

# Center for Educator Preparation

## TEACHER CANDIDATE QUALITY STANDARDS

The following standards are adapted from the Colorado State Model Evaluation System for Teachers approved by the Colorado State Board of Education in May of 2013 (revised April 2017), and reflect the knowledge, skills, and dispositions required for teachers to ensure students' academic success and social growth. They "strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary and workforce success (Colorado Department of Education, 2016)."

These Teacher Candidate Quality Standards have been adapted to reflect the specific context and opportunities available to teacher candidates throughout the four-phase program in the Center for Educator Preparation at Colorado State University.

**The first category involves the work surrounding the act of teaching. Since the primary role of the teacher is to support students' academic and personal success, it is the focus of three of the five standards.**

- **CEPTCQS #1:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach.
- **CEPTCQS #2:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
- **CEPTCQS #3:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**The second category involves continuing improvement and the effectiveness of the teacher, both personally and professionally:**

- **CEPTCQS #4:** Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Preservice teacher candidate performance should be rated on each element within each standard at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate*, or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a "Proficient Candidate" must exhibit the characteristics encompassed under each previous level in addition to those described at the "Proficient Candidate" level. A candidate must demonstrate professional performance with a 'C' or better and at the proficient level for dispositions to be recommended for licensure.

**CEPTC Quality Standard #1**

**Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

**Teacher Candidates:**

<b>Element a:</b> Teachers provide instruction that is aligned with the Colorado Academic Standards, and their district’s organized plan of instruction.					Observation	Artifact
Feedback/questions	<b>Emergent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>		
	The Teacher plans lessons that reflect:  -Colorado Academic Standards  -Relevant instructional objectives  -Formative and summative assessment results	...and The Teacher implements lessons that:  -Align to the district’s plan of instruction  -Reflect vertical and horizontal alignment of the grade or subject area	...and The Teacher  -Implements and communicates learning objectives and student outcomes based on standards	... and Students  -Demonstrate new skills based on standards  -Can provide purposeful connection to the standard in their words		
Dates Observed:						

**Element b: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.**

Feedback/questions	Emergent	Developing	Proficient	Accomplished
	<p>The Teacher</p> <ul style="list-style-type: none"> <li>-Connects lessons to key concepts and themes within other disciplines and/or content areas</li> <li>-Supports literacy and mathematical practices in content area(s)</li> </ul>	<p>...and The Teacher:</p> <ul style="list-style-type: none"> <li>-Implements instructional strategies that include literacy, mathematical practices, and language development across content areas</li> <li>-Makes content-specific language and reading accessible to students</li> </ul>	<p>...and The Teacher:</p> <ul style="list-style-type: none"> <li>-Makes interdisciplinary connections explicit to students</li> <li>-Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas</li> <li>-Strategically integrates mathematical practices across content areas</li> </ul>	<p>...and Students:</p> <ul style="list-style-type: none"> <li>-Apply literacy skills and concepts</li> <li>-Apply mathematical practices</li> <li>-Accelerate their learning by elaborating on current lesson within content area</li> <li>-Accelerate their learning by drawing real world connections to other content area(s)</li> </ul>
Dates Observed:				

**Element c: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.**

Feedback/questions	Emergent	Developing	Proficient	Accomplished
	<p>The Teacher:</p> <ul style="list-style-type: none"> <li>-Scaffolds questions, concepts, and skills based on a sequence of learning</li> <li>-Uses instructional materials that are accurate and appropriate for the lesson being taught</li> <li>-Encourages and provides opportunities for students to make connections to prior learning</li> </ul>	<p>...and The Teacher implements:</p> <ul style="list-style-type: none"> <li>-Content-based instructional strategies that best align to the learning objective</li> <li>- Multiple models and delivery methods to explain concepts accurately</li> <li>-Questioning techniques to support disciplinary inquiry</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Anticipates student misconceptions related to learning and addresses those misconceptions during instruction</li> <li>-Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning</li> </ul>	<p>...and Students:</p> <ul style="list-style-type: none"> <li>-Develop a variety of explanations and multiple representations of concepts</li> <li>-Apply skills and knowledge learned in the classroom to engage in more complex concepts, ideas, and opportunities</li> <li>-Generate questions that lead to further inquiry and self-directed learning</li> <li>-Synthesize concepts to create original thinking within and across disciplines</li> </ul>
Dates Observed:				

CEPTC Quality Standard #2

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Teacher Candidates:

<b>Element a: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</b>					Observation	Artifact
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	The Teacher Maintains:  -Safety and welfare of students and the environment  -Clear expectations for student behavior  -Procedures and routines to guide instruction and transitions	...and The Teacher  -Facilitates student accountability to school and class procedures and routines  -Consistently reinforces student expectations  -Fosters a caring relationship with each student	...and The Teacher makes maximum use of instructional time by:  -Implementing purposeful pacing and efficient transitions  -Reinforcing positive behavior  -Redirecting disruptive or off-task behaviors	... and Students  -Demonstrate mutual support with the teacher and peers  -Uphold school and class rules  -Encourage positive behavior from peers		
Dates Observed:						
<b>Element b: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</b>						
Feedback/questions	Emergent	Developing	Proficient	Accomplished	Observation	Artifact
	The Teacher  -Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives  -Creates a classroom environment in which diversity is used to further student learning	...and The Teacher establishes processes that result in:  -A sense of community among students  -Effective interactions among students  -Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view	...and The Teacher  -Delivers lessons to ensure students' backgrounds and contextual knowledge are considered  -Capitalizes on diversity as an asset in the classroom  -Uses materials and lessons that counteract stereotypes and acknowledges the contributions of all cultures	...and Students  -Respect the uniqueness of fellow students  -Seek a variety of perspectives to enhance their learning  -Advocate for multiple aspects of diversity, equity and social awareness		
Dates Observed:						

<b>Element c: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</b>						
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	<p>The Teacher</p> <ul style="list-style-type: none"> <li>-Plans for students who have a variety of learning needs and interests</li> <li>-Adapts the physical environment to support individual student needs</li> <li>-Reviews information from learning plan(s) to support the needs of students</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests</li> <li>-Implements learning plan(s) to address student needs</li> <li>-Encourages the contributions of students regardless of backgrounds or abilities</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Initiates collaboration with colleagues to better understand and respond to student learning needs</li> <li>-Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals</li> <li>-Integrates self-advocacy skills into instruction</li> </ul>	<p>...and Students</p> <ul style="list-style-type: none"> <li>-Actively engage in and monitor their learning</li> <li>-Articulate their learning needs and interests that affect their classroom performance to the teacher and/or parent</li> <li>-Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations</li> <li>-Encourage fellow students to participate and challenge themselves</li> </ul>		
Dates Observed:						

<b>Element d: Teachers work with families and/or significant adults for the benefit of students.</b>						
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	<p>The Teacher Establishes:</p> <ul style="list-style-type: none"> <li>-A classroom environment that is inviting to families and/or significant adults</li> <li>-Respectful relationships with students, their families, and/or significant adults</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Uses a variety of methods to initiate communication with families and/or significant adults in the school and community</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Coordinates communication between families and/or colleagues who provide student services</li> <li>-Recognizes obstacles to family and community participation and seeks solutions to overcome them</li> </ul>	<p>...and Families and/or Significant Adults:</p> <ul style="list-style-type: none"> <li>-Participate in classroom and/or school-based activities</li> </ul>		
Dates Observed:						

CEPTC Quality Standard #3

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Teacher Candidates:

<b>Element a: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of their students.</b>					Observation	Artifact
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	The Teacher  -Plans lessons that reflect the relationship of intellectual, physical, social and emotional development of students	...and The Teacher  -Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction	...and The Teacher engages students in:  -Developmentally appropriate learning  -Creative learning experiences	... and Students  -Advocate for their learning needs  -Apply new and different ways of learning  -Evaluate the impact of new and different ways of learning		
Dates Observed:						
<b>Element b: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</b>						
Feedback/questions	Emergent	Developing	Proficient	Accomplished	Observation	Artifact
	The Teacher  -Determines the students' current skill levels and uses that information to plan instruction  -Selects assessment strategies aligned to the learning objective  -Monitors student learning in relation to the learning objective  -Shares feedback on student progress with families and/or significant adults	...and The Teacher  -Uses assessment results to guide real-time adjustments to instruction  -Evaluates and documents student performance based on multiple measures to set learning goals  -Provides timely feedback to students that is academically focused, frequent, and high quality	...and The Teacher  -Models how to incorporate feedback to improve learning  -Provides students opportunities to revise their work based on feedback	...and Students  -Self-assess on a variety of skills and concepts to set learning goals  -Discuss performance with the teacher, family, and/or significant adults  -Monitor and review their learning goals based on feedback		
Dates Observed:						

**Element c: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experience.**

Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	<p>The Teacher</p> <ul style="list-style-type: none"> <li>-Plans lessons incorporating available technology</li> <li>-Assesses available technology to use with instruction</li> </ul>	<p>...and The Teacher uses available technology to:</p> <ul style="list-style-type: none"> <li>- Facilitate classroom instruction</li> <li>-Develop students' knowledge and skills based on lesson outcomes</li> <li>-Models responsible and ethical use of technology and applications</li> </ul>	<p>...and The Teacher integrates available technology to enhance:</p> <ul style="list-style-type: none"> <li>-creativity</li> <li>-use of information</li> <li>-collaboration</li> </ul>	<p>...and the Students</p> <ul style="list-style-type: none"> <li>-Demonstrate responsible and ethical digital citizenship</li> <li>-Use available technology to apply team-building and networking skills</li> <li>-Self-select appropriate technology tools based on lesson outcomes</li> <li>-Create artifacts and design tools to solve authentic problems</li> </ul>		
Dates Observed:						

**Element d: Teachers establish and communicate high expectations and use processes to support the development of critical thinking and problem-solving skills.**

Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	<p>The Teacher</p> <ul style="list-style-type: none"> <li>- Establishes expectations at a level that challenges students</li> <li>-Plans lessons that incorporate critical thinking and problem-solving skills</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Use questioning strategies to develop students' critical thinking skills and problem-solving skills</li> <li>-Uses wait time to encourage student responses</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Models critical thinking and problem-solving skills</li> </ul>	<p>...and Students</p> <ul style="list-style-type: none"> <li>-Use questioning strategies to develop and test innovative ideas</li> <li>-Use evidence to justify conclusions and synthesize knowledge</li> <li>-Construct logical arguments</li> <li>-Use concepts to solve problems</li> </ul>		
Dates Observed:						

Element e: Teachers provide students with opportunities to work in teams and develop leadership.						
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	<p>The Teacher</p> <ul style="list-style-type: none"> <li>-Has a clear purpose for student collaboration</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Provides opportunities for students to participate using various roles and modes of communication</li> <li>-Adjusts team composition based on learning objectives and student needs</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Holds students accountable for work product and collaboration processes</li> <li>-Promotes teamwork and leadership skills</li> </ul>	<p>...and Students</p> <ul style="list-style-type: none"> <li>-Demonstrate a willingness to assume leadership roles in their teams</li> <li>-Utilize group processes to build trust and promote effective team interactions</li> <li>-Use group feedback to improve the quality of their work</li> </ul>		
Dates Observed:						
Element f: Teachers model and promote effective communication.						
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	<p>The Teacher</p> <ul style="list-style-type: none"> <li>-Establishes classroom practices to support effective communication</li> <li>-Provides clear directions to guide student learning and behavior</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Articulates thoughts and ideas clearly and effectively</li> <li>-Uses active listening strategies with students</li> </ul>	<p>...and The Teacher</p> <ul style="list-style-type: none"> <li>-Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively</li> </ul>	<p>...and Students</p> <ul style="list-style-type: none"> <li>-Apply clear and appropriate communication skills in a variety of situations</li> <li>-Formulate questions and explain their thinking</li> <li>-Extend and enrich the discussion</li> <li>-Invite others to participate</li> </ul>		
Dates Observed:						
Feedback/Questions/Next Steps for overall TCQS #3:						

CEPTC Quality Standard #4:

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Teacher Candidates:

Element a: Teachers demonstrate high standards for professional conduct					Observation	Artifact
Feedback/questions	Emergent	Developing	Proficient	Accomplished		
	The Teacher maintains confidentiality of: -Student records as required by law -Student, family and fellow teacher interactions with colleagues -Demonstrates reliable and responsible behavior	...and The Teacher -Models ethical behavior Interactions are: -Respectful -Consistent -Reasonable	...and The Teacher -Promotes ethical behavior of students as individuals and as members of society	... and The Teacher -Encourages colleagues' accountability to school and district values -Serves as a change agent aligned to school and district values		
Dates Observed:						
Element b: Teachers link professional growth to their professional goals.						
Feedback/questions	Emergent	Developing	Proficient	Accomplished	Observation	Artifact
	The Teacher engages in professional learning activities aligned to: -Colorado Academic Standards -School and district goals -Professional goals and growth plan	...and The Teacher -Applies knowledge and skills learned through professional learning to improve student outcomes	...and The Teacher -Implements performance feedback from supervisor and/or colleagues to improve practice	...and The Teacher -Uses data to monitor and evaluation instructional strategies acquired through professional learning -Reflects on and adjusts instruction resulting in student growth -Self-selects professional learning beyond district/school offerings that builds instructional expertise		
Dates Observed:						

Element c: Teachers respond to a complex, dynamic environment.					Observation	Artifact	
Feedback/questions	Emergent	Developing	Proficient	Accomplished			
	<p>The Teacher</p> <p>-Maintains a productive and respectful relationship with colleagues</p>	<p>...and The Teacher adapts to the changing demands of the:</p> <p>-Classroom environment</p> <p>-School environment</p>	<p>...and The Teacher collaborates with colleagues to:</p> <p>-Navigate change while maintaining a focus on student learning</p> <p>-Contribute to school improvement planning</p>	<p>...and The Teacher</p> <p>-Models professionalism by implementing change efforts</p> <p>-Contributes to district improvement planning</p>			
Dates Observed:							
Element d: Teachers demonstrate leadership in the school, the community, and the teaching profession.							
Feedback/questions	Emergent	Developing	Proficient	Accomplished	Observation	Artifact	
	<p>The Teacher</p> <p>-Contributes to school committees and teams</p>	<p>...and The Teacher</p> <p>-Seeks opportunities to lead</p> <p>-Actively participates in school decision-making processes</p> <p>-Acts as an informal mentor/resource to colleagues</p>	<p>...and The Teacher</p> <p>-Increases the capacity of colleagues to identify and use multiple tools and strategies to improve practice</p> <p>-Applies research as a key component of ongoing learning and development</p> <p>-Promotes an inclusive school culture through family or community outreach</p>	<p>...and The Teacher</p> <p>-Advocates for improvements to teaching and learning at the local, state, and/or national level</p> <p>-Works with colleagues to promote changes to school-wide systems to improve student learning</p> <p>-Leads activities designed to improve local, state and/or national level policies and procedures</p> <p>-Collaborates with other organizations or networks to address educational issues</p>			
Dates Observed:							
Feedback/Questions/Next Steps for overall TCQS #4:							