

| InTASC Standard 4 | | The teacher candidate... | | | |
|--|--|---|--|--|---|
| Rating | Undeveloped (1) | Emerging (2) | Proficient (3) | (3.5) | Distinguished (4) |
| 3 | displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content | With assistance, partial success at rating of "2" | displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content | applies appropriate instructional practices to engage learners in mastery of content | Guides mastery of content through meaningful learning experiences |
| | | | attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content | applies inappropiate strategies in instructional practice to engage learners in mastery of content | creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content |
| <p>Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> | | | | | |
| <p>InTASC Standard 6</p> <p>(3.5) Distinguished (4) Proficient (3) Emerging (2) Undeveloped (1)</p> <p>The teacher candidate...</p> | | | | | |
| 3.5 | uses limited assessment methods and items that are not aligned with learning targets | With assistance, partial success at rating of "2" | uses multiple assessment methods, but not all are aligned with the learning targets | uses multiple assessments that align with the learning targets | designs and modifies multiple formative and summative assessments that align with learning targets and differentiated to meet student needs |
| | | | uses multiple assessments, but not all are aligned with the learning targets | uses multiple assessments that align with the learning targets | designs and modifies multiple formative and summative assessments that align with learning targets and differentiated to meet student needs |
| <p>Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.</p> <p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> | | | | | |
| <p>InTASC Standard 6</p> <p>(3.5) Distinguished (4) Proficient (3) Emerging (2) Undeveloped (1)</p> <p>The teacher candidate...</p> | | | | | |
| <p>Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.</p> <p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> | | | | | |

| InTASC Standard 2 | | The teacher candidate... | | | | |
|---|--|---|--|--|--|---|
| Rating | Underdeveloped (1) | Emerging (2) | Proficient (3) | Distinguished (4) | (3.5) | |
| 3 | Communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners | Communicates with diverse learners in a fair and respectful manner; provides occasional equitable opportunities to meet the diverse needs of learners | In addition to rating "2", performance, partial success at rating of "3" | 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 "3", performance, partial success at rating of "4" | Exhibits fairness and belief that all students can learn 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 |
| *The overall rating will be calculated as an average of the ratings for this standard. | | | | | | |
| Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. | | | | | | |
| Rating | | | | | | |

| InTASC Standard 3 | | The teacher candidate... | | | | |
|---|--|--|--|---|--|--|
| Rating | Underdeveloped (1) | Emerging (2) | Proficient (3) | Distinguished (4) | (3.5) | |
| 3 | Needs assistance in developing a learning environment that is engaging for most students | Attempts to develop a learning environment that is engaging for most students | In addition to rating "2", performance, partial success at rating of "3" | Develops a learning environment that is consistently engaging for most students | In addition to rating "3", performance, partial success at rating of "4" | Structures a classroom learning environment, taking into account student needs and learning differences and learning needs |
| 4 | Has minimal standards of conduct in place | Communicates standards of conduct that may not be clear | In addition to rating "3", performance, partial success at rating of "4" | Communicates clear standards of conduct | In addition to rating "4", performance, partial success at rating of "5" | Clearly communicates expectations for appropriate student behavior |
| 4 | The teacher candidate monitors student behavior with needs assistance with monitoring student behavior or in responding consistently | The teacher candidate inconsistently monitors and responds to student behavior | In addition to rating "4", performance, partial success at rating of "5" | The teacher candidate monitors and responds to student behavior effectively | In addition to rating "5", performance, partial success at rating of "6" | Responds appropriately to student behavior |
| *The overall rating will be calculated as an average of the ratings for this standard. | | | | | | |
| Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. | | | | | | |
| Rating | | | | | | |

| | | | | | | | | |
|-------------------|-------------------|-------|----------------|-------|--------------|-------|--------------------|--------|
| IntASC Standard 7 | Distinguished (4) | (3.5) | Proficient (3) | (2.5) | Emerging (2) | (1.5) | Underdeveloped (1) | Rating |
|-------------------|-------------------|-------|----------------|-------|--------------|-------|--------------------|--------|

| The teacher candidate... | | | | | | | | | |
|--|--|--|---|--|---|---|---|--|--------------------------------|
| Connects lesson goals with school curriculum and state standards | plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them | uses information gained from assessment findings and predicts, and planning ahead to customize instructional plans to meet students' needs | proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists | In addition to rating: "3", performance, partial success at rating of "4". | plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs | uses information gained from assessment findings to customize instructional plans to meet students' needs | 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 |
| | | | | | plans for learning experiences that are aligned with learning goals | uses assessment findings to modify instructional plans to meet students' needs | plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information | | |
| | | | | | lesson plans are not aligned with learning goals | plans are not adjusted to meet student learning differences or needs | plans instruction individually | | |
| *The overall rating will be calculated as an average of the ratings for this standard. | | | | | | | | | |
| Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | | | | | | | | |
| 2.53 *Rating | | | | | | | | | |

* Spencer did not get a chance to plan 2 lessons on his own. He co-taught with me several times. We did discuss having him design lessons, but with this health crisis, he was unable to implement. He did do a great job co-teaching, working through the lessons - discussing pts, giving examples, clarifying student understanding.

| Rating | Underdeveloped (1) | Emerging (2) | Proficient (3) | Distinguished (4) |
|--------|---|--|--|---|
| 3 | With assistance, partial success at rating of "2" | accepts feedback to improve teaching effectiveness | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general | reflects on thoughtful and specific indicators of effectiveness in the lesson, areas of professional interest and takes responsibility for ongoing feedback and seeks multiple sources of feedback from colleagues to evaluate and improve teaching effectiveness |
| 3 | With assistance, partial success at rating of "2" | accepts feedback to improve teaching effectiveness | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general | reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways to improve future planning. The lessons learned lead to specific indicators of effectiveness in the lesson, areas of professional interest and takes responsibility for ongoing feedback and seeks multiple sources of feedback from colleagues to evaluate and improve teaching effectiveness |

| Rating | Underdeveloped (1) | Emerging (2) | Proficient (3) | Distinguished (4) |
|--------|---|--|---|---|
| 3 | With assistance, partial success at rating of "2" | 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 seldom listens | 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 seldom listens | 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 |
| 3 | With assistance, partial success at rating of "2" | 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 seldom listens | 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 | 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 |

| Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. | | *The overall rating will be calculated as an average of the ratings for this standard. | | | | | Rating |
|---|---|--|--|---|--|--|-----------------|
| Rating | 4 | 3.5 | 3 | 2.5 | 2 | 1.5 | Undeveloped (1) |
| Upholds legal responsibilities as a professional educator 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 | In which a lesson might be improved | acts in accordance with ethical codes of conduct and demonstrates limited but understanding of federal, state, and district regulations and policies | does not act in accordance with ethical codes of conduct and demonstrates inadequate knowledge of federal, state, and district regulations and policies | In addition to rating "2", partial success at rating "3" performance. | develops supportive and collaborative relationships with colleagues that improve student performance | 3 |
| | | | | | | | |
| Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. | | | | | | | |
| Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. | | *The overall rating will be calculated as an average of the ratings for this standard. | | | | | Rating |
| Rating | 3 | 2.5 | 2 | 1.5 | 1 | 0.5 | Undeveloped (1) |
| Collaborates with colleagues to improve student performance initiates supportive and collaborative relationships with 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", partial success at rating "3" performance. | 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 | 3 | 3 |
| | | | | | | | |