Q1. Candidate exhibits knowledge of the important concepts in the discipline and how those relate both to one another and to other disciplines.
Q2. Candidate also exhibits understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures.
Q3. Candidate's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
Q4. Candidate’s plans and practices anticipate student misconceptions.
Q5. Candidate’s plans and practices adapt instruction for individual needs.
Q6. Candidate’s plans and practices provide students opportunities to demonstrate the use of critical and creative thinking skills.
Q7. Candidate exhibits management of instructional groups, transitions, materials and supplies such that students are productively engaged at all times.
Q8. Standards of conduct are clear to all students.
Q9. Monitoring by candidate is subtle and preventive.
Q10. Candidate’s response to misbehavior is highly effective and sensitive to students’ individual needs or student’s behavior is entirely appropriate.
Q11. The classroom is safe.
Q12. Candidate displays complete and subtle understanding of how students learn and applies this knowledge to individual students.
Q13. Candidate’s plans, based on extensive content knowledge and understanding of students, are designed to engage all students in significant learning representing high expectations and rigor.
Q14. Candidate inquires and analyzes experiences when planning and teaching lessons.
Q15. Candidate creates experiences and environments supporting inquiry and analysis for both individuals and groups.
Q16. Candidate demonstrates oral and written communication.
Q17. Candidate presents information in an articulate and precise manner.
Q18. Candidate uses proper grammar, spelling, sentence structure, and penmanship.
Q19. Candidate impacts learning by integrating technology effectively in instruction.
Q20. All resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.
Q21. Candidate demonstrates the traits for the work of a teacher on a daily basis: cheerfulness, praise of others, finding good in most situations, seeing possibilities rather than obstacles, responding to challenges, laughing easily, and seeing crisis as
Q22. Candidate demonstrates genuine enthusiasm and optimism.
Q23. Candidate fosters trust among and between students, colleagues, mentor teachers, and professors by maintaining a high level of reliability.
Q24. Candidate demonstrates sound moral character; is truthful, honest, and sincere, is fair and just in all situations and with all students.
Q25. Candidate is respectful to school staff and faculty, professors, and colleagues.
Q26. Candidate demonstrates initiative/independence within a team relationship.
Q27. Candidate respectfully self advocates when necessary.
Q28. Candidate takes the time and energy to show compassion and empathy for students, colleagues/classmates, and mentor teachers/professors.
Q29. Candidate demonstrates an appreciation for differences among people.
Q30. Candidate has a strong ability to interact, work and be with people who have characteristics different from self.
Q31. Candidate continually seeks opportunities to learn more about others’ perspectives.
Q32. Candidate is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the school environment.
Q33. Candidate demonstrates ability to effectively self evaluate.
Q34. Candidate actively solicits feedback and is receptive to new, better ways to improve teaching.
Q35. Candidate demonstrates maturity, sound judgment, and initiative.
Q36. Candidate does not become easily frustrated but chooses to complete the task at a high level of competency.
Q37. Candidate independently and continually uses and develops a wide range of personal and professional resources.
Q38. Candidate consistently solves problems drawing on his or her own abilities and knowledge for their solutions.
Q39. Candidate undertakes a systematic assessment to understand prior student learning in the area to be taught.
Q40. Candidate plans an appropriate sequence of instruction based on pre-assessment results.
Q41. Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process.
Q42. Assessment methodologies have been adapted for individual students, as needed.
Q43. Candidate demonstrates ability to positively impact P-12 learning for diverse students.
Q44. Assessment criteria and standards are clear.
Q45. Candidate conducts a concluding objective test or alternative assessment(s).
Q46. Approach to using formative and/or summative assessment is well designed and an effective system for record keeping and communication with families is in place.
Q47. Candidate analyzes the results of assessments.
Q48. Candidate documents the student learning that occurred at individual and group levels, including explanations of results from students who learned more or less than expected, and results from each subgroup of students.
Q49. Candidate reflects on changes in teaching that could improve student learning.
Q50. Plans for future instruction are derived from assessment results.
Q54. Interpreting assessment results

Program Mean
Candidate Mean
Unit Mean
Q55. Communicating individual and group assessment results
CM56. Candidate demonstrates knowledge of characteristics of a safe and effective school.
CM57. Candidate demonstrates ethical and legal behaviors that include confidentiality of classroom issues.
CM58. Candidate demonstrates an understanding of student behavior and the need to be flexible.
CM59. Candidate establishes effective classroom rules and rewards and consequences for students' behaviors.
CM60. Candidate establishes effective procedures and routines for managing students' behavior during transitional periods through the use of individual and group strategies.
CM61. Candidate formulates pro-active strategies to provide assistance for those in a crisis or violent situation.
CM62. Candidate demonstrates strategies for developing partnerships between school and home.