

	4	3	2	1
Core Proposition				
Teachers are committed to students and their learning	Clear consistent and convincing evidence that knowledge is accessible to all students; that students are treated equitably; that differences are respected and accounted for in practice; and that there is concern with development of character and civic responsibility.	Clear evidence that knowledge is accessible to all students; that students are treated equitably; that differences are respected and accounted for in practice; and that there is concern with development of character and civic responsibility.	Limited evidence that knowledge is accessible to students; some students may be left out or overlooked and may not be respected or accounted for in practice; there is little concern with development of character and civic responsibility.	Little to no evidence that knowledge is accessible to all students; some students may be overlooked or even excluded; differences are viewed as hindrances and comments about character development and civic responsibility may be discouraging.
Teachers know the subjects they teach and how to teach those subjects to students	Clear consistent and convincing evidence that there is mastery over the subject(s) taught; that there is deep understanding of the history, structure and real-world applications of the subject; that they are very familiar with skills gaps and preconceptions students have; and they are able to use diverse instructional strategies to teach for understanding.	Clear evidence that there is mastery over the subject(s) taught; that there is understanding of the history, structure and real-world applications of the subject; that there is familiarity with skills gaps and preconceptions students have; and they are able to use instructional strategies to teach for understanding.	Limited evidence of subject(s) mastery; understanding of the history, structure and real-world applications of the subject may be sketchy or vague; limited familiarity with skills gaps and preconceptions students have; few instructional strategies are used to teach for understanding.	Little to no evidence of subject mastery; there may be inaccurate information presented to students; real-world applications of the subject may be false or missing; there is little to no familiarity with skills gaps or preconceptions students have; no instructional strategies are used to teach for understanding.
Teachers are responsible for managing and monitoring student learning	Clear consistent and convincing evidence that instruction is delivered effectively; they know how to assess the progress of individual students as well as the class as a whole; and that they know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	Clear evidence that instruction is delivered effectively; they know how to assess the progress of individual students as well as the class as a whole; and that they know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	Limited evidence of effective instructional delivery; it is unclear if they know how to assess the progress of individual students or the whole class; student engagement is limited and the learning environment is not adequate; instruction is inconsistently organized and out of alignment with instructional goals.	Little to no evidence of effective instructional delivery; assessment of progress of individuals or the whole class is sketchy or vague; student engagement is lacking and the learning environment is in disarray; instruction is disorganized.
Teachers think systematically about their practice and learn from experience	Clear consistent and convincing evidence they are learners - they read, they question, they create; that they are very familiar with learning theories and instructional strategies and stay abreast of current issues in American education; and critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	Clear evidence they are learners; that they are familiar with learning theories and instructional strategies and stay abreast of current issues in American education; and examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	Limited evidence of themselves as learners; they are vaguely familiar with learning theories and instructional strategies; practice is irregularly examined and there is limited interest in deepening knowledge and skills; practice exhibits limited evolution.	Little to no evidence of themselves as learners; evidence of an I "always do it this way" mindset; practice is rarely examined; there is little to no interest in learning new knowledge or skills.
Teachers are members of learning communities.	Clear, consistent and convincing evidence of collaboration with others to improve student learning; that they are leaders and actively seek out partnerships; that they know how to work collaboratively with parents to engage them productively in the work of the school.	Clear evidence of collaboration with others to improve student learning; that they are leaders and actively seek out partnerships; that they know how to work collaboratively with parents to engage them productively in the work of the school.	Limited evidence of collaboration with others to improve student learning; partnerships are viewed as a liability instead of an asset; parent engagement is neither valued or encouraged and may be viewed as unnecessary.	Little to no evidence of collaboration with others to improve student learning; partnerships may be discouraged and disparaging remarks may be made about parents or other partners.

For the purposes of the ACPS scholarship application, it is not necessary to include evidence of every aspect written in the Level 4, 3, 2 or 1 descriptor in order to earn the associated score.

Possible score = 20