

InTASC Standard 7	Distinguished (4) <i>The teacher candidate ...</i>	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Connects lesson goals with school curriculum and state standards Uses assessment data to inform planning for instruction Adjusts instructional plans to meet students' needs Collaboratively designs instruction	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	In addition to rating "2" performance, partial success at rating of "3"		With assistance, partial success at rating of "2"		lesson plans are not aligned with learning goals
	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	uses assessment findings to modify instructional plans to meet students' needs	pre-assessment and/or formative assessment data are not utilized to inform planning	plans are not adjusted to meet student learning differences or needs	
	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 with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning	plans are not adjusted to meet student learning differences or needs		
	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			
<p style="text-align: center;"><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> <p>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.</p>							
							*Rating

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>									
Varies instructional strategies to engage learners	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	In addition to rating "3" performance, partial success at rating of "4"			With assistance, partial success at rating of "2"			utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners uses technology effectively to enhance instruction			uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals uses limited instructional strategies that involve technology			identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	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 listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction			varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs 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			teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	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"			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				
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>									
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.									
								*Rating	

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
	<i>The teacher candidate...</i>								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"			accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"			resists feedback to improve teaching effectiveness
Uses self-reflection to improve teaching effectiveness	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	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	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities	In addition to rating "3" performance, partial success at rating of "4"			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	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community	In addition to rating "3" performance, partial success at rating of "4"			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		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>									
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.									
								*Rating	