Item	Mentor Rating Average	Mentor Rating SD	Coach Rating Average	Coach Rating SD
Content Understanding: The candidate identifies and demonstrates understanding of essential components of a concept and makes explicit connections among knowledge, understandings, and skills.	3.60	0.43	3.46	0.44
Curriculum Standards: The candidate effectively addresses appropriate state and local standards.	3.63	0.40	3.44	0.45
Learning Targets: The candidate establishes clear learning targets.	3.60	0.47	3.49	0.46
Lesson Plan Details: The candidate develops lesson and unit plans that make clear what students will do during the lesson, how they will be assessed, and how the candidate will facilitate learning activities and transitions.	3.62	0.47	3.50	0.45
Planning with Data: The candidate uses qualitative and quantitative data to document learning and plan for instruction.	3.47	0.49	3.25	0.44
Preparation: The candidate is prepared to teach lessons, ensuring materials are prepared in advance and readily accessible.	3.69	0.48	3.57	0.44
Instructional Dialogue: The candidate balances student and teacher dialogue, creating opportunities for extended dialogue among students. Students freely initiate questions and commentary.	3.57	0.49	3.40	0.48
Higher Order Thinking for All Students: The candidate facilitates higher order thinking across all student demographics, cultural backgrounds, and readiness levels.	3.48	0.50	3.28	0.46
Differentiation: The candidate differentiates instruction based on students' prior knowledge, assessment data, and the candidates' knowledge of students' lived experiences.	3.53	0.49	3.30	0.46
Instructional Technology: The candidate makes appropriate use of instructional and assistive technology to engage students and support student learning.	3.66	0.44	3.44	0.53
Assessment Strategies and Tools: The candidate uses appropriate, relevant, and valid assessments and assessment strategies to generate data that are appropriate to use for instructional planning and future assessment.	3.53	0.49	3.31	0.50

Item	Mentor Rating Average	Mentor Rating SD	Coach Rating Average	Coach Rating SD
Checking for Understanding During Instruction: The candidate acknowledges background knowledge, checks in with students for content understanding, notices difficulties, and adjusts instructions as needed.	3.61	0.47	3.44	0.41
Quality of Feedback: The candidate provides high-quality feedback, including scaffolding, timely assistance, and affirmation of students' efforts.	3.57	0.46	3.45	0.44
Student Metacognition: The candidate provides opportunities for student metacognition (i.e., thinking about, planning for, evaluating, and reflecting on their own learning).	3.45	0.56	3.20	0.48
Teacher Affect: The candidate demonstrates interest and engagement equitably toward all students in order to build rapport with all students.	3.77	0.35	3.62	0.42
Expectations for Student Behavior: The candidate establishes a climate conducive to learning by setting and consistently enforcing clear expectations for student behavior.	3.48	0.54	3.46	0.51
Behavior Management: The candidate uses proactive strategies to address student behavior and is effective in redirecting misbehavior.	3.42	0.56	3.41	0.49
Cultural Competence: The candidate demonstrates cultural competence and responsiveness to diverse student and family funds of knowledge.	3.63	0.45	3.44	0.50
Professional Communication: The candidate communicates professionally and effectively within the school community to promote students' well-being and success.	3.70	0.44	3.49	0.50
Collaboration and Collegiality: The candidate works in a collegial and collaborative manner with administrators, school and university personnel, and the community.	3.73	0.43	3.48	0.49
Legal and Ethical Guidelines: The candidate adheres to federal and state laws, school and division policies, and ethical guidelines.	3.64	0.48	3.48	0.50
Goal Setting: The candidate sets and articulates goals for improving their own knowledge and skills and seeks out resources to achieve those goals.	3.71	0.44	3.45	0.56
Personal Reflection: Through personal reflection, the candidate reflects on their identity, their personal and professional experiences, and the ways in which those factors interact with children's backgrounds and inform instruction.	3.66	0.45	3.54	0.49