

Criterion Three: Impact upon Students

3=*The candidate demonstrates a high degree of impact upon students by:*

- Consistently determining student needs and interests and setting appropriate goals to accommodate them.
- Always using assessment to adapt instruction to accommodate learner needs.
- Actively and consistently engaging students in their own learning and assessment.
- Always analyzing data to make valid instructional decisions.
- Making consistent and significant contributions to helping the school achieve its continuous improvement performance targets related to student achievement.

2=*The candidate demonstrates an adequate degree of impact upon students by:*

- Periodically determining student needs and interests and setting appropriate goals to accommodate them.
- Sometimes using assessment to adapt instruction to accommodate learner needs.
- Periodically engaging students in their own learning and assessment.
- Sometimes analyzing data to make valid instructional decisions.
- Making some contributions to helping the school achieve its continuous improvement performance targets related to student achievement.

1=*The candidate demonstrates little to no impact upon students by:*

- Rarely determining student needs and interests when setting achievement goals.
- Tending toward consistent use of whole-class, teacher-directed learning activities rather than accommodating student readiness levels, interests, and learning profiles.
- Seldom allowing student input concerning the learning-assessment process.
- Rarely participating in meaningful ways in school improvement initiatives.