connect with students' prior knowledge and experience.	b. Candidate consistently and creatively uses multiple active learning strategies that connect with students' prior knowledge and experience.
c. Candidate inconsistently selects strategies that provide opportunities for many kinds of learners to actively engage in lessons.	c. Candidate selects strategies that provide opportunities for many kinds of learners to engage in lessons and be active and self-motivated learners.	c. Candidate appropriately adapts instructional strategies to meet individual and whole-class needs and engage all students in active and self-motivated learning.

d. Candidate selects strategies that limit students' development of critical thinking and problem solving skills.	d. Candidate selects strategies that enable students to develop critical thinking and problem solving skills.	d. Candidate appropriately selects and adapts instructional strategies to enable students to develop critical thinking and problem solving skills.
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**Developmentally Appropriate Teaching Practices (TPE 6)**

<p><b>For teaching assignments in grades K-3:</b></p> <p>a. Candidate demonstrates little knowledge of child development, K-3.</p> <p>b. Candidate sometimes uses professional practices that are developmentally and culturally developmentally and culturally most appropriate for students in grades K-3.</p> <p>c. Candidate sometimes implements a structured day.</p> <p>d. Candidate plans some activities based on students' attention spans.</p> <p>e. Candidate few concrete materials and examples.</p> <p>f. Candidate sometimes teaches norms of social interactions.</p> <p>g. Candidate provides few experiences that increase students' realistic understanding of their environment.</p> <p>h. Candidate implements few strategies for students with self-control problems.</p> <p><b>For teaching assignments in grades 4-6:</b></p> <p>i. Candidate demonstrates little knowledge of child development, 4-6.</p>	<p><b>For teaching assignments in grades K-3:</b></p> <p>a. Candidate demonstrates knowledge of child development, K-3 and usually integrates that knowledge with professional practices.</p> <p>b. Candidate usually uses professional practices that are developmentally and culturally appropriate for students in grades K-3.</p> <p>c. Candidate usually implements a structured day.</p> <p>d. Candidate plans most activities based on students' attention spans.</p> <p>e. Candidate uses many concrete materials and examples.</p> <p>f. Candidate frequently teaches norms of social interactions.</p> <p>g. Candidate provides some experiences that increase students' realistic understanding of their environment.</p> <p>h. Candidate implements some strategies for students with self-control problems.</p> <p><b>For teaching assignments in grades 4-6:</b></p> <p>i. Candidate demonstrates knowledge of child development, 4-6 and usually integrates that knowledge with professional practices.</p>	<p><b>For teaching assignments in grades K-3:</b></p> <p>a. Candidate demonstrates a deep knowledge of child development, K-3 which is consistently integrated with professional practices.</p> <p>b. Candidate consistently uses a wide variety of professional practices, resources and materials that are developmentally and culturally most appropriate for students in grades K-3 .</p> <p>c. Candidate consistently implements a structured day.</p> <p>d. Candidate plans all activities based on students' attention spans .</p> <p>e. Candidate uses a wide variety of concrete materials and examples</p> <p>f. Candidate frequently teaches and models norms of social interactions</p> <p>g. Candidate provides a variety of experiences that increase students' realistic understanding of their environment.</p> <p>h. Candidate implements a variety of strategies for students with self-control problems.</p> <p><b>For teaching assignments in grades 4-6:</b></p> <p>i. Candidate demonstrates a deep knowledge of child development, 4-6 which is consistently integrated with professional practices.</p>
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<p>j. Candidate sometimes uses professional practices that are developmentally and culturally most appropriate for students in grades 4-6.</p> <p>k. Candidate sometimes builds on students' basic skills and sometimes provides support for students who lack basic skills.</p> <p>l. Candidate teaches from grade-level texts only.</p> <p>m. Candidate infrequently uses learning activities that foster abstract reasoning and problem-solving.</p> <p>n. Candidate infrequently assists students in time management &amp; assignment completion skills.</p> <p>o. Candidate seldom fosters students' intellectual risk-taking.</p> <p>p. Candidate infrequently responds appropriately to students who test limits or reject responsibility for their actions.</p>	<p>j. Candidate usually uses professional practices that are developmentally and culturally most appropriate for students in grades 4-6.</p> <p>k. Candidate regularly builds on students' basic skills &amp; frequently provides support for students who lack basic skills.</p> <p>l. Candidate teaches from grade-level texts and supplements them with other appropriate materials.</p> <p>m. Candidate often uses learning activities that foster abstract reasoning and problem-solving.</p> <p>n. Candidate often assists students in time management and assignment completion skills.</p> <p>o. Candidate usually fosters students' intellectual risk-taking.</p> <p>p. Candidate often responds appropriately to students who test limits or reject responsibility for their actions.</p>	<p>j. Candidate consistently uses a wide variety of professional practices, resources and materials that are developmentally and culturally most appropriate for students in grades 4-6.</p> <p>k. Candidate is consistent in building on students' basic skills and in providing support to students who lack basic skills.</p> <p>l. Candidate uses grade-level texts as well as a wide variety of other appropriate sources &amp; materials.</p> <p>m. Candidate consistently uses learning activities that foster abstract reasoning and problem-solving.</p> <p>n. Candidate consistently assists students in time management &amp; assignment completion skills.</p> <p>o. Candidate consistently fosters students' intellectual risk-taking among all students.</p> <p>p. Candidate uses a variety of strategies and consistently responds appropriately to students who test limits or reject responsibility for their actions.</p>
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**Teaching English Learners (TPE7)**

<p>a. Candidate infrequently includes strategies that accommodate all students regardless of their linguistic or cultural background.</p> <p>b. Candidate infrequently demonstrates evidence of application of strategies to promote English language learners' literacy.</p>	<p>a. Candidate often incorporates appropriate instructional techniques for English language learners.</p> <p>b. Candidate often uses strategies to accommodate different linguistic and cultural differences, including SDAIE, ELD and/or other techniques where student need is indicated during instruction.</p>	<p>a. Candidate consistently and seamlessly incorporates a variety of appropriate instructional techniques for English language learners.</p> <p>b. Candidate consistently uses strategies that include all students regardless of their linguistic and/or cultural background. Curriculum content also reflects students' cultural heritage where advantageous.</p>
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**D.PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES(CSTP 4)**

**Learning about Students (TPE 8)**

<p>a. Candidate displays limited knowledge of the students in the classroom.</p> <p>b. Candidate demonstrates limited understanding of factors that influence student behavior or connections between student health and students' ability to learn.</p> <p>c. Candidate has difficulty identifying students needing specialized instruction.</p> <p>d. Candidate demonstrates limited involvement in engaging parents to become involved with the school and in improving student learning.</p>	<p>a. Candidate displays knowledge about the students in the classroom.</p> <p>b. Candidate demonstrates a basic understanding of factors that influence student behavior and major connections between student health and students' ability to learn.</p> <p>c. Candidate can identify most students needing specialized instruction and can incorporate some appropriate teaching strategies for such students.</p> <p>d. Candidate demonstrates frequent involvement in engaging parents to become involved with the school and in improving student learning.</p>	<p>a. Candidate displays knowledge about each student's ideas, interests and aspirations.</p> <p>b. Candidate demonstrates a deep understanding of the various &amp; complex factors that influence student behavior and connections between student health and students' ability to learn.</p> <p>c. Candidate can identify all students needing specialized instruction, can incorporate many appropriate teaching strategies for such students, and understands the student referral process.</p> <p>d. Candidate develops and implements a variety of strategies and activities that consistently engage parents to become involved with the school and improve student learning..</p>
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**Instructional Planning (TPE 9)**

<p>a. Candidate provides limited evidence of short- and long-range planning for instruction. Plans reveal limited knowledge of state standards.</p> <p>b. Candidate selects lesson objectives and related learning materials that are sometimes inappropriate even though they are loosely based on state content standards.</p> <p>c. Candidate's plans infrequently describe/align goals/objectives, materials to be used, varied instructional strategies, and assessment.</p> <p>d. Candidate's plans show limited use of small groups; of integration of available technology, and of clear connections to students' prior knowledge and interests.</p> <p>e. Candidate sometimes fails to provide master teacher and/or other supervisors with written daily lesson plans.</p>	<p>a. Candidate provides sufficient evidence in planning for short- and long-range instruction. Plans show knowledge of state academic content standards.</p> <p>b. Candidate selects lesson objectives and related learning materials that are generally appropriate and based on state content standards.</p> <p>c. Candidate's plans usually describe/align goals/objectives, materials to be used, varied instructional strategies, and more than one kind of assessment.</p> <p>d. Candidate's plans use whole class and small groups; often integrate available technology and show clear connections to students' prior knowledge and interests.</p> <p>e. Candidate always provides master teacher and/or supervisors with written daily lesson plans in line with criteria directly above.</p>	<p>a. Candidate provides consistent and ample evidence in planning for short- and long-range instruction. Plans show knowledge and implementation of state standards.</p> <p>b. Candidate consistently selects lesson objectives and inviting and challenging learning materials that are appropriate and based on state academic content standards, and that are connected to prior and future learning, and inclusive of all students.</p> <p>c. Candidate's plans consistently describe &amp; integrate goals/ objectives and incorporate engaging materials, varied, inclusive instructional strategies, and multiple assessment strategies.</p> <p>d. Candidate's plans use whole &amp; small groups; frequently employ effective technology; clearly and consistently show connections to prior and future lessons, to students' cultures, lives and interests, and to other content areas.</p> <p>e. Candidate always provides master teacher and/or supervisors with written daily lesson plans that exceed the criteria directly above.</p>
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**E. CREATING & MAINTAINING EFFECTIVE ENVIRNOMENTS FOR STUDENT LEARNING (CSTP 2)**

**Instructional Time (TPE 10)**

<p>a. Candidate infrequently uses instructional time effectively or efficiently and does not establish or use procedures, routines or transitions that help manage time efficiently.</p> <p>b. Candidate rarely adjusts instructional time to optimize student learning outcomes.</p> <p>c. Candidate rarely reflects on and consults about the use of instructional time.</p>	<p>a. Candidate usually uses instructional time effectively or efficiently and establishes or uses some procedures, routines or transitions that help manage time efficiently.</p> <p>b. Candidate adjusts instructional time to optimize student learning outcomes fairly often.</p> <p>c. Candidate reflects on and consults about the use of instructional time fairly often.</p>	<p>a. Candidate consistently uses instructional time effectively or efficiently by establishing or using procedures, routines or transitions that help manage time efficiently that maximize students' time on task.</p> <p>b. Candidate regularly and systematically adjusts instructional time to optimize student learning outcomes.</p> <p>c. Candidate consistently reflects on and consults about the use of instructional time and makes adjustments in instructional delivery in accordance with these inquiries.</p>
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**Social Environment (TPE 11)**

<p>a. Candidate fails to create or maintain an organized, safe, and healthy classroom environment.</p> <p>b. Candidate demonstrates limited understanding of connections between course content, instructional methods and room arrangement.</p> <p>c. Candidate provides a learning environment that little reflects students' backgrounds or does not incorporate culturally sensitive materials.</p> <p>d. Candidate demonstrates limited ability to create an interesting and visually stimulating classroom environment.</p> <p>e. Candidate provides little or no evidence of the ability to develop a classroom learning community or maintain expectations of appropriate student behavior.</p>	<p>a. Candidate creates and maintains an organized, safe, and healthy classroom environment to maximize student achievement.</p> <p>b. Candidate demonstrates understanding of connections between course content and instructional methods through the use of appropriate room arrangements and materials.</p> <p>c. Candidate provides a learning environment that reflects the backgrounds of students and incorporates culturally sensitive materials.</p> <p>d. Candidate demonstrates an ability to create an interesting and visually stimulating classroom environment through the use of teacher- and student-developed materials such as such as bulletin boards, pictures, displays, etc.</p> <p>e. Candidate provides evidence of the ability to create and maintain an environment for an effective student learning community along with expectations of appropriate student behavior.</p>	<p>a. Candidate excels in creating and maintaining an organized, safe, and healthy classroom environment to maximize student achievement.</p> <p>b. Candidate demonstrates deep understanding of connections between course content and instructional methods through the use of diverse and flexible room arrangements and materials.</p> <p>c. Candidate provides a learning environment that reflects the backgrounds of students and incorporates materials reflecting a variety of cultures.</p> <p>d. Candidate demonstrates an exceptional ability to create an interesting and visually stimulating classroom environment with teacher- and student-developed materials such as such as interactive bulletin boards, pictures, displays, projects, etc.</p> <p>e. Candidate excels in consistently providing evidence of the ability to create and maintain an effective environment for a student learning community along with clear and consistent expectations of appropriate student behavior.</p>
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<p>f. Candidate makes limited or little effort to create a classroom atmosphere that encourages a sense of community, positive social interactions, active engagement in learning, and self-motivation.</p> <p>g. Candidate uses few positive classroom management method and has not written or implemented a classroom management/student discipline plan.</p>	<p>f. Candidate generally maintains a classroom atmosphere that encourages a sense of community, positive social interactions, active engagement in learning and self-motivation.</p> <p>g. Candidate uses proactive and positive classroom management methods and encourages students' self-management and has written and implemented a classroom management/student discipline plan.</p>	<p>f. Candidate consistently maintains a classroom atmosphere that encourages a sense of community, positive social interactions, active engagement in learning, and self-motivation.</p> <p>g. Candidate uses a wide variety of carefully chosen and effective proactive and positive classroom management methods and has written and implemented a comprehensive classroom management/student discipline plan that includes district and school mandates and is appropriate to student needs.</p>
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**F. DEVELOPING AS A PROFESSIONAL EDUCATOR (CSTP 6)**

**Evidence of Professional, Legal & Ethical Obligations (TPE 12)**

<p>a. Candidate takes little responsibility for students' learning.</p> <p>b. Candidate appears unaware of own personal values and biases.</p> <p>c. Candidate knows little about California or federal laws pertaining to ELL, gifted students and students with special needs.</p> <p>d. Candidate does not demonstrate an understanding of ethical principles of teaching.</p> <p>e. Candidate does not appear to understand school and district policies, or state or federal laws regarding inappropriate or violent student behavior.</p> <p>f. Candidate does not provide evidence of maintaining a non-hostile, caring classroom environment.</p> <p>g. Candidate does not provide evidence of protecting the privacy, health and safety of students.</p>	<p>a. Candidate establishes and takes responsibility for students' academic learning.</p> <p>b. Candidate appears aware of own personal values and biases.</p> <p>c. Candidate understands most of the major ideas of California and federal laws pertaining to ELL, gifted students, and individuals with special needs.</p> <p>d. Candidate demonstrates ethical behaviors for professional teachers.</p> <p>e. Candidate provides evidence of understanding school, district policies and state and federal laws regarding inappropriate or violent student behavior.</p> <p>f. Candidate is able to provide evidence of maintaining a non-hostile, caring classroom environment.</p> <p>g. Candidate provides evidence of protecting the privacy, health and safety of students.</p>	<p>a. Candidate systematically establishes and takes responsibility for students' academic and social learning outcomes.</p> <p>b. Candidate appears aware of own personal values and biases and recognizes how these affect teaching and learning.</p> <p>c. Candidate understands and utilizes major elements of California and federal laws and procedures with regard to ELL, gifted students, and individuals with special needs.</p> <p>d. Candidate without hesitation or reservation demonstrates ethical behaviors for professional teachers.</p> <p>e. Candidate understands school and district policies and state and federal laws regarding inappropriate or violent student behavior and acts on these mandates consistently and fairly.</p> <p>f. Candidate is able to provide evidence of consistently maintaining a caring classroom environment in which hostilities are addressed and effectively and proactively resolved</p> <p>g. Candidate provides evidence of protecting the privacy, health and safety of students and their families or other professionals.</p>
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### **Professional Growth (TPE 13)**

<p>a. Candidate does not appear to evaluate own teaching practice and subject knowledge.</p> <p>b. Candidate does not appear to use the plan, teach, reflect, and apply cycle or to use reflection and feedback in the teaching practice.</p> <p>c. Candidate reveals little understanding of the importance of ongoing professional growth through reflection on practice.</p>	<p>a. Candidate evaluates own teaching practice and subject matter knowledge.</p> <p>b. Candidate uses the plan, teach, reflect and apply cycle to improve teaching practices, and uses reflection and feedback to formulate goals for improving teaching.</p> <p>c. Candidate reveals evidence of refining practice through self-reflection and self-examination, including participation in reflective practices, such as maintaining a professional journal.</p>	<p>a. Candidate evaluates own teaching practice and subject matter knowledge with respect to academic content standards, TPE's and the CSTP.</p> <p>b. Candidate systematically uses the plan, teach, reflect, and apply cycle daily to reflect on and improve teaching practices., and continuously uses reflection and feedback to formulate and prioritize goals for increased knowledge and improved teaching effectiveness.</p> <p>c. Candidate consistently examines practice through reflection, including activities with professional colleagues such as participation in "Critical Friends Groups."</p>
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### **Work Habits and Behaviors**

<p><b>Candidate displays a pattern of the following behaviors.</b></p> <p>a. Candidate does not appear to seek or use constructive advice.</p> <p>b. Candidate does not usually demonstrate professional appearance and demeanor.</p> <p>c. Candidate reluctantly attends mandatory professional development activities</p> <p>d. Candidate reveals little or no knowledge of appropriate resources available from professional organizations.</p> <p>e. Candidate does not maintain adequate records of students' attendance, work, test scores, and other relevant performance data</p>	<p><b>Candidate displays a pattern of the following behaviors.</b></p> <p>a. Candidate often seeks and uses advice of colleagues.</p> <p>b. Candidate nearly always demonstrates professional appearance and demeanor.</p> <p>c. Candidate willingly participates in mandatory professional development activities.</p> <p>d. Candidate uses appropriate resources from professional organizations.</p> <p>e. Candidate keeps accurate records of students' attendance, work, test scores, and other relevant performance data.</p>	<p><b>Candidate displays a pattern of the following behaviors.</b></p> <p>a. Candidate seeks and uses and reflects on advice of colleagues.</p> <p>b. Candidate always demonstrates professional appearance and demeanor.</p> <p>c. Candidate engages in mandatory and other activities that foster life-long learning.</p> <p>d. Candidate belongs to and actively uses appropriate resources of professional organizations</p> <p>e. Candidate consistently keeps thorough records of students' attendance, work, test scores and other informal assessments and uses them to measure and promote progress.</p>
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f. Candidate does not maintain daily documentation of teaching during period of evaluation.	f. Candidate daily documents lessons, assessing student engagement and learning and considering changes that might be made with some rationale.	f. Candidate's daily documentation of instruction consistently reveals detailed and insightful observations of students' engagement and learning, and considering alternatives with a rationale for each of them.
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**School Service and Communication with Families and the Community**

<p><b>Given the constraints of student teaching, candidate displays a <u>pattern</u> of the following behaviors.</b></p> <p>a. Candidate has limited contact with parents.</p> <p>b. Candidate shows limited understanding of community resources.</p> <p>c. Candidate makes no contribution to the school, district or community beyond the classroom.</p> <p>d. Candidate reveals little evidence of reflection on his or her school-wide impact and on pathways to its improvement.</p>	<p><b>Given the constraints of student teaching, candidate displays a <u>pattern</u> of the following behaviors.</b></p> <p>a. Candidate communicates with parents about student performance.</p> <p>b. Candidate makes use of community resources to enrich instruction.</p> <p>c. Candidate makes a contribution to the school, district or community beyond the classroom by participating in established school or community programs for children and their parents.</p> <p>d. Candidate reveals occasional evidence of reflection on his or her school-wide impact and on pathways to its improvement.</p>	<p><b>Given the constraints of student teaching, candidate displays <u>several</u> of the following behaviors.</b></p> <p>a. Candidate uses a variety of methods to communicate with families &amp; consistently engages parents as partners in their children's activities at school.</p> <p>b. Candidate regularly accesses a variety and community resources to meet the needs of all students.</p> <p>c. Candidate contributes to the development of new school or community resources or programs to meet the needs of under-served students. Takes a leadership role in school and district improvement processes.</p> <p>d. Candidate reveals consistent evidence of reflection on his or her school-wide impact and on pathways to its improvement.</p>
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