Element	Below expectations 1	Emerging 2 (Beginning teacher candidate level)	Proficient 3 (End teacher candidate / Beginning teacher level)	Advanced 4 (Experienced professional educator level)
Curriculum & Pedagogy CP1 - Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks have partial alignment with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.
Assessment for Student Learning A4 - Teacher use of formative assessments	Teacher does not use formative assessments.	Teacher does not effectively use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or make in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).
Assessment for Student Learning A5 - Collection systems for assessment data	Teacher has no system to record formative and summative assessment data.	Teacher has a system but does not have routines for recording formative and summative assessment data.	Teacher has an observable system and routines for recording formative and summative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative and summative assessment data and periodically uses the system to inform instructional practice.
Assessment for Student Learning A6 – Quality of teacher feedback	Teacher feedback is absent or is limited to a score alone.	Peer or teacher feedback is present. Could be verbal and/or written. Addresses either strengths or areas of growth.	Peer or teacher feedback is present. Could be verbal and/or written. Feedback is aligned with learning objectives. Addresses both strengths and areas of growth.	Individualized peer or teacher feedback is given to all students. Could be verbal and/or written. Feedback is aligned with learning objectives. Addresses both strengths and areas of growth.

Element	Below expectations 1	Emerging 2 (Beginning teacher candidate level)	Proficient 3 (End teacher candidate / Beginning teacher level)	Advanced 4 (Experienced professional educator level)
Classroom Environment & Culture CEC2 - Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but do not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present and sometimes result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present and usually result in effective discourse. Students are held accountable for completing their work and for learning.
Professional Collaboration & Communication PCC1 – Collaboration with peers and administrators to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher sometimes collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.
Professional Collaboration & Communication PCC2 – Communication and collaboration with parents and guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher sometimes communicates with all parents and guardians about goals of instruction and student progress but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.

Element	Below expectations 1	Emerging 2 (Beginning teacher candidate level)	Proficient 3 (End teacher candidate / Beginning teacher level)	Advanced 4 (Experienced professional educator level)
Professional Collaboration & Communication PCC3 – Communication within the school community about student progress	Teacher neglects to regularly maintain student records. Teacher rarely communicates student progress information to relevant individuals within the community.	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community. However, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within a school community in a timely, accurate, and organized manner.
Professional Collaboration & Communication PCC4 - Support of school, district and state curricula, policies, and initiatives	Teacher is unaware of – or does not support – school, district, or state initiatives. AND Teacher violates a district policy or rarely follows district curricula/pacing guide(s).	Teacher is unaware of – or does not support – school, district, or state initiatives. OR Teacher violates a district policy or rarely follows district curricula/pacing guide(s).	Teacher supports and has an understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula/pacing guide(s).	Teacher supports and has an understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula/pacing guide(s). Teacher makes pacing adjustments as appropriate to meet whole group needs without compromising an aligned curriculum.
Professional Collaboration & Communication PCC5 – Ethics and advocacy	Teacher's professional role towards adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role towards adults and students is ethical, and professional and supports the learning for all students.	Teacher's professional role towards adults and students is friendly, ethical, and professional and supports learning for all students including the historically underserved and minoritized.	Teacher's professional role towards adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved and minoritized. Teacher advocates for fair and equitable practices for all students.