<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the content knowledge (s) teaches</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2. Make content meaningful through a variety of strategies including explanation, modeling, representation and examples</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Pedagogy/Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use student academic standards to guide planning and instruction</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4. Use state or district curriculum frameworks to guide planning and instruction</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5. Plan for differentiated instruction, including modifications and accommodations in anticipation of student learning needs</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6. Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7. Develop an appropriate scope and sequence for units and lessons based on a logical and purposeful progress at an appropriate level of challenge for students</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Pedagogy/Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>9. Use effective strategies to appropriately address challenging student behaviors</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>10. Create a cognitively engaging classroom environment that promotes critical thinking</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11. Create a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds (e.g. racial, cultural, linguistic or economic) and performance levels include students with disabilities, gifted students, and English learners</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>12. Use flexible group strategies as appropriate to foster meaningful student interaction and engagement with the content</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>13. Foster real-world and/or cross-curricular connections through inquiry-based strategies of the content</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14. Provide scaffolding that supports all students’ active participation in the learning activities</td>
<td>0</td>
<td>0</td>
<td>4 (66.6%)</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td>15. Adjust instruction when students are exceeding or not achieving learning objectives</td>
<td>0</td>
<td>0</td>
<td>1 (16.6%)</td>
<td>5 (83.3%)</td>
</tr>
<tr>
<td>16. Use instructional strategies that effectively improve students’ literacy skills in content/subject areas</td>
<td>0</td>
<td>0</td>
<td>4 (66.6%)</td>
<td>2 (33.3%)</td>
</tr>
<tr>
<td>17. Use instructional strategies that effectively improve students’ numeracy and quantitative reasoning skills</td>
<td>0</td>
<td>1</td>
<td>4 (66.6%)</td>
<td>1 (16.6%)</td>
</tr>
<tr>
<td>18. Use a variety of technologies as appropriate to promote deeper exploration and learning in the content area</td>
<td>0</td>
<td>0</td>
<td>2 (33.3%)</td>
<td>4 (66.6%)</td>
</tr>
<tr>
<td>19. Understand and implement a scientific research-based intervention (SRBI) framework to address individual learning needs within a classroom</td>
<td>0</td>
<td>0</td>
<td>3 (50%)</td>
<td>3 (50%)</td>
</tr>
<tr>
<td>20. Use effective strategies to teach students with disabilities</td>
<td>0</td>
<td>0</td>
<td>3 (50%)</td>
<td>3 (50%)</td>
</tr>
<tr>
<td>21. Use effective strategies to teach English Learners</td>
<td>0</td>
<td>0</td>
<td>4 (66.6%)</td>
<td>2 (33.3%)</td>
</tr>
</tbody>
</table>

**Pedagogy - Assessing**

| 22. Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons | 0 | 0 | 3 (50%) | 3 (50%) |
| 23. Use summative assessments to identify students/achievement or progress based upon predetermined criteria | 0 | 0 | 2 (33.3%) | 4 (66.6%) |
| 24. Use assessment data to plan for future instruction | 0 | 0 | 2 (33.3%) | 4 (66.6%) |
| 25. Make informed judgments about student performance based on the results of an assessment | 0 | 0 | 3 (50%) | 3 (50%) |
| 26. Provide effective, specific, timely feedback that helps students improve their performance | 0 | 0 | 2 (33.3%) | 4 (66.6%) |

**Professional Responsibility**

| 27. Collaborate effectively with colleagues to support student learning and growth | 0 | 0 | 1 (16.6%) | 5 (83.3%) |
| 28. Collaborate effectively with families to support student learning and growth | 0 | 0 | 4 (66.6%) | 2 (33.3%) |
| 29. Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interactions with students | 0 | 0 | 0 | 6 (100%) |
| 30. Engage in professional learning opportunities | 0 | 0 | 0 | 6 (100%) |