**1. HIGH-QUALITY LEARNING EXPERIENCES**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set asks about your observations regarding the candidate's abilities in designing HIGH-QUALITY LEARNING EXPERIENCES for students. “High-quality learning experiences” are learning opportunities and classroom experiences which are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s). I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students. “High-quality learning experiences” are learning opportunities and classroom experiences which are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s). My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in designing HIGH-QUALITY LEARNING EXPERIENCES for students. “High-quality learning experiences” are learning opportunities and classroom experiences which are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s). I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students. “High quality learning experiences” are learning opportunities and classroom experiences that are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s). In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | use instructional strategies to help students understand key concepts in the content area(s). (1.1) |
|  |  |  |  | use knowledge of content area(s) to design high-quality learning experiences. (1.2) |
|  |  |  |  | use instructional strategies to help students connect their prior knowledge and experiences to new concepts. (1.3) |
|  |  |  |  | use multiple ways to model and represent key concepts in the content area(s) taught. (1.4) |
|  |  |  |  | demonstrate a commitment to work with every student to ensure mastery of the content and skills taught. (1.5) |

**2. CRITICAL THINKING**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set ask about your observations regarding the candidate's abilities in applying CRITICAL THINKING to their content area(s). “Critical thinking” means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information. I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in APPLYING CRITICAL THINKING to your content area(s). “Critical thinking” means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information. My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in applying CRITICAL THINKING to their content area(s). ”Critical thinking” means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information .I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in APPLYING CRITICAL THINKING in your content area(s). “Critical thinking” means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information. In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | question and challenge assumptions within the content area(s) being taught. (2.1) |
|  |  |  |  | apply various perspectives to analyze complex issues and solve problems. (2.2) |
|  |  |  |  | interpret and evaluate information in their content area(s). (2.3) |

**3. CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set asks about your observations regarding the candidate's abilities in CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within his or her teaching. “Connecting real-world problems and local and global issues” means the candidate can verbalize and connect the content in a manner necessary to discuss relevant issues. I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in CONNECTING REAL WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within your teaching. “Connecting real world problems and local and global issues” means the candidate can verbalize and connect the content in a manner necessary to discuss relevant issues. My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within his or her teaching. “Connecting real-world problems and local and global issues” means the teacher candidate can verbalize and connect the content in a manner necessary to discuss relevant issues. I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within your teaching. “Connecting real-world problems and local and global issues” means the teacher can verbalize and connect the content in a manner necessary to discuss relevant issues. In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | connect content knowledge to LOCAL issues in his or her teaching. (3.1) |
|  |  |  |  | connect content knowledge to GLOBAL issues in his or her teaching. (3.2) |
|  |  |  |  | develop meaningful learning experiences to help students apply content knowledge to real world problems. (3.3) |
|  |  |  |  | use content knowledge to help students solve real-world problems. (3.4) |

**4. USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set asks about your observations regarding the candidate's abilities in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. Think about how the candidate used technology tools to organize the classroom, deliver instruction, assess student learning and his or her own teaching, and communicate with students, colleagues, and parents. I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. Think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents. My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. Think about how the teacher candidate used technology tools to organize the classroom, deliver instruction, assess student learning and his or her own teaching, and communicate with students, colleagues, and parents. I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. Think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents/guardians. In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | facilitate the creation of digital content by students. (4.1) |
|  |  |  |  | create an online learning environment for students which includes digital content, personal interaction, and assessment. (4.2) |
|  |  |  |  | integrate digital content into her or his teaching which is pedagogically effective. (4.3) |
|  |  |  |  | use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate. (4.4) |
|  |  |  |  | practice high ethical standards in his or her use of technology. (4.5) |

**5. ADDRESSING THE NEEDS OF SPECIAL POPULATIONS**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set asks about your observations regarding the candidate's abilities in addressing the needs of SPECIAL POPULATIONS. Think about how the candidate addressed the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups. I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS. Think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups. My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in addressing the needs of SPECIAL POPULATIONS. Think about how the teacher candidate addressed the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups. I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS .For this section, please think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups. In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds. (5.1) |
|  |  |  |  | adapt instructional strategies and resources to support English language learners. (5.2) |
|  |  |  |  | apply modifications and accommodations based on legal requirements for supporting English language learners. (5.3) |
|  |  |  |  | apply modifications and accommodations based on Individualized Education Programs (IEPs). (5.4) |
|  |  |  |  | adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities). (5.5) |

**6. ORGANIZING THE LEARNING ENVIRONMENT**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set asks about your observations regarding the candidate's abilities in ORGANIZING A SUPPORTIVE LEARNING ENVIRONMENT. Think about how the candidate created a learning environment which supported individual and collaborative learning, positive social interaction, and active engagement in learning. I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in ORGANIZING THE LEARNING ENVIRONMENT. Think about how you were prepared to create learning environments which support individual and collaborative learning, positive social interaction, and active engagement in learning. My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in ORGANIZING A SUPPORTIVE LEARNING ENVIRONMENT. Think about how the teacher candidate created a learning environment which supported individual and collaborative learning, positive social interaction, and active engagement in learning. I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in ORGANIZING THE LEARNING ENVIRONMENT. Please think about how you were prepared to create learning environments to support individual and collaborative learning, positive social interaction, and active engagement in learning. In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | create a learning environment which engages students in both collaborative and self-directed ways. (6.1) |
|  |  |  |  | establish and communicate explicit expectations with colleagues and families to promote individual student growth. (6.2) |
|  |  |  |  | manage the learning environment to promote student engagement and minimize loss of instructional time. (6.3) |

**7. EFFECTIVE USE OF ASSESSMENTS AND DATA**

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| **CS** | **TC** | **CT** | **YO** | **Prompt and Stem** |
|  |  |  |  | This question set asks about your observations regarding the candidate's abilities in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how the candidate effectively used student assessments and data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction. I observed that the candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how you were prepared to use student data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction. My institution prepared me to... |
|  |  |  |  | This question set asks about your observations regarding the teacher candidate's abilities in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how the teacher candidate effectively used student assessments and data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction. I observed that the teacher candidate would frequently... |
|  |  |  |  | This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how you were prepared to use student assessments and data to assess student learning, diagnose student needs, and plan for and differentiate instruction. In retrospect, my college/university prepared me to... |

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| **CS** | **TC** | **CT** | **YO** | **Item** |
|  |  |  |  | design or select assessments to help students make progress toward learning goals. (7.1) |
|  |  |  |  | analyze assessment data to understand patterns and gaps in learning for each student and for groups of students. (7.2) |
|  |  |  |  | differentiate instruction based on student assessment data. (7.3) |