

# Beginning of Program (301/318) InTASC/STOT Evaluation

## 8 items



*The teacher candidate...*

Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
<b>Exhibits fairness and belief that all students can learn</b> 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	In addition to rating “ 3” performance, partial success at rating of “ 4”	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	In addition to rating “ 2” performance, partial success at rating of “ 3”	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of “ 2”	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> InTASC 3	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating “ 3” performance, partial success at	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	In addition to rating “ 2” performance, partial success at	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of “ 2”	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community
<b>Structures a classroom environment that promotes student engagement</b> 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	develops a learning environment that is consistently engaging for most students	In addition to rating “ 2” performance, partial success at	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>Responds appropriately to student behavior</b> InTASC 3	monitors student behavior and responds appropriately on a consistent basis	In addition to rating “ 3” performance, partial success at	monitors and responds to student behavior effectively	In addition to rating “ 2” performance, partial success at	inconsistently monitors and responds to student behavior	With assistance, partial success at rating of “ 2”	needs assistance with monitoring student behavior or in responding consistently

<b>Effectively teaches subject matter</b>  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>Uses self-reflection to improve teaching effectiveness</b>  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	In addition to rating “ 3 ” performance, partial success at rating of “ 4 ”	reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved	In addition to rating “ 2 ” performance, partial success at rating of “ 3 ”	reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		With assistance, partial success at rating of “ 2 ”	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>  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>  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