KING'S COLLEGE
TRANSFORMATION. COMMUNITY. HOLY CROSS.

Enriched Danielson Rubric Articulated with PDE Field Experience and Common Ground Competencies

Please rate the candidate's competency in each category on a scale of Unsatisfactory to Exceptional
and use the comments section to elaborate on recommendations for improvement, next steps or completion:
Unsatisfactory = Limited or Ineffective Performance
Developing = Demonstrates competencies at the Developing or Beginner Level
Proficient = Demonstrates competencies at the Proficient Level (Passing)
Distinguished = Demonstrates competencies at an Exceptional level
N/A = not applicable

*Expected Minimum Outcome = Proficient

Unsatisfactory (0 Points)	Developing (1 Point)	Proficient (2 points)	Distinguished (3 points)
Teacher candidate does not demonstrate competence.	Teacher candidate demonstrates limited competence.	Teacher candidate demonstrates substantial competence.	Teacher candidate demonstrates thorough competence.

	PDE COMPETENCIES				SCORING
	DANIELSON	**PDE STAGE 4 STUDENT TEACHING**	**PDE STAGES 1 AND 2**	**PDE STAGE 3**	**Cultural Awareness**	
DOMAIN 1: PLANNING AND PREPARATION	**1a. Applying Knowledge of Content and Pedagogy** Disciplinary expertise, pedagogical content knowledge, knowledge of interdisciplinary relationships and skills GUIDE: What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required? What elements of your own life experience and self-identification impact content and pedagogy?	A1. The candidate links content to related research-based pedagogy based on sound educational psychology principles in short- and long-term instructional plans.	A1. The candidate reflects on elements of planning and preparation from observations in educational settings.	A1. The candidate demonstrates adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.	CA1.A. Reflect on personal life experiences and relationships within their community (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).	Unsatisfactory Developing Proficient Distinguished
	1b. Knowing and Valuing Students Respect for students' identities, understanding of students' current knowledge and skills, knowledge of whole child development, knowledge of the learning process and learning differences GUIDE: Characterize the class. How will you modify this lesson for groups or individual students? How will you adapt the lesson to minimize bias and address the cultural and dialectical needs of all learners?	F1. The candidate appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom. F4. The candidate supports the growth and development of all students, particularly those traditionally underserved.	F1. The candidate reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.	F1. The candidate reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom. F4. The candidate recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.	CA1.B. Understand individuals can unintentionally adopt societal biases that can shape the nature of their interactions with groups and individuals. CA2.A. Identify possible cultural biases in the educational system. CA7.D. Recognize the multi-dialectical nature of language in American society and the social constructs of different dialects, including learners' natural ways of talking.	Unsatisfactory Developing Proficient Distinguished

1 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

					CA8.A. Understand the importance of having high expectations for all learners.	
	1c. Setting Instructional Outcomes Value and Relevance, Alignment to Grade-Level Standards, Clarity of Purpose, Integration of Multiple Aspects of Student Development GUIDE: Instructional objectives reflect standards and communicate high expectations for students. How will you encourage critical reflection of biases and stereotypes while clarifying the expectations for all learners?	A2: The candidate constructs all instructional plans to align with PA PreK-12 Academic Standards. A3. The candidate plans instruction that is responsive to the age and/or related characteristics of their students.	A2. The candidate applies knowledge of PA PreK-12 Academic Standards to classroom observations. A3. The candidate identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.	A2. The candidate demonstrates adequate knowledge of PA PreK-12 Academic Standards and the ability to use them to guide instructional planning. A3. The candidate demonstrates adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.	CA8.B. Communicate expectations and a clear framework for all learners which clarify and articulate the standards to which they are being held.	Unsatisfactory Developing Proficient Distinguished

	1d. Using Resources Effectively Instructional Materials, Technology and Digital Resources, Supports for Students GUIDE: What resources will be used? Why? How will you determine if all materials and resources minimize bias and meet the needs of all learners?	A5. The candidate plans short- and long-range instruction using appropriate resources, materials, technology, and activities to engage students in meaningful learning, based on their instructional goals. C4. The candidate uses instructional technology and assesses its impact on student learning.	A5. The candidate identifies how various resources, materials, technology, and activities engage students in meaningful learning based on the instructional goals. C4. The candidate reflects on the level of active student engagement during instructional delivery.	A5. The candidate demonstrates the ability to plan instruction using appropriate resources, materials, technology, and activities to engage students in meaningful learning based on their instructional goals. C4. The candidate uses technology as an effective teaching and learning tool.	CA1.D. Reflect on how they meet the needs of each learner. CA2.D. Identify and make efforts to remove bias in teaching materials, assignments, curriculum, and other educational services.	Unsatisfactory Developing Proficient Distinguished
	1e. Planning Coherent Instruction Tasks and Activities, Flexible Learning, Student Collaboration, Structure and Flow GUIDE: What are the steps of the lesson? How did you design lessons to minimize bias, stereotypes, and prejudice?	A3. The candidate plans instruction that is responsive to the age and/or related characteristics of their students.	A3. The candidate identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.	A3. The candidate demonstrates adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.	CA1.C. Engage in critical conversations to be aware of conscious/ unconscious biases, stereotypes, and prejudice.	Unsatisfactory Developing Proficient Distinguished
	1f. Designing and Analyzing Assessments Congruence with Instructional Outcomes, Criteria and Standards, Planning Formative Assessments, Analysis and Application GUIDE: How will you measure the objectives articulated in 1c? What does success look like? How will you ensure your own beliefs and bias about social norms are not negatively impacting student assessment?	C8. The candidate constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary. E1. The candidate uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor. E5. The candidate constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals. E6. The candidate constructs assessments to match curricular goals along a continuum of complexity (e.g., Bloom's Taxonomy).	E1. The candidate identifies and reports on various kinds of assessments used in instruction.	C8. The candidate constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary. E1. The candidate identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, and psychomotor. E5. The candidate constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals. E6. The candidate constructs assessments to match curricular goals along a continuum of complexity (e.g., Bloom's taxonomy).	CA3.D. Analyze their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.	Unsatisfactory Developing Proficient Distinguished

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

	DANIELSON	**PDE STUDENT TEACHING**	**PDE STAGES 1 AND 2**	**PDE STAGE 3**	**Common Ground**	**SCORING**
DOMAIN 2: LEARNING ENVIRONMENTS	**2a. Cultivating Respectful and Affirming Environments** Positive Relationships, Sense of Belonging, Cultural Responsiveness, Positive Conflict Resolution GUIDE: Teacher interaction with students; student interactions with one another; various cultures respected and affirmed. How will you create an equitable learning environment, free of microaggressions, for all students that values diversity and authentic relationships with learners?	B1: The candidate maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students. F2: The candidate promotes a positive learning environment that values and fosters respect for all students.	B1: The candidate describes elements of effective classroom management observed in various educational settings.	B1: The candidate maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students. F2: The candidate recognizes and supports elements of a positive learning environment that values and models respect for all students.	CA5.A. Recognize and reflect on diversity as an asset to the entire learning community. CA5.D. Exhibit sensitivity to the ways learners, educators, educational leaders, families, and caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion) experience social and academic spaces. CA8.E. Develop authentic relationships with learners. CA9.E. Create learning communities and spaces that are inclusive and free of negative comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude.	Unsatisfactory Developing Proficient Distinguished
	2b. Fostering a Culture for Learning Purpose and Motivation, Dispositions for Learning, Student Agency and Pride in Work, Support and Perseverance GUIDE: In what ways has a culture for learning been established in this classroom? How does this lesson encourage the students to take responsibility for their own learning? How will you honor the variety of ways culture impacts verbal and nonverbal communication while creating multiple pathways to success for all students?	B2: The candidate creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.	B2: The candidate observes teacher-to-student and student-to-student interactions and reflects on those observations.	B2: The candidate recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.	CA4.D. Create multiple pathways and opportunities for students to achieve academic and social success. CA7.A. Recognize the ways in which culture influences verbal and nonverbal communication. CA7.E. Understand that all learners have a choice and a right to practice the language(s) of their culture. CA8.D. Understand that learners have the right and are capable of contributing to their own learning.	Unsatisfactory Developing Proficient Distinguished
	2c. Maintaining Purposeful Environments Productive Collaboration, Student Autonomy and Responsibility, Equitable Access to Resources and Supports, Non-Instructional Tasks GUIDE: Management of instructional groups; transitions; management of materials and supplies; performance of non-instructional duties. Do classroom routines and procedures result in little or no loss of instructional time? Does the classroom environment and the instruction encourage critical analysis by all learners about the need to recognize and respond to bias, discrimination, injustice, and bullying?	B3: The candidate uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability-appropriate.	B3: The candidate observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.	B3: The candidate uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-individually-, culturally- and ability-appropriate.	CA3.E. Design learning experiences and spaces for learners to identify and question economic, political, and social structures that may exist in the school, community, nation, and world. CA5.E. Assist learners in valuing their own and others' cultures and help them develop a sense of responsibility for recognizing, responding to, and addressing bias, discrimination, injustice, and bullying.	Unsatisfactory Developing Proficient Distinguished
	2d. Supporting Positive Student Behavior Expectations for the Learning Community, Modeling and Teaching Habits of Character, Self-Monitoring and Collective Responsibility	B6: The candidate develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.	Not applicable	B6. The candidate demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.	CA8.C. Foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners.	Unsatisfactory Developing

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

	GUIDE: Do the expectations, including monitoring of student behavior and response to student misbehavior support a positive learning community? Does the learning space foster and support a positive learning community for all students?					Proficient Distinguished
	2e. Organizing Spaces for Learning Safety and Accessibility, Design for Learning and Development, Co-Creation and Shared Ownership GUIDE: Is the learning space safe and designed and adjusted as necessary to support and facilitate learning? Does the learning space honor the intelligence, ability, and behavior of all students regardless of culture?	B4: The candidate assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. D5: The candidate applies safety precautions and procedures.	Not applicable	B4: The candidate assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. D5: The candidate complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.	CA4.B Create an equitable learning environment by challenging and debunking stereotypes and biases about the intelligence, academic ability, and behavior of historically marginalized learners, educators, educational leaders, families, and caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).	Unsatisfactory Developing Proficient Distinguished
DOMAIN 3: LEARNING EXPERIENCES	**DANIELSON**	**PDE STUDENT TEACHING**	**PDE STAGES 1 AND 2**	**PDE STAGE 3**	**Common Ground**	**SCORING**
	3a. Communicating about Purpose and Content Purpose for Learning and Criteria for Success, Specific Expectations, Explanations of Content, Use of Academic Language GUIDE: Does the teacher communicate goals and objectives of the lesson with clear directions and procedures? Are explanations of content presented clearly? Is the use of oral and written language appropriate? Is the diverse fund of real-world knowledge brought to the classroom by all learners respected?	C1: The candidate uses effective verbal and non-verbal communication techniques. C10: The candidate clearly communicates instructional goals, procedures, and content.	C1: The candidate observes and reflects on effective verbal and non-verbal communication techniques.	C1: The candidate uses effective verbal and non-verbal techniques. C9: The candidate clearly communicates instructional goals, procedures and content.	CA3.A. Recognize the experiences of learners, educators, educational leaders, families, and caregivers and the diverse knowledge they bring into educational spaces. CA3.B. Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' experiences, identities, and heritage.	Unsatisfactory Developing Proficient Distinguished
	3b. Using Questioning and Discussion Techniques Critical Thinking and Deeper Learning, Reasoning and Reflection, Student Participation GUIDE: Do questions (and discussions) challenge students to reason and justify their thinking? Does the teacher strive to engage each student to actively participate in the lesson? Are multiple perspectives considered that capitalize on students' identities, real world experiences and heritage?	C2: The candidate uses effective questioning and discussion techniques. C6: The candidate uses active student engagement during instructional delivery.	C2: The candidate observes and reflects on effective questioning and discussion techniques.	C2: The candidate uses effective questioning and discussion techniques. C6: The candidate uses active student engagement during instructional delivery.	CA3.C. Recognize that learners are connected to local and global communities and events that influence and impact their learning, relationships, and the understanding of institutions and society.	Unsatisfactory Developing Proficient Distinguished
	3c. Engaging Students in Learning Rich Learning Experiences, Collaboration and Teamwork, Use of Instructional Materials and Resources, Opportunities for Thinking and Reflection	C3: The candidate uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning, and assessment.	C3: The candidate identifies ways in which technology is used as a teaching and learning tool.	C3: The candidate uses a variety of age-, gender-, individually-, culturally-, ability-, and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.	CA3.F. Provide rigorous learning experiences and relevant projects in culturally supportive spaces that integrate advocacy skills, listening and thinking, collaboration, resource gathering, and strategic actions.	Unsatisfactory Developing

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

	GUIDE: Does the lesson include multiple and effective opportunities for students to think, reflect and demonstrate their understanding of what is being taught? Does the teacher encourage students to reflect on their own experiences and create rigorous learning experiences built from students' divergent backgrounds?				CA5.C. Assess how learners from different backgrounds experience the environment and encourage them to reflect on their own experiences with bias.	
	3d. Using Assessment for Learning Clear Standards for Success, Monitoring Student Understanding, Timely, Constructive Feedback GUIDE: Does the teacher monitor learning and make use of specific strategies to elicit evidence of understanding? Does the teacher provide equitable feedback to all individuals challenging and debunking stereotypes and biases?	A4: The candidate uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs. C5: The candidate provides appropriate progress feedback to students in a timely manner. C7: The candidate uses a variety of formal and informal assessments to measure student responsiveness to instruction. E3: The candidate applies interpretations to inform planning and instruction for groups and individual students. E4: The candidate applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.	A4: The candidate identifies how learning goals were developed to address individual student needs. C5: The candidate observes methods of communication of instructional goals, procedures and content.	A4: The candidate demonstrates the ability to use formative and summative assessments to adapt learning goals that match individual student needs. C5: The candidate provides appropriate progress feedback to students in a timely manner. C7: The candidate uses formal and/or informal assessment to measure student responsiveness to instruction. E3: The candidate applies interpretations to inform planning and instruction for groups and individual students. E4: The candidate applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.	CA8.F. Recognize the integral role parents/caregivers play in their students' education and work closely with them to set mutually agreed upon goals and devise a plan for accountability that is supported by all individuals.	Unsatisfactory Developing Proficient Distinguished
	3e. Responding Flexibly to Student Needs Evidence-Based Adjustments, Receptiveness and Responsiveness, Determination and Persistence GUIDE: When needed, the teacher alters or replaces pre-planned activities based on students' understanding or questions. Did the teacher consider all students needs using all social markers in creating the learning experience?	A6: The candidate assesses existing resources and/or accesses additional instructional resources appropriate for learners under their responsibility. F3: The candidate differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.	Not applicable	F3: The candidate differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.	CA2.B. Understand the importance of differences in marginalized learners and historically underrepresented groups (such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion).	Unsatisfactory Developing Proficient Distinguished
DOMAIN 4: PRINCIPLED	**DANIELSON**	**PDE STUDENT TEACHING**	**PDE STAGES 1 AND 2**	**PDE STAGE 3**	**Common Ground**	**SCORING**
	4a. Reflective Practice Self-Assessment of Teaching, Analysis and Discovery, Application and Continuous Improvement	E7: The candidate assesses their own professional growth through focused self-reflection.	D1: The candidate represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.	E7: The candidate assesses their own professional growth through focused self-reflection.	CA4.A. Design instruction and assessments to ensure all learners have equitable access to educational resources, experiences, and opportunities. CA9.D. Understand the relationship between impact and intent.	Unsatisfactory Developing

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

	GUIDE: What caused you to design the lesson as you did? Were fair and equitable decisions made to ensure all learners have access to resources, experiences, and opportunities?		E2: The candidate assesses their own professional growth through focused self-reflection.			Proficient Distinguished
	4b. Documenting Student Progress Student Progress Toward Mastery, Shared Ownership, Maintaining Reliable Records GUIDE: How do you track student learning for this lesson and how is this recorded? How did you use differentiated methods of communication to articulate clear expectations?	C11: The candidate accesses communication technologies to communicate with families regarding student progress. D1: The candidate communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted. E2: The candidate makes norm-referenced and criterion-referenced interpretations of assessment results.	Not applicable	D1: The candidate Initiates communication with the cooperating teacher regarding instructional and noninstructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs. E2: The candidate makes norm-referenced and criterion-referenced interpretations of assessment results.	CA4.C. Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.	Unsatisfactory Developing Proficient Distinguished
	4c. Engaging Families Respect and Cultural Competence, Community Values, Instructional Program, Engagement in Learning Experiences GUIDE: By what methods have you been communicating with families to make them aware of what their students are learning in the classroom? How did you differentiate these methods to meet the needs of students of all backgrounds?	B5: The candidate engages in proactive communication with families and community contacts. D7: The candidate cultivates professional relationships with school colleagues, families, and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families, and the broader community. F5: The candidate communicates with and engages families, caregivers, and the broader community.	F2: The candidate reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.	B5: The candidate identifies opportunities for productive family and community contact. F5: The candidate reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.	CA5.B. Recognize and acknowledge the cultural, racial, and linguistic differences of learners, educators, educational leaders, and families (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion). CA6.A Recognize that every family/caregiver regardless of their differences (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion) wants the best for their children. CA6.C. Identify parents/caregivers as assets and resources. CA6.D. Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools. CA7.B. Employ diverse channels to communicate with families in their first language. CA7.C. Acknowledge the first language of learners and their families.	Unsatisfactory Developing Proficient Distinguished
	4d. Contributing to School Community and Culture Relational Trust and Collaborative Spirit, Culture of Inquiry and Innovation, Service to the School	D2: The candidate participates in district, college, regional, state, and/or national professional development growth and development opportunities.	D2: The candidate complies with school policies and procedures regarding professional dress, attendance and punctuality.	D2: The candidate demonstrates knowledge of and participates in district, college, regional, state and/or national professional development growth and development opportunities.	CA2.E. Recognize institutional biases and their consequences. CA6.B. Acknowledge the cultural aspects of the community as an extension of their teaching spaces.	Unsatisfactory

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

	GUIDE: In what ways do you contribute to the school community outside of the classroom? How do the cultural aspects and possible inequities and biases in the school system impact the community and culture?	D6: The candidate complies with school policies and procedures regarding professional dress, attendance, punctuality, and the use of technology.		D5: The candidate complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology. D6: The candidate develops and maintains professional relationships with school colleagues.	CA6.E. Identify systems, structures, practices, and policies that exclude marginalized learners and historically underrepresented groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).	Developing Proficient Distinguished

	4e. Growing and Developing Professionally Curiosity and Autonomy, Developing Cultural Competence, Enhancing Knowledge and Skills, Seeking and Acting on Feedback GUIDE: What aspects of this lesson are the result of some feedback recently received from your mentors? What resources supported your professional growth in better understanding the diverse backgrounds of students, including marginalized learners?	C9: The candidate actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.	Not applicable	Not applicable	CA2.C. Identify literature and professional learning opportunities to understand the biases that can result in disadvantaging learners, educators, educational leaders, and families. CA9.A. Recognize comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude and take steps to educate oneself about the subtle, unintentional ways in which these may be used to harm and invalidate others. CA9.C. Research and reflect upon the long-term impact of unchecked comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude on the mental and emotional health of marginalized and historically underrepresented learners, educators, educational leaders, and parents/caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).	Unsatisfactory Developing Proficient Distinguished
	4f. Acting in Service of Students Acting with Care, Honesty, and Integrity, Ethical Decision-Making, Advocacy GUIDE: Acting with care, honesty and integrity with students, families, and colleagues. How can we advocate for marginalized groups within the school system?	D3: The candidate exhibits integrity, ethical behavior, and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws, and regulations. D4: The candidate avoids inappropriate relationships, conduct, and contact with students. D5: The candidate applies safety precautions and procedures.	Not applicable	D3: The candidate exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations. D4: The candidate applies safety precautions and procedures.	CA2.F. Identify institutional practices, policies, and norms that may be harmful by advocating and engaging in efforts to rewrite policies, change practices, and raise awareness. CA6.F. View family and community engagement as a priority. CA9.B. Identify and self-assess the impact of the various types of comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude and the specific communities and subgroups harmed by these practices CA9.F. Engage in affirming and reflexive practices that validate others.	Unsatisfactory Developing Proficient Distinguished

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org

	Comments and General Feedback:

 Copyright @ 2026 by King's College. All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without express written permission. www.Danielsongroup.org