

ADOLESCENCE EDUCATION

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
45/45
100%

Below /Approaching

Sufficient/Above Sufficient
12/12
100%

1(j) The teacher takes responsibility for promoting learners' growth and development.

Fall 2024

Spring 2025

Below /Approaching
3/45
7%Sufficient/Above Sufficient
42/45
93%

Below /Approaching

Sufficient/Above Sufficient
12/12
100%

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Fall 2024

Spring 2025

Below /Approaching
2/45
4%Sufficient/Above Sufficient
43/45
96%

Below /Approaching

Sufficient/Above Sufficient
12/12
100%

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

Fall 2024

Spring 2025

Below /Approaching
3/45
7%Sufficient/Above Sufficient
42/45
93%

Below /Approaching

Sufficient/Above Sufficient
12/12
100%

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

Fall 2024

Spring 2025

Below /Approaching
9/45
20%Sufficient/Above Sufficient
36/45
80%Below /Approaching
1/12
8%Sufficient/Above Sufficient
11/12
92%

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Fall 2024

Spring 2025

Below /Approaching
1/45
2%Sufficient/Above Sufficient
44/45
98%

Below /Approaching

Sufficient/Above Sufficient
12/12
100%

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
45/45
100%

Below /Approaching

Sufficient/Above Sufficient
12/12
100%

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.			
Fall 2024		Spring 2025	
Below /Approaching 2/45 4%	Sufficient/Above Sufficient 43/45 96%	Below /Approaching 1/12 8%	Sufficient/Above Sufficient 11/12 92%
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.			
Fall 2024		Spring 2025	
Below /Approaching 1/45 2%	Sufficient/Above Sufficient 44/45 98%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.			
Fall 2024		Spring 2025	
Below /Approaching 1/45 2%	Sufficient/Above Sufficient 44/45 98%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.			
Fall 2024		Spring 2025	
Below /Approaching 1/45 2%	Sufficient/Above Sufficient 44/45 98%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.			
Fall 2024		Spring 2025	
Below /Approaching 2/45 4%	Sufficient/Above Sufficient 43/45 96%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.			
Fall 2024		Spring 2025	
Below /Approaching 3/45 7%	Sufficient/Above Sufficient 42/45 93%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 45/45 100%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.			
Fall 2024		Spring 2025	

Below /Approaching 1/45 2%	Sufficient/Above Sufficient 44/45 98%	Below /Approaching 1/12 8%	Sufficient/Above Sufficient 11/12 92%
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.			
Fall 2024		Spring 2025	
Below /Approaching 2/45 4%	Sufficient/Above Sufficient 43/45 96%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			
Fall 2024		Spring 2025	
Below /Approaching 3/45 7%	Sufficient/Above Sufficient 42/45 93%	Below /Approaching 1/12 8%	Sufficient/Above Sufficient 11/12 92%
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
Fall 2024		Spring 2025	
Below /Approaching 4/45 9%	Sufficient/Above Sufficient 41/45 91%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.			
Fall 2024		Spring 2025	
Below /Approaching 1/45 2%	Sufficient/Above Sufficient 44/45 98%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.			
Fall 2024		Spring 2025	
Below /Approaching 7/45 16%	Sufficient/Above Sufficient 38/45 84%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.			
Fall 2024		Spring 2025	
Below /Approaching 3/45 7%	Sufficient/Above Sufficient 42/45 93%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 45/45 100%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			
Fall 2024		Spring 2025	
Below /Approaching 4/45 9%	Sufficient/Above Sufficient 41/45 91%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.			
Fall 2024		Spring 2025	
Below /Approaching 5/45 11%	Sufficient/Above Sufficient 40/45 89%	Below /Approaching 1/12 8%	Sufficient/Above Sufficient 11/12 92%
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).			
Fall 2024		Spring 2025	
Below /Approaching 5/45 11%	Sufficient/Above Sufficient 40/45 89%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 45/45 100%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 45/45 100%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
10(t) The teacher embraces the challenge of continuous improvement and change.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 45/45 100%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.			
Fall 2024		Spring 2025	
Below /Approaching 2/45 4%	Sufficient/Above Sufficient 43/45 96%	Below /Approaching	Sufficient/Above Sufficient 12/12 100%

ELEMENTARY EDUCATION

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

1(j) The teacher takes responsibility for promoting learners' growth and development.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

1/42
2%Sufficient/Above Sufficient
41/42
98%

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

Fall 2024

Spring 2025

Below /Approaching
2/39
5%Sufficient/Above Sufficient
37/39
95%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

5/42
12%Sufficient/Above Sufficient
37/42
88%

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
23/23
100%

Below /Approaching

Sufficient/Above Sufficient
30/30
100%

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

Fall 2024

Spring 2025

Below /Approaching
1/39
3%

Sufficient/Above Sufficient
38/39
97%

Below /Approaching
1/42
2%

Sufficient/Above Sufficient
41/42
98%

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching
3/42
7%

Sufficient/Above Sufficient
39/42
93%

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching
2/42
5%

Sufficient/Above Sufficient
40/42
95%

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
39/39
100%

Below /Approaching

Sufficient/Above Sufficient
42/42
100%

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

Fall 2024

Spring 2025

Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.			
Fall 2024		Spring 2025	
Below /Approaching 1/39 3%	Sufficient/Above Sufficient 38/39 97%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 23/23 100%	Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.			
Fall 2024		Spring 2025	
Below /Approaching 1/39 3%	Sufficient/Above Sufficient 38/39 97%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.			
Fall 2024		Spring 2025	
Below /Approaching 1/39 3%	Sufficient/Above Sufficient 38/39 97%	Below /Approaching 3/42 7%	Sufficient/Above Sufficient 39/42 93%
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			
Fall 2024		Spring 2025	
Below /Approaching 2/39 5%	Sufficient/Above Sufficient 37/39 95%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.			
Fall 2024		Spring 2025	
Below /Approaching 1/39 3%	Sufficient/Above Sufficient 38/39 97%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).			
Fall 2024		Spring 2025	
Below /Approaching 6/39 15%	Sufficient/Above Sufficient 33/39 85%	Below /Approaching 3/42 7%	Sufficient/Above Sufficient 39/42 93%
9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching	Sufficient/Above Sufficient 42/42 100%
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching 1/42 2%	Sufficient/Above Sufficient 41/42 98%
10(t) The teacher embraces the challenge of continuous improvement and change.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching 1/42 2%	Sufficient/Above Sufficient 41/42 98%
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 39/39 100%	Below /Approaching 1/42 2%	Sufficient/Above Sufficient 41/42 98%

PHYSICAL EDUCATION

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
18/18
100%

Below /Approaching

Sufficient/Above Sufficient

1(j) The teacher takes responsibility for promoting learners' growth and development.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
18/18
100%

Below /Approaching

Sufficient/Above Sufficient

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
18/18
100%

Below /Approaching

Sufficient/Above Sufficient

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
18/18
100%

Below /Approaching

Sufficient/Above Sufficient

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

Fall 2024

Spring 2025

Below /Approaching
1/18
6%Sufficient/Above Sufficient
17/18
94%

Below /Approaching

Sufficient/Above Sufficient

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Fall 2024

Spring 2025

Below /Approaching

Sufficient/Above Sufficient
18/18
100%

Below /Approaching

Sufficient/Above Sufficient

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

Fall 2024

Spring 2025

Below /Approaching
1/18Sufficient/Above Sufficient
17/18

Below /Approaching

Sufficient/Above Sufficient

6%	94%		
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.			

Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
Fall 2024		Spring 2025	
Below /Approaching 2/18 11%	Sufficient/Above Sufficient 16/18 89%	Below /Approaching	Sufficient/Above Sufficient
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.			
Fall 2024		Spring 2025	
Below /Approaching 2/18 11%	Sufficient/Above Sufficient 16/18 89%	Below /Approaching	Sufficient/Above Sufficient
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.			
Fall 2024		Spring 2025	
Below /Approaching 2/18 11%	Sufficient/Above Sufficient 16/18 89%	Below /Approaching	Sufficient/Above Sufficient
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18	Below /Approaching	Sufficient/Above Sufficient

	100%		
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
10(t) The teacher embraces the challenge of continuous improvement and change.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.			
Fall 2024		Spring 2025	
Below /Approaching	Sufficient/Above Sufficient 18/18 100%	Below /Approaching	Sufficient/Above Sufficient

Advanced

Candidates in advanced programs are evaluated on standards related to the profession. A majority of candidates scores at sufficient or above on internship evaluations that reflect professional standards.

School Building Leader NELP SBL 2018 - NELP 2018 Building Level		
<p>Standard 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.</p> <p>Artifacts: Standard 1: Mission, vision and improvement Component 1.1 Key Question: How does a candidate use two or more artifacts to demonstrate his or her understanding and capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult?</p>	Insufficient/Developing	Proficient/Exemplary 12/12 100%
<p>Standard 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p> <p>Artifacts: Standard 2: Ethics and Professional Norms Component 2.3 Key question: How does a candidate use at least two artifacts to demonstrate his or her understanding and capacity to model ethical behavior in his or her personal conduct and relationships and to cultivate ethical behavior in others?</p>	Insufficient/Developing 2/12 17%	Proficient/Exemplary 10/12 83%
<p>Standard 3.3: Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.</p> <p>Artifacts: Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Component 3.3 Key question: How does a candidate use at least two artifacts to demonstrate his or her understanding and capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff?</p>	Insufficient/Developing	Proficient/Exemplary 12/12 100%
<p>Standard 4.4: Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction and assessment practices in a coherent, equitable, and systematic manner.</p> <p>Artifacts: Standard 4: Learning and Instruction Component 4.4 Key question: How does a candidate use at least two artifacts to demonstrate his or her understanding and capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner?</p>	Insufficient/Developing	Proficient/Exemplary 12/12 100%
<p>Standard 5.1: Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>Artifacts: Standard 5: Community and External Internship Component 5.1 Key question: How does a candidate use two artifacts to demonstrate his or her understanding and capacity to collaboratively engage diverse families in strengthening student learning in and out of school?</p>	Insufficient/Developing	Proficient/Exemplary 12/12 100%
<p>Standard 5.3: Program completers understand and demonstrate the capacity to collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.</p> <p>Artifacts: Standard 5: Community and External Internship Component 5.3 Key question: How does a candidate use two artifacts to demonstrate his or her understanding and capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community?</p>	Insufficient/Developing	Proficient/Exemplary 12/12 100%
<p>Standard 6.2: Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p> <p>Artifacts: Standard 6: Building Professional Capacity Component 6.2 Key question: How does a candidate use two artifacts to demonstrate his or her understanding and capacity</p>	Insufficient/Developing	Proficient/Exemplary 12/12 100%

<p>to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development?</p>		
<p>Standard 7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success. Artifact: Standard 7: Building Professional Capacity Component 7.3 Key question: How does a candidate use two artifacts to demonstrate his or her understanding and capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success?</p>	<p>Insufficient/Developing 1/12 8%</p>	<p>Proficient/Exemplary 11/12 92%</p>
<p>Standard 7.4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success. Artifact: Standard 7: Building Professional Capacity Component 7.4 Key question: How does a candidate use two artifacts to demonstrate his or her understanding and capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success?</p>	<p>Insufficient/Developing</p>	<p>Proficient/Exemplary 12/12 100%</p>