Step 2 Critical Analysis of Teacher Standards Performance Education 346

	Beginning	Developing	Proficient	Outstanding
Familiarity with the Standards	Teacher candidate shows little or no knowledge of the Teacher Performance Standards	Teacher candidate shows adequate knowledge of the Teacher Performance Standards.	Teacher candidate shows significant knowledge of the Teacher Performance Standards.	Teacher candidate is completely comfortable using the Teacher Performance Standards.
Use of supporting evidence	Teacher candidate uses few or in-significant exam-ples to support her analysis. Evidence doesn't support the analysis.	Teacher candidate uses adequate examples to support the analysis. Evidence adequately supports the analysis.	Teacher candidate uses significant and ample evidence to support the analysis.	Teacher candidate uses outstanding & varied examples to support the analysis.
Organization & Mechanics	Analysis is poorly organized & has many mechanical problems.	Analysis is ade-quately organized & has some mechanical problems.	Analysis is well organized & has few mechanical problems.	Analysis is thorough & well organized. There are no mechanical problems.
Goal Setting	Candidate uses flawed reasoning to set goals or goals aren't realistic.	Candidate uses adequate reasoning to set goals & goals seem realistic.	Candidate uses good reasoning to set goals & goals are definitely achievable.	Candidate uses excellent reasoning to set challenging, but achievable goals..

Comments