TEACHER EVALUATION TOOL

An Optional Resource for Adult Ed Programs

Arkansas Division of
Workforce Services
Adult Education

JULY 1, 2020

Arkansas Adult Education Teacher Evaluation Tool
Optional and Based on Arkansas Adult Ed Teacher Competencies

Program Name:	
Program Year:	
Teacher Name:	
Teacher Role:	
Additional Teacher Role:	
Locations Served by Teacher:	
Teacher Signature:	
Director Signature:	

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Competencies				
1.1 Assesses learners' prior knowledge, learning needs, and college and career readiness goals.	Has **no** or **minimal** information on learners' content knowledge, prior learning experiences, or needs; collects **no** or **minimal** information on learners' goals; **does not review** assessment results to plan instruction on a regular basis.	Collects **some** information on learners' content knowledge, prior learning experiences, or needs from transcripts, questionnaires, and learner interviews; **collects information** on learners' goals; **reviews results** of assessments to guide instruction.	**Collects and reviews** information on learners' content knowledge, prior learning experiences, and needs from transcripts, questionnaires, and learner interviews; **collects and updates** information on learners' goals through interviews and/or questionnaires; **regularly reviews** assessment results to guide instruction.	**Collects, reviews, and analyzes** information on learners' content knowledge, prior learning experiences, and needs from transcripts, questionnaires, and learner interviews; **collects and updates** information on learners' goals through interviews, and/or questionnaires through a **variety of media formats**; **regularly reviews and analyses** assessment results to guide instruction and **specifically target** areas of weakness.
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Notes:				
1.2 Sets learning goals and a course of study	**Does not use** assessments of students' educational goals and strengths, incoming content knowledge, or	**Occasionally uses assessments** of students' educational goals and strengths, incoming content knowledge, or	**Refers to assessments** of students' educational goals and strengths, incoming content knowledge, and prior learning experiences to	**Refers and analyzes assessment** results of students' educational goals and strengths, incoming content knowledge, and prior

prior learning experiences to design courses of study or align goals; learners' interests and **goals are not linked** to courses of study or new experiences; **minimal support** to student of providing access to advisors, counselors, or planning tools.	prior learning experiences to design courses of study or align goals; student learning plan is **considered** when designing courses of study, **but not consistently linked** to course content and learners' interests and goals; students' goals are **revisited over time**; provides access to advisors, counselors, or planning tools on a **minimal or inconsistent** basis.	design courses of study and align goals in a student learning plan; courses of study **link course content to learners' interests** and goals and expose learners to new ideas and experiences that may help them to refine and/or change their goals over time; supports students' continued learning and college and career goals by **providing access** to advisors and counselors and/or planning tools.	learning experiences to design **personalized** courses of study and align goals in a student learning plan; designs and/or adapts **personalized** course content to link learners' interests, goals, and academic need to expose learners to new ideas and experiences that may help them to refine and/or change their goals over time, **encouraging them to become self-advocates** to meet their goals over time; supports students' continued learning and college and career goals by **providing multiple pathways to access** advisors, counselors, mentors, and/or planning tools; **consistently checks** with learner to monitor progress or involvement with advisor or counselor.
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Notes:

1.3 Monitors learning through summative and formative assessment data	Uses **no or minimal** formative assessment tools to monitor learning and adjust instruction; provides **inconsistent or vague feedback** to learners on their progress; uses required summative assessments to measure overall student progress toward learning goals and placement; **minimal involvement** with learners reflecting on their own performance.	Uses a **few** formative assessment tools to monitor learning and adjust instruction; feedback to learners on their progress has **some detail and consistency**; uses required summative assessments to measure student progress toward **general** learning goals, placement, and goal setting; **prompts** learner to reflect on their own performance.	Uses a **variety** of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes and student error logs) to monitor learning and adjust instruction; provides **regular and detailed feedback** to learners on the progress of their learning; uses required summative assessments to measure student progress toward learning goals over a **specific instructional period** and to make decisions about placement and goal-setting in a subsequent instructional period; **assists** learners in reflecting on their own performance.	**Adeptly** uses a **variety** of **formal and informal** formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes and student error logs) to monitor learning and adjust instruction; provides **detailed, specific feedback** on **a regular basis** to learners on the progress of their learning; uses required summative assessments to measure **individual and class** student progress toward learning goals over a **specific instructional period** and to make decisions about placement and goal-setting in a subsequent instructional period; **assists and guides** learners to reflect on their own performance and celebrate the success of **others.**
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Notes:

1.4 Adapts instruction based on formative and summative student assessment data	Uses **occasional** summative assessments to determine grades or success of instruction. Formative assessments are **generally not used**.	Uses formative assessment data to **guide** instruction for **struggling** learners; uses diagnostic information from required summative assessments to provide **extra** instruction strategies to reach learners who have difficulties with the general concept; uses student performance data to **determine if instruction was effective**. Assessments are not used to determine who would benefit from an **extra challenge.**	Uses formative assessment data to plan a **range of supplemental activities** for use with learners who struggle to achieve the lesson objectives **or** who would benefit from an extra challenge; Uses diagnostic information from required summative assessments to **adapt instruction** to reach learners who have difficulty with a **particular approach** and to deepen learner understanding **more generally**; Uses student performance data to **make judgments** about **when and how** to diverge from a lesson plan in response to learning needs as they emerge.	Uses formative assessment data to plan a **range of supplemental activities** for use with learners who struggle, **as well as** those who would benefit from an extra challenge; uses diagnostic information from required and additional assessments and tools to **adapt instruction** to reach learners who have difficulty with a particular approach, have **misconceptions about the content**, and to deepen learner understanding both in a general, **"big idea"** sense, and **specific content** applications; uses student performance data to **expertly** make judgments about when and how to diverge from a lesson plan in response to learning needs as they emerge for a **variety of situations and students**.
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Notes:

	Below Standard	Developing	Proficient	Exemplary
2.1 Designs learner-centered instruction and classroom environments	Students are expected to focus on **their own** learning and content based on assessment areas; peer-to-peer learning is **neither encouraged or discouraged**; student ideas and voice may be allowed but **not necessarily encouraged**. Instruction is presented **one way**, without consideration of student engagement or interests.	Presents content that is **sometimes connects** to learners' goals interests, and lives; tries to establish a **community of learners**; learners are encouraged to voice ideas openly; uses skill-building activities and tries to **occasionally provide** more than one mode of presentation to engage learners.	Presents content that **connects** to learners' goals and interests and is applicable to their lives; establishes a **community of practice** among learners to encourage peer-to-peer learning and a rapport with other students so that they feel encouraged to voice ideas and opinions **without fear of negative** consequences; encourages **learner self-regulation** and metacognition through a variety of skill-building activities to improve learning and overcome difficulties; provides **multiple means and modalities** for presenting and engaging learners with concepts, ideas, and materials.	**Consistently** presents content that connects to learners' goals and interests and is applicable to their lives in a variety of ways; establishes a community of practice among learners to encourage peer-to-peer learning and a rapport with other students so that they feel encouraged to voice **their own** ideas and opinions, **as well as** encourage the opinions and ideas **of their peers**, without fear of negative consequences; encourages learner self-regulation and metacognition through a variety of skill-building activities to improve learning and overcome difficulties; provides multiple means and modalities for presenting and engaging learners with concepts, ideas, and materials, **allowing students**

				to work in peer groups to present to and engage other learners.
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2.2 Designs standards-based instructional units and lesson plans ***Standards include: College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and Arkansas' Employability, Digital Literacy, Health Literacy, Financial Literacy, and Civics Education Standards**	Uses standards selected from CCRS. ELPS, and Arkansas' Employability, Digital Literacy, Health Literacy, and Civics Education; Standards are **occasionally** used i**ndividually**. Lessons **do not necessarily build on one another** or link together to form a progression. Standards are taught **individually by content area**, rather than connecting the standards within a lesson. Coverage of standards **occasionally** addresses a variety of **DoK** (Depth of Knowledge) levels.	**Focuses** teaching and learning on **standards** selected from CCRS, ELPS, and Arkansas' Employability, Digital Literacy, Financial Literacy, Health Literacy, and Civics Education; standards are **consistently** used, but utilized as **individual** content areas; lessons **occasionally** build on one another and **sometimes link** together to form a progression; **some attempt** is made to connect standards within a lesson; attempts to **regularly** use a variety of DoK (Depth of Knowledge) levels.	Focuses teaching and learning on a **targeted set** of CCRS, ELPS , and Arkansas' Employability, Digital Literacy, Financial Literacy, Health Literacy and Civics Education Standards that **builds on their connections to one another**; outlines a clear and explicit **standards-based purpose** for the lesson, stated in terms of the **desired student learning outcomes**; designs a coherent sequence and progression of learning so that **lessons build on one another**, takes advantage of the connections among standards, and permits **deep and thoughtful coverage**; selects and uses	Consistently focuses teaching and learning on a targeted set of CCRS, ELPS, and Arkansas' Employability, Digital Literacy, Financial Literacy, Health Literacy and Civics Education Standards that build on their connections to one another seamlessly so that a lesson or activity contains multiple content standards without added work; every lesson has a standards-based purpose for the lesson, stated in terms of the desired student learning outcomes; lessons are designed to consistently build on one another progressively, exploiting connections among standards, and encourages

	Evidence of learners' abilities are looked for in terms of **individual** content standards, rather than standards that intertwine.		resources and textbooks to align with the learning goals of the **Standards as a whole, as well as to individual standards**; elicits direct, **observable** evidence of learners' abilities to independently demonstrate the targeted set of standards.	deep and thoughtful coverage; selects and uses a variety of tools, resources and textbooks to align with the learning goals of the Standards as a whole, and individually; elicits direct, observable evidence of learners' abilities to independently demonstrate the targeted set of standards by creating products, projects, or conversing with others.
	▢	▢	▢	▢

Notes:

| **2.3** Uses instructional techniques that are effective with adult learners | Attempts to engage students in their own learning, **with mixed results**, through questions and problems; uses **one type** of instructional activity and example to improve understanding; **does not attempt** differentiated instruction; students are grouped with others, but | Attempts to engage students actively in their own learning**, with regular success**, through questioning strategies and tasks; **occasionally** attempts to stimulate interest; uses **more than one type** of instructional activity and example; attempts occasional differentiation based on | **Engages students actively in their own learning** through relevant, thought-provoking questions; problems; and tasks that stimulate interest; **varies** instructional activities and examples to improve conceptual understanding and skill development; addresses diverse learning modalities, abilities, needs, and | **Consistently and successfully** engages students actively in their own learning through relevant, thought-provoking questions; problems; and tasks that stimulate interests; varies instructional activities, examples, and **product-based or project-based learning** to improve conceptual understanding and skill development; |

	randomly chosen **without regard** to ability or interests.	interests and needs; provides **some opportunities** for classroom interaction, where learners are grouped with others based on **interests and abilities**; **sometimes** breaks content down into smaller parts that are clear to the learner.	interests through **differentiated instruction**; provides various opportunities for classroom interaction, where learners are grouped with others with a **range of same-to-different needs, interests, and abilities**, as well as opportunities for individual work, when appropriate; uses **explicit instruction** in instructional design to set a purpose for learning that is clear to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides immediate feedback to learners; designs instruction within the course content that **targets specific skills**, such as active listening, note-taking, skimming and scanning, formal writing, effective communication, and study habits, to **encourage learner development**.	**regularly** addresses diverse learning modalities, abilities, needs, and interests through differentiated instruction; provides various opportunities on a **consistent basis** for classroom interaction, where learners are grouped with others with a range of **same-to-different** needs, interests, and abilities, as well as opportunities for individual work, when appropriate; uses explicit instruction to set a purpose for learning that is clear and meaningful to the learner, breaks down content into smaller parts that follow a logical sequence, includes modeling, and provides **immediate and specific** feedback to learners; designs instruction within the course content that targets specific skills, such as active listening, note-taking, skimming and scanning, formal writing, effective communication, study habits, **critical thinking and creative**

				thinking, to encourage learner development.
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Notes:

| **2.4** Designs instruction to build learners' technology and digital media literacy skills | Uses technology **to deliver** content, software or digital learning course materials; provides opportunities for learners to **access** the internet and digital media **as a means to deliver** traditional course content; may **occasionally** require technology for research; takes technology as an **"add-on"** of tasks to cover. | Uses technology to provide **opportunities to apply** ideas and concepts to learners' daily lives; provides **occasional** opportunities for learners to **interact** with computers, the internet, and other digital media; **basic operations** are covered in order to build **basic** technology skills; technology is **regularly required for tasks or research**, with an occasional **project-based** application. | **Demonstrates the value** of technology to stimulate learning, pique interest, and provide opportunities to apply ideas and concepts to learners' daily lives; provides appropriate **hands-on** opportunities for learners to interact with computers, the Internet, and other digital media on a **regular basis**, from basic operations to more sophisticated ones in order to build technology literacy skills; provides tasks and projects **within the course content** that require technology for research, presentation, data management, and other skills; teaches **critical analysis and evaluation** | Demonstrates the value of **(and inspires the learners' value of)** technology **as a tool** to stimulate learning, pique interest, and provide opportunities to apply ideas and concepts to learners' daily lives; provides appropriate and **meaningful** hands-on opportunities for learners to interact with computers, the Internet, and other digital media on a regular basis **as a tool to share ideas, impact others, and complete projects** that link course **content across the subjects**; **project-based and product-based** learning regularly requires technology for research, presentation, data management, and other skills; **encourages and** |

			strategies of Web-based information and digital media, including an understanding of authenticity, agenda, purpose, and point of view.	**develops** critical analysis and evaluation strategies of Web-based information and digital media, including an understanding of authenticity, agenda, purpose, and point of view of **themselves and others**.
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Notes:

2.5 Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills	**Introduces the concept**s of suspending judgment, coming to consensus, and discussing alternatives; provides **some opportunity** for inquiry; encourages learners to increase knowledge, but **little emphasis** on applying knowledge.	Provides activities that **encourage** suspending judgment, coming to consensus, discussing alternatives, problem-solving, and evaluation; **introduces** learners to constructing meaning and open-ended questions; provides learners **few opportunities** to apply their knowledge.	Provides activities that **require** suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills; provides **opportunities for inquiry** and for learners **to construct meaning** and develop ideas from open-ended questions; provides learners opportunities to **apply** their knowledge,	**Consistently** provides activities that require suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills; provides **regular** opportunities to **develop inquiry skills** and for learners to construct meaning and develop ideas from open-ended questions; provides learners consistent opportunities to apply **and**

			skills, and new learning to **identify** obstacles and solutions to **real-life** and classroom projects through independent and **collaborative** problem-solving activities.	**question** their knowledge and thought process, skills, and new learning to identify obstacles and solutions to **meaningful** real-life and classroom projects through independent and collaborative problem-solving activities that **produce results impacting the classroom or community.**
		☐	☐	☐	☐

Notes:

	Below Standard	Developing	Proficient	Exemplary
3.1 Communicates high expectations of learners and motivates them to persist to meet their goals	Lessons are presented with **inconsistent** or **vague** expectations or objectives and goals. There is little or no evidence **of building a relationship** between progress and learning goals. **Little or no feedback** about next steps needed are provided.	**Communicates lesson objectives** to learners but may use only academic language for most lessons. Encourages learners to **ask questions**, with **general strategies** provided on how to ask those questions. **Some** feedback is **occasionally** provided, but does not connect to the	Communicates learning goals and explains to learners in **clear** language how day-to-day instruction, assignments, and projects support them in achieving those goals; encourages learners to ask questions and **seek out help** when they are experiencing difficulty; builds learner confidence by providing	**Consistently and clearly** communicates learning goals and lesson objectives to learners, as well as how daily instruction and assignments support their overall goals; **relates** these goals and objectives to real-life activities. Encourages learners to ask **thoughtful questions** and ask for help from a **variety of sources** if

		next step towards the learning goal.	feedback on progress **in relationship to learning goals** and encouragement and clear feedback about the steps needed to continue moving toward goal attainment.	they **or a peer** are experiencing difficulty; builds learner confidence through **thoughtful and specific feedback** about performance or product and the steps needed to continue moving toward goal attainment.
Notes:				
3.2 Communicates in a clear and understandable way	Speaking and writing occasionally have **inaccuracies** or **lack clarity** when giving directions, clarifying content, or questioning. Selects materials based on **past teacher practice only**, or a prescribed scope and sequence.	Speaks and writes **clearly and accurately**; Selects material for lessons based on **syllabus or typical lesson progression** based on past teacher experience, rather than student needs, backgrounds, abilities, and levels. All students follow the **same general progression** or activities.	Speaks and writes clearly and accurately when giving directions for tasks, clarifying content, questioning, and evaluating student work and ideas; Uses language and notation that is appropriate for learners, **based on their backgrounds and abilities**; Selects level-appropriate materials and presents them in an understandable and organized format to support the goals of the lesson.	Speaks and writes clearly and accurately when giving directions for tasks, clarifying content, questioning, and evaluating student work and ideas; **Consistently** uses language and notation that is appropriate **and inclusive** for learners, based on their backgrounds and abilities; Selects level-appropriate materials and presents them in an understandable and organized format to support the goals of the **lesson, unit, and program of study**.
Notes:				

3.3 Engages in active listening, dialogue, and questioning to facilitate and support learning	Uses surface level questioning only; questioning is primarily used by the teacher to assess comprehension of facts.	Questioning strategies are surface level and **general comprehension level** only; M**odels active listening** and reflects on discussion, but specific strategies or opportunities are **inconsistently provided.**	Uses questioning strategies **for understanding and responding** to student comments and questions in order to engage learners in inquiry, **challenging their own assumptions**, and problem-solving; builds **stop, reflect**, and check-in points in lesson plans to provide learners with opportunities to clarify, confirm, or deepen their understanding of the lesson task or content.	Uses questioning strategies **consistently and frequently** for understanding and responding to student comments and questions in order to engage learners in inquiry, challenging their own assumptions and problem solving; builds stop, reflect, and check-in points in lesson plans to provided learners with opportunities to clarify, confirm, or deepen their understanding of the lesson task or content; Opportunities are provided daily for modeling active listening, dialogue, and questioning.
Notes:				
3.4 Models an understanding of diversity	Uses culturally appropriate materials and resources in lessons and activities; individual cultures and prior experiences **are not considered** as resources	**Celebrates diversity** of learners' cultures and experiences, but does **not** utilize this as a resource for learning and building a classroom; Individual learner identities **do not impact** the classroom	Uses diversity of learners' **home languages**, cultures (ethnic, racial, sexual, religious, class based) **and** prior language/literacy learning experiences as a resource for learning and building a classroom; when	**Regularly** celebrates learners' diversity of cultures and home languages, as well as prior language/literacy learning experiences as a resource for learning and building a classroom; when evaluating learner

for the classroom or learning.	material or class specifically.	evaluating learner performance, **tailors feedback** based on an understanding of linguistic, cultural, and ability differences, such as when learners are members of vernacular-speaking communities, are second language learners, or possibly have learning difficulties; uses language and chooses classroom material that respect learners' identities **as individuals**.	performance, tailors feedback based on an understanding of linguistic, cultural, and ability differences including second language learners and possible learning difficulties; **all classroom material, resources, and activities** are chosen with respect to learners' identities as individuals.

Notes:

	Below Standard	Developing	Proficient	Exemplary
4.1 Possesses content area knowledge and teaching skills required for subjects and populations taught	Knowledge of subjects/content areas occasionally shows **gaps or misunderstandings**. **Little evidence is provided** of knowledge of populations taught.	Shows **adequate** understanding of subjects taught through the development of lesson plans, activities, and selection of resources. **Occasionally** demonstrates knowledge of populations taught. Selection of resources align with instructional standards;	Demonstrates knowledge of subjects and populations taught through the development of lesson plans, activities, and a selection of resources that have **evidence of effectiveness** and are aligned with instructional goals and standards; builds knowledge and skills in	Demonstrates **extensive** knowledge of subjects and populations taught through the development of lesson plans, activities, and a selection of **varied** resources that have evidence of effectiveness and are aligned with instructional goals and standards; builds knowledge and skills in content areas,

		may or may not show evidence of effectiveness.	content areas, **pedagogy or andragogy** through formal education, pre service learning, job-embedded learning, or participation in professional development activities; evaluates areas where **one's own** pedagogical and/or content knowledge needs to be strengthened and **seeks out** professional development settings and resources to address these needs as part of a professional development plan; connects professional learning to instructional practice by implementing what has been learned, **evaluating the impacts, and refining** practice going forward.	pedagogy or andragogy through formal education, pre-service learning, job-embedded learning, or participation in professional development activities and **occasionally presents or leads** these activities; evaluates areas where one's own pedagogical and/or content knowledge needs to be strengthened and seeks out professional development settings and resources to address these needs as part of a professional development plan; connects professional learning to instructional practice by implementing what has been learned, evaluating the impacts, and refining practice going forward; **shares this knowledge and experience with other staff.**
Notes:				
4.2 Participates in professional	**Rarely participates** in a professional learning	**Participates occasionally or sporadically** in a	Participates **regularly** in a professional learning	Participates regularly and **leads occasionally** in a

development networks and learning communities	community; **attendance is priority** rather than collaborative participation or vision between members of a PLC.	professional learning community of practice; focuses on meeting **minimum standards of teaching and learning**; vision is focused on **individual practice** rather than a shared vision among members of a PLC.	network or community of practice, with the **express purpose** of improving teaching and learning; shares content and pedagogical resources with program staff in **collaborative** professional development projects; participates in the development and implementation of a **shared vision** among members of a professional network or learning community, with the intent of creating new and improved conditions for **teachers and learners**; shares, gives, and accepts feedback related to student learning through professional networks and learning communities.	professional learning network or community of practice, with the express purpose of improving teaching and learning **for self and others**; shares content and pedagogical resources with program staff in collaborative professional development projects; participates in the development and implementation of a shared vision among members of a professional network or learning community, with the intent of creating new and improved conditions for teachers and learners; shares, gives, and accepts feedback related to student learning through professional networks and learning communities.
Notes:				
4.3 Refines instructional practices through reflection on	Reflection on practice is **not consistently implemented**; data is reviewed inconsistently.	**Experimenting with or beginning** the reflective teaching process; **may or may not recognize** the link	Identifies the phases involved in the reflective teaching process and **articulates the link** between	Identifies the phases involved in the reflective teaching process and clearly articulates the link between

experience, evidence, and data		between engaging in the process and student learning outcomes; **understands** teacher reflection tools but **may not implement** these tools yet; occasionally seeks out professional wisdom or research.	engaging in the process and student learning outcomes; **understands the nature and purpose** of teacher reflection tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools in response to the local teaching context; **regularly** seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one's own teaching.	engaging in the process and student learning outcomes; understands the nature and purpose of teacher reflection tools and implements a variety of these tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools consistently in response to the local teaching context; consistently and regularly seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one's own teaching.
Notes:				
4.4 Participates in and contributes to program improvement efforts	Focuses on **individual learner progress** and classroom achievement; **does not consistently participate** or contribute to program improvement efforts.	**Occasionally** shares instructional plans, data, and reflections on learner progress with other program staff members; looks at learner achievement **individually**, rather than identifying patterns in learner achievement; **few**	**Routinely** shares instructional plans, data, **and** reflections on learner progress with other program staff members; **identifies patterns** in learner achievement to suggest **program-wide** changes in course structure, content,	**In addition to** routinely sharing instructional plans, data, and reflections on learner progress with other program staff members, **helps other staff** with their plans, data, and reflections; identifies patterns in learner achievements and **analyzes** those patterns and potential

	connections are made to program improvement efforts.	pedagogy, or professional development; **identifies patterns** in learners' academic and career goals to suggest **program-wide** changes in advising and contextualized instruction and to encourage collaboration with higher education, industry, and other institutions.	causes to suggest program-wide changes in course structure, content, pedagogy, or professional development; identifies patterns in learners' academic and career goals to suggest program-wide changes in advising and contextualized instruction and to encourage collaboration with higher education, industry, and other institutions.

Notes:

	Below Standard	Developing	Proficient	Exemplary
For New Teachers and Administrators Only (Coming Soon)				
5.1 Knowledge of vision of learning				

Notes:

For New Teachers and Administrators Only (Coming Soon)				
5.2 Knowledge of communication and collaborative skills				

Notes:

For New Teachers and Administrators Only (Coming Soon)			
5.3 Knowledge of record keeping and organizational management			

Notes:

For New Teachers and Administrators Only (Coming Soon)			
5.4 Knowledge of Policy and Law			

Notes:

For New Teachers and Administrators Only (Coming Soon)			
5.5 Knowledge of Ethics and Integrity			

Notes:

For New Teachers and Administrators Only <mark>(Coming Soon)</mark>				
5.6 Knowledge of Instructional Management for the success of all learners				
Notes:				