

	Level 1 Support Needed	Level 2 Approaching	Level 3 Proficient	Level 4: Exemplary
Candidate Goals based on the CSTP's	The TC demonstrates limited understanding of the CSTPs and the goals are vague or unrealistic.	The TC demonstrates a basic understanding of the CSTPs however the goals require further development.	The TC demonstrates a strong understanding of the CSTPs and set clear, achievable goals that align with professional standards.	The TC demonstrates exceptional understanding of the CSTPs and set ambitious goals that go above and beyond professional standards.
Actions and Evidence	The actions and evidence provided are vague and not related to the goal.	Some evidence of actions taken to achieve goals, but may lack consistency or depth. Evidence is beginning to align with CSTPs.	The TC provides comprehensive evidence of actions taken to achieve their goals, demonstrating alignment with CSTPs and showing growth over time.	The TC provides compelling evidence of actions taken to achieve their goals, demonstrating innovation, and excellence in teaching practice.
Inquiry Action Cycle	The TC demonstrates little engagement in the inquiry action cycle, with limited exploration of teaching practices and their impact on student learning.	Engages somewhat in the inquiry action cycle, exploring teaching practices and their impact on student learning, but may struggle with consistency or depth.	TC consistently engages with the inquiry action cycle, demonstrating a deep understanding of teaching practices and their impact on student learning.	TC consistently engages in the inquiry action cycle at a high level, leading to significant improvements in teaching practice and student learning outcomes.
Reflection	Reflection is minimal and lacks depth, often focusing on superficial aspects of teaching rather than critically examining their practice and its impact on student learning.	TC reflects on all goals stating evidence of growth but may still lack depth or critical analysis.	Reflection is thorough and demonstrates critical analysis of teaching practices and their impact on student learning. The new teacher consistently adjusts their practice based on reflection.	Reflection is insightful and demonstrates a deep understanding of teaching practice, with evidence of ongoing growth and refinement in teaching.
Overall ILP	The TC shows potential but requires significant support and development in all areas to meet program requirements.	The TC is making progress but requires further development and support to consistently meet program requirements.	The TC meets program requirements and shows potential for continued growth and leadership in teaching.	The TC exceeds program requirements and serves as a model for other educators.