

Middle of Program (302/319) InTASC/STOT Evaluation

15 items

<i>The teacher candidate...</i>							
Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Supports student learning through developmentally appropriate instruction InTASC 1	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating “ 3” performance, partial success at rating of “ 4”	implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs	In addition to rating “ 2” performance, partial success at rating of “ 3”	implements grade-level appropriate instruction, but does not account for individual learners’ differences	With assistance, partial success at rating of “ 2”	implements instruction that exceeds or does not match a developmentally appropriate level for the students
Exhibits fairness and belief that all students can learn InTASC 2	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners
Creates a safe and respectful environment for learners InTASC 3	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language		models safety and respect to encourage a positive classroom learning community		ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community
Structures a classroom environment that promotes student engagement InTASC 3	develops a highly engaging learning environment, taking into account student differences and learning needs	In addition to rating “ 3”	develops a learning environment that is consistently engaging for most students	In addition to rating “ 2”	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of “ 2”	needs assistance in developing a learning environment that is engaging for most students

Clearly communicates expectations for appropriate student behavior InTASC 3	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place
Responds appropriately to student behavior InTASC 3	monitors student behavior and responds appropriately on a consistent basis		monitors and responds to student behavior effectively		inconsistently monitors and responds to student behavior		needs assistance with monitoring student behavior or in responding consistently
Effectively teaches subject matter InTASC 4	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding		instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content		displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content
Designs activities where students engage with subject matter from a variety of perspectives InTASC 5	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline
Uses relevant content to engage learners in innovative thinking & collaborative problem solving InTASC 5	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content

Provides students with meaningful feedback to guide next steps in learning InTASC 6	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable
Connects lesson goals with school curriculum and state standards InTASC 7	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them		plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs		plans for learning experiences that are aligned with learning goals		lesson plans are not aligned with learning goals
Uses assessment data to inform planning for instruction InTASC 7	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	In addition to rating "3" performance, partial success at rating of "4"	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	In addition to rating "2" performance, partial success at rating of "3"	pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	With assistance, partial success at rating of "2"	pre-assessment and/or formative assessment data are not utilized to inform planning
Adjusts instructional plans to meet students' needs InTASC 7	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs
Varies instructional strategies to engage learners InTASC 8	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers		varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners		uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals		utilizes only one instructional approach
Differentiates instruction for a	differentiates instruction in the areas of content, process, product, or learning		varies instruction for individuals or small groups to create learning		varies teaching of individual or small group learning experiences, but variations		teaches individual or small group learning experiences

variety of learning needs InTASC 8	environment in the best interests of the students		experiences that are well matched to student needs		are not well-matched to student needs		without differentiating instruction
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Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Instructional practices reflect effective communication skills InTASC 8	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning	In addition to rating “ 3 ” performance, partial success at rating of “ 4 ”	listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating “ 2 ” performance, partial success at rating of “ 3 ”	articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others	With assistance, partial success at rating of “ 2 ”	makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens
Uses feedback to improve teaching effectiveness InTASC 9	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest		accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness		accepts feedback to improve teaching effectiveness		resists feedback to improve teaching effectiveness
Uses self-reflection to improve teaching effectiveness InTASC 9	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement
Upholds legal responsibilities as a professional educator InTASC 9	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies
Demonstrates commitment to the profession InTASC 9	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects

Collaborates with colleagues to improve student performance InTASC 10	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating “ 3”	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating “ 2”	develops cordial relationships with colleagues; attempts to improve student performance	With assistance,	develops relationships with colleagues that are characterized by negativity or combativeness
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