

*The teacher candidate...*

| Criteria   | Distinguished (4)   | (3.5)   | Proficient (3)   | (2.5)   | Basic (2)   | (1.5)  | Unsatisfactory (1)   |
|--|---|---|--|---|---|--|--|
| <b>Supports student learning through developmentally appropriate instruction</b><br>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   |
| <b>Accounts for differences in students’ prior knowledge</b><br>InTASC 1   | accesses student readiness for learning and expands on individual students’ prior knowledge   |   | accounts for individual differences in students’ prior knowledge and readiness for learning  |   | addresses students’ prior knowledge as a class, but individual differences are not considered   |  | does not account for differences in students’ prior knowledge  |
| <b>Uses knowledge of students’ socioeconomic, cultural and ethnic differences to meet learning needs</b><br>InTASC 2 | anticipates individual learning needs by proactively differentiating instruction using knowledge of learners’ socioeconomic, cultural and ethnic backgrounds  |   | demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance  |   | demonstrates a basic knowledge about learners’ backgrounds and how to meet their learning needs   |  | demonstrates minimal knowledge about learners’ backgrounds and how to meet their learning needs  |
| <b>Exhibits fairness and belief that all students can learn</b><br>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 |

|   |  |   |  |   |   |  |   |
|---|--|---|--|---|---|--|---|
| <b>Creates a safe and respectful environment for learners</b><br><br>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   |
| <b>Criteria</b>   | <b>Distinguished (4)</b>   | (3.5)   | <b>Proficient (3)</b>  | (2.5)   | <b>Basic (2)</b>  | (1.5)  | <b>Unsatisfactory (1)</b>   |
| <b>Structures a classroom environment that promotes student engagement</b><br><br>InTASC 3            | develops a highly engaging learning environment, taking into account student differences and learning needs  | In addition to rating “ 3” performance, partial success at rating of “ 4” | develops a learning environment that is consistently engaging for most students  | In addition to rating “ 2” performance, partial success at rating of “ 3” | 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  |
| <b>Clearly communicates expectations for appropriate student behavior</b><br><br>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   |
| <b>Responds appropriately to student behavior</b><br><br>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   |
| <b>Guides learners in using technologies in appropriate, safe, and effective ways</b><br><br>InTASC 3 | plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively |   | uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively   |   | attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively |  | needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively |

|   |   |  |   |  |   |  |  |  |   |   |   |
|---|---|--|---|--|---|--|--|--|---|---|---|
| <b>Effectively teaches subject matter</b><br>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 |  |   |   |   |
| <b>Guides mastery of content through meaningful learning experiences</b><br>InTASC 4                                    | creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content   |  | applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content                         |  | attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content   |  | applies inappropriate strategies in instructional practice to engage learners in mastery of content  |  |   |   |   |
| <b>Criteria</b><br><b>Integrates culturally relevant content to build on learners' background knowledge</b><br>InTASC 4 | flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences   | <b>Distinguished (4)</b><br>(3.5)<br><br>In addition to rating “ 3 ” performance, partial success at rating of “ 4 ” | <b>Proficient (3)</b><br>(2.5)<br><br>In addition to rating “ 2 ” performance, partial success at rating of “ 3 ”                                     | <b>Basic (2)</b><br>(1.5)<br><br>With assistance, partial success at rating of “ 2 ”   | <b>Unsatisfactory (1)</b><br>demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds | <b>Connects core content to relevant, real-life experiences and learning tasks</b><br>InTASC 5 | designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content  | designs instruction related to the students' real-life experiences and relevant core content | designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences | designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences | designs activities related to subject matter from a variety of perspectives |
| <b>Designs activities where students engage with subject matter from a variety of perspectives</b><br>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   |  |  |  |   |   |   |

|  |  |   |   |   |  |  |   |
|--|--|---|---|---|--|--|---|
| <b>Accesses content resources to build global awareness</b><br>InTASC 5  | seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues   |   | uses content resources, including digital and interactive technologies, to build student awareness of local and global issues                       |   | accesses some content resources, including technologies, to build student awareness of local and global issues   |  | needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues |
| <b>Uses relevant content to engage learners in innovative thinking &amp; collaborative problem solving</b><br>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        |
| <b>Criteria</b>  | <b>Distinguished (4)</b>   | (3.5)   | <b>Proficient (3)</b>   | (2.5)   | <b>Basic (2)</b>   | (1.5)  | <b>Unsatisfactory (1)</b>   |
| <b>Uses multiple methods of assessment</b><br>InTASC 6   | designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs  | In addition to rating “ 3” performance, partial success at rating of “ 4” | uses multiple assessments that align with the learning targets  | In addition to rating “ 2” performance, partial success at rating of “ 3” | uses multiple assessments, but not all are aligned with the learning targets   | With assistance, partial success at rating of “ 2” | uses limited assessment methods and items that are not aligned with learning targets  |
| <b>Provides students with meaningful feedback to guide next steps in learning</b><br>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   |
| <b>Uses appropriate data sources to identify student learning needs</b><br>InTASC 6                                    | documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction |   | documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs                      |   | uses assessment data to guide planning and identify student learning needs   |  | uses assessments solely to determine a grade  |

|   |  |   |   |   |   |  |   |
|---|--|---|---|---|---|--|---|
| <b>Engages students in self-assessment strategies</b><br>InTASC 6                   | engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals                              |   | engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment    |   | engages learners in understanding and identifying quality work  |  | learners are not engaged in understanding and identifying quality work              |
| <b>Connects lesson goals with school curriculum and state standards</b><br>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                                    |
| <b>Criteria</b>   | <b>Distinguished (4)</b>   | <b>(3.5)</b>  | <b>Proficient (3)</b>   | <b>(2.5)</b>  | <b>Basic (2)</b>  | <b>(1.5)</b>                                       | <b>Unsatisfactory (1)</b>   |
| <b>Uses assessment data to inform planning for instruction</b><br>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 |
| <b>Adjusts instructional plans to meet students' needs</b><br>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                |
| <b>Collaboratively designs instruction</b><br>InTASC 7                              | proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists  |   | plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning                   |   | plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information                                      |  | plans instruction individually  |
| <b>Varies instructional strategies to engage learners</b><br>InTASC 8               | integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and   |   | varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining                      |   | uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals                                  |  | utilizes only one instructional approach  |

|   |  |  |  |  |   |  |  |
|---|--|--|--|--|---|--|--|
|   | goals in determining instructional strategies to engage students as both learners and teachers   |  | instructional strategies to engage learners  |  |   |  |  |
| <b>Uses technology appropriately to enhance instruction</b><br><br>InTASC 8       | engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction |  | uses technology effectively to enhance instruction   |  | uses limited instructional strategies that involve technology   |  | identifies instructional strategies without involving technology                           |
| <b>Differentiates instruction for a variety of learning needs</b><br><br>InTASC 8 | differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students                      |  | varies instruction for individuals or small groups to create learning experiences that are well matched to student needs |  | varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs |  | teaches individual or small group learning experiences without differentiating instruction |

| Criteria  | Distinguished (4)   | (3.5)   | Proficient (3)  | (2.5)   | Basic (2)   | (1.5)  | Unsatisfactory (1)   |
|---|---|---|---|---|---|--|--|
| <b>Instructional practices reflect effective communication skills</b><br><br>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 |
| <b>Uses feedback to improve teaching effectiveness</b><br><br>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   |
| <b>Uses self-reflection to improve teaching effectiveness</b><br><br>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   |
| <b>Upholds legal responsibilities as a professional educator</b><br><br>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               |
| <b>Demonstrates commitment to the profession</b><br><br>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                                |

| Criteria  | Distinguished (4)   | (3.5)   | Proficient (3)  | (2.5)   | Basic (2)  | (1.5)  | Unsatisfactory (1)   |
|---|---|---|---|---|--|--|--|
| <b>Collaborates with colleagues to improve student performance</b><br>InTASC 10               | initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance                                       |   | develops supportive and collaborative relationships with colleagues that improve student performance                                    | In addition to rating “ 2” performance, partial success at rating of “ 3” | develops cordial relationships with colleagues; attempts to improve student performance  | With assistance, partial success at rating of “ 2” | develops relationships with colleagues that are characterized by negativity or combativeness   |
| <b>Collaborates with parent/guardian/advocate to improve student performance</b><br>InTASC 10 | guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms | In addition to rating “ 3” performance, partial success at rating of “ 4” | collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms |   | maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms |  | makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication |