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 2022		Spring 2023	
Below /Approaching 5/30 17%	Sufficient/Above Sufficient 25/30 83%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 1/4 25%	Sufficient/Above Sufficient 3/4 75%

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 2022		Spring 2023	
Below /Approaching 7/30 23%	Sufficient/Above Sufficient 23/30 77%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 5/30 17%	Sufficient/Above Sufficient 25/30 83%	Below /Approaching 1/4 25%	Sufficient/Above Sufficient 3/4 75%

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 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 1/4 25%	Sufficient/Above Sufficient 3/4 75%

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 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 0/30 0%	Sufficient/Above Sufficient 30/30 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 3/30 10%	Sufficient/Above Sufficient 27/30 90%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 0/30 0%	Sufficient/Above Sufficient 30/30 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	

Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.			
Fall 2022		Spring 2023	
Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			
Fall 2022		Spring 2023	
Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
Fall 2022		Spring 2023	
Below /Approaching 6/30 20%	Sufficient/Above Sufficient 24/30 80%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.			
Fall 2022		Spring 2023	
Below /Approaching 4/30 13%	Sufficient/Above Sufficient 26/30 87%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 9/30 30%	Sufficient/Above Sufficient 21/30 70%	Below /Approaching 1/4 25%	Sufficient/Above Sufficient 3/4 75%
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 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
Fall 2022		Spring 2023	
Below /Approaching 0/30 0%	Sufficient/Above Sufficient 30/30 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

Fall 2022		Spring 2023	
Below /Approaching 6/30 20%	Sufficient/Above Sufficient 24/30 80%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 7/30 23%	Sufficient/Above Sufficient 23/30 77%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 0/30 0%	Sufficient/Above Sufficient 30/30 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Fall 2022		Spring 2023	
Below /Approaching 1/30 3%	Sufficient/Above Sufficient 29/30 97%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

10(t) The teacher embraces the challenge of continuous improvement and change.

Fall 2022		Spring 2023	
Below /Approaching 2/30 7%	Sufficient/Above Sufficient 28/30 93%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

10(t) The teacher embraces the challenge of continuous improvement and change.

Fall 2022		Spring 2023	
Below /Approaching 7/30 23%	Sufficient/Above Sufficient 23/30 77%	Below /Approaching 0/4 0%	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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

Fall 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 0/26 0%	Sufficient/Above Sufficient 26/26 100%

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

Fall 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 1/26 4%	Sufficient/Above Sufficient 25/26 96%

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 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 2/26 8%	Sufficient/Above Sufficient 24/26 92%

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 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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

Fall 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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

Fall 2022		Spring 2023	
Below /Approaching 1/27 0%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 4/26 15%	Sufficient/Above Sufficient 22/26 85%

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 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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

Fall 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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

Fall 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching	Sufficient/Above Sufficient	Below /Approaching	Sufficient/Above Sufficient

2/27 7%	25/27 93%	0/26 0%	26/26 100%
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.			
Fall 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 93%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			
Fall 2022		Spring 2023	
Below /Approaching 2/27 7%	Sufficient/Above Sufficient 25/27 93%	Below /Approaching 3/26 12%	Sufficient/Above Sufficient 23/26 88%
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
Fall 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0%	Sufficient/Above Sufficient 26/26 100%
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.			
Fall 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 0/26 0%	Sufficient/Above Sufficient 26/26 100%
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 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 2/26 8%	Sufficient/Above Sufficient 24/26 92%
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 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 1/26 4%	Sufficient/Above Sufficient 25/26 96%
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
Fall 2022		Spring 2023	
Below /Approaching 0/27 0%	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			

Fall 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 0/26 0%	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 10/27 37%	Sufficient/Above Sufficient 17/27 63%	Below /Approaching 9/26 35%	Sufficient/Above Sufficient 17/26 65%

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 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Fall 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0%	Sufficient/Above Sufficient 26/26 100%

10(t) The teacher embraces the challenge of continuous improvement and change.

Fall 2022		Spring 2023	
Below /Approaching 0/27 0	Sufficient/Above Sufficient 27/27 100%	Below /Approaching 0/26 0	Sufficient/Above Sufficient 26/26 100%

10(t) The teacher embraces the challenge of continuous improvement and change.

Fall 2022		Spring 2023	
Below /Approaching 1/27 4%	Sufficient/Above Sufficient 26/27 96%	Below /Approaching 0/26 0%	Sufficient/Above Sufficient 26/26 100%

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 2022		Spring 2023	
Below /Approaching 1/17 6%	Sufficient/Above Sufficient 16/17 94%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 1/17 6%	Sufficient/Above Sufficient 16/17 94%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022		Spring 2023	
Below /Approaching 2/17 12%	Sufficient/Above Sufficient 15/17 88%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 1/17 6%	Sufficient/Above Sufficient 16/17 94%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 3/17 18%	Sufficient/Above Sufficient 14/17 82%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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

Fall 2022	Spring 2023

Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.			
Fall 2022		Spring 2023	
Below /Approaching 3/17 18%	Sufficient/Above Sufficient 14/17 82%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.			
Fall 2022		Spring 2023	
Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.			
Fall 2022		Spring 2023	
Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 2/17 12%	Sufficient/Above Sufficient 15/17 88%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

Fall 2022		Spring 2023	
Below /Approaching 4/17 24%	Sufficient/Above Sufficient 13/17 76%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Fall 2022		Spring 2023	
Below /Approaching 1/17 6%	Sufficient/Above Sufficient 16/17 94%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Fall 2022		Spring 2023	
Below /Approaching 1/17 0	Sufficient/Above Sufficient 16/17 94%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

Fall 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 3/17 18%	Sufficient/Above Sufficient 4/17 82%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

Fall 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

Fall 2022		Spring 2023	

Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 1/17 6%	Sufficient/Above Sufficient 16/17 94%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 3/17 18%	Sufficient/Above Sufficient 14/17 82%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
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 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.			
Fall 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
10(t) The teacher embraces the challenge of continuous improvement and change.			
Fall 2022		Spring 2023	
Below /Approaching 0/17 0%	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%
10(t) The teacher embraces the challenge of continuous improvement and change.			
Fall 2022		Spring 2023	
Below /Approaching 0/17 0	Sufficient/Above Sufficient 17/17 100%	Below /Approaching 0/4 0	Sufficient/Above Sufficient 4/4 100%

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.

Literacy
International-ILA-Standards for the Preparation of Literacy Professionals (2017)

2.2. Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, and communicate.	Below/Sufficient	Sufficient/Above 20/20 100%
1.2. Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of the sequence of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and its relationships with the other aspects of literacy.	Below/Sufficient	Sufficient/Above 20/20 100%
1.3. Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.	Below/Sufficient	Sufficient/Above 20/20 100%
4.3. Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	Below/Sufficient	Sufficient/Above 20/20 100%
Inclusive Special Education **USA- CEC Initial Level Special Educator Preparation Standards (2013)**		
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Below/Sufficient 0/8 0%	Sufficient/Above 8/8 100%
School Building Leader **USA- ELCC- Educational Leadership Building Level Standards (2012)**		
Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	Below Sufficient 0/8 0%	Sufficient/Above 8/8 100%
Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning	Below Sufficient 1/8 13%	Sufficient/Above 7/8 77%

environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.		
Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.	Below Sufficient 1/8 13%	Sufficient/Above 7/8 77%
Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.	Below Sufficient 0/8 0%	Sufficient/Above 8/8 100%
Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.	Below Sufficient 0/8 0%	Sufficient/Above 8/8 100%
5 Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.	Below Sufficient 0/8 0%	Sufficient/Above 8/8 100%
School District Leader **USA- ELCC- Educational Leadership Building Level Standards (2012)**		
Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%
Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%
Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%
Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%
Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%
Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.	Below Sufficient 2/12 17%	Sufficient/Above 10/12 83%
Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.	Below Sufficient 0/12 0%	Sufficient/Above 12/12 100%