

InTASC Standard 4	Distinguished (4)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>							
Effectively teaches subject matter	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	In addition to rating "2" performance, partial success at rating of "3"		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content		
Guides mastery of content through meaningful learning experiences	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	In addition to rating "2" performance, partial success at rating of "3"		applies inappropriate strategies in instructional practice to engage learners in mastery of content		
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating "2" performance, partial success at rating of "3"		demonstrates minimal knowledge of learners' cultural backgrounds and there is no plan to design learning experiences that build on learners' cultural backgrounds		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							
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.							
*Rating							

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
	<i>The teacher candidate...</i>								
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "4"			In addition to rating "2" performance, partial success at rating of "3"			designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	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 activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	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	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	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	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>									
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.									
								*Rating	

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
	<i>The teacher candidate...</i>								
Uses multiple methods of assessment	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	With assistance, partial success at rating of “2”			uses limited assessment methods and items that are not aligned with learning targets
Provides students with meaningful feedback to guide next steps in learning	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			
Uses appropriate data sources to identify student learning needs	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			
Engages students in self-assessment strategies	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			
<p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></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>									
								*Rating	