EDU 401 Practicum II Rubric

The EDU 400 Practicum Rubric will assess multiple criteria based on the InTASC standards.

> **1.0** ☐ Supports student learning through developmentally appropriate instruction
>
> *No Description*

- **4.0** **Distinguished**

  implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas

- **3.0** **Proficient**

  implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs.

- **2.0** **Emerging**

  implements grade-level appropriate instruction, but does not account for individual learners' differences.

- **1.0** **Underdeveloped**

  implements instruction that exceeds or does not match a developmentally appropriate level for the students.

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Accounts for differences in students' prior knowledge

No Description

- **4.0** **Distinguished**

  accesses student readiness for learning and expands on individual students' prior knowledge

- **3.0** **Proficient**

  accounts for individual differences in students' prior knowledge and readiness for learning

- **2.0** **Emerging**

  addresses students' prior knowledge as a class, but individual differences are not considered

- **1.0** **Underdeveloped**

  does not account for differences in students' prior knowledge

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs

No Description

- **4.0** **Distinguished**

  anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds

- **3.0** **Proficient**

  demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance

- **2.0** **Emerging**

  demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs

- **1.0** **Underdeveloped**

  demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Exhibits fairness and belief that all students can learn

No Description

- **4.0 Distinguished**

  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

- **3.0 Proficient**

  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

- **2.0 Emerging**

  communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners

- **1.0 Underdeveloped**

  communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

- **n/a Did Not Observe**

  No Description

- **1.5 Approaching Emerging**

  No Description

- **2.5 Approaching Proficient**

  No Description

- **3.5 Approaching Distinguished**

  No Description

1.0 ☐ Creates a safe and respectful environment for learners

No Description

- **4.0** **Distinguished**

  collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community

- **3.0** **Proficient**

  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

- **2.0** **Emerging**

  models safety and respect to encourage a positive classroom learning community

- **1.0** **Underdeveloped**

  ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Structures a classroom environment that promotes student engagement

No Description

- **4.0** **Distinguished**

  develops a highly engaging learning environment, taking into account student differences and learning needs

- **3.0** **Proficient**

  develops a learning environment that is consistently engaging for most students

- **2.0** **Emerging**

  attempts to develop a learning environment that is engaging for most students

- **1.0** **Underdeveloped**

  needs assistance in developing a learning environment that is engaging for most students

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Clearly communicates expectations for appropriate student behavior

No Description

- **4.0** **Distinguished**

  communicates standards of conduct that are clear and effective

- **3.0** **Proficient**

  communicates clear standards of conduct

- **2.0** **Emerging**

  communicates standards of conduct that may not be clear

- **1.0** **Underdeveloped**

  has minimal standards of conduct in place

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Responds appropriately to student behavior

No Description

- 4.0 **Distinguished**

  monitors student behavior and responds appropriately on a consistent basis

- 3.0 **Proficient**

  monitors and responds to student behavior effectively

- 2.0 **Emerging**

  inconsistently monitors and responds to student behavior

- 1.0 **Underdeveloped**

  needs assistance with monitoring student behavior or in responding consistently

- n/a **Did Not Observe**

  No Description

- 1.5 **Approaching Emerging**

  No Description

- 2.5 **Approaching Proficient**

  No Description

- 3.5 **Approaching Distinguished**

  No Description

1.0 ☐ Guides learners in using technologies in appropriate, safe, and effective ways

No Description

- 4.0 **Distinguished**

  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

- $\boxed{3.0}$ **Proficient**

  uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively

- $\boxed{2.0}$ **Emerging**

  attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively

- $\boxed{1.0}$ **Underdeveloped**

  needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively

- $\boxed{n/a}$ **Did Not Observe**

  No Description

- $\boxed{1.5}$ **Approaching Emerging**

  No Description

- $\boxed{2.5}$ **Approaching Proficient**

  No Description

- $\boxed{3.5}$ **Approaching Distinguished**

  No Description

$\boxed{1.0}$ ☐ **Effectively teaches subject matter**

No Description

- $\boxed{4.0}$ **Distinguished**

  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

- $\boxed{3.0}$ **Proficient**

  uses instructional practices that indicate an understanding of content knowledge and learning progressions; practices are complete and appropriate for the content

- **2.0** **Emerging**

  displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content

- **1.0** **Underdeveloped**

  displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Guides mastery of content through meaningful learning experiences

No Description

- **4.0** **Distinguished**

  creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content

- **3.0** **Proficient**

  applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content

- **2.0** **Emerging**

  attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content

- **1.0**   **Underdeveloped**

  applies inappropriate strategies in instructional practice to engage learners in mastery of content

- **n/a**   **Did Not Observe**

  No Description

- **1.5**   **Approaching Emerging**

  No Description

- **2.5**   **Approaching Proficient**

  No Description

- **3.5**   **Approaching Distinguished**

  No Description

1.0   ☐ Integrates culturally relevant content to build on learners' background knowledge

No Description

- **4.0**   **Distinguished**

  flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences

- **3.0**   **Proficient**

  designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences

- **2.0**   **Emerging**

  demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences

- **1.0**   **Underdeveloped**

  demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Connects core content to relevant, real-life experiences and learning tasks

No Description

- **4.0** **Distinguished**

  designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content

- **3.0** **Proficient**

  designs instruction related to the students' real-life experiences and relevant core content

- **2.0** **Emerging**

  designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences

- **1.0** **Underdeveloped**

  designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences

- **n/a** **Did Not Observe**

  No Description

- 1.5 **Approaching Emerging**

  No Description

- 2.5 **Approaching Proficient**

  No Description

- 3.5 **Approaching Distinguished**

  No Description

1.0 ☐ Designs activities where students engage with subject matter from a variety of perspectives

No Description

- 4.0 **Distinguished**

  embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes

- 3.0 **Proficient**

  designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections

- 2.0 **Emerging**

  designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed

- 1.0 **Underdeveloped**

  designs activities related to subject matter but does so from a singular perspective and discipline

- n/a **Did Not Observe**

  No Description

- 1.5 **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Uses relevant

content to engage learners in

innovative thinking &

collaborative problem solving

No Description

- **4.0** **Distinguished**

  creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content

- **3.0** **Proficient**

  engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content

- **2.0** **Emerging**

  engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content

- **1.0** **Underdeveloped**

  instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- 3.5 | **Approaching Distinguished**

  No Description

| 1.0 | ☐ Uses multiple |

methods of assessment

No Description

- 4.0 | **Distinguished**

  designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs

- 3.0 | **Proficient**

  uses multiple assessments that align with the learning targets

- 2.0 | **Emerging**

  uses multiple assessments, but not all are aligned with the learning targets

- 1.0 | **Underdeveloped**

  uses limited assessment methods and items that are not aligned with learning targets

- n/a | **Did Not Observe**

  No Description

- 1.5 | **Approaching Emerging**

  No Description

- 2.5 | **Approaching Proficient**

  No Description

- 3.5 | **Approaching Distinguished**

  No Description

1.0 ☐ Connects lesson goals with school curriculum and state standards

No Description

- **4.0** **Distinguished**

  plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them

- **3.0** **Proficient**

  plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs

- **2.0** **Emerging**

  plans for learning experiences that are aligned with learning goals

- **1.0** **Underdeveloped**

  lesson plans are not aligned with learning goals

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Uses assessment data to inform planning for instruction

No Description

- **4.0** **Distinguished**

  assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets

- **3.0** **Proficient**

  uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning

- **2.0** **Emerging**

  pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning

- **1.0** **Underdeveloped**

  pre-assessment and/or formative assessment data are not utilized to inform planning

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Adjusts instructional plans to meet students' needs

No Description

- **4.0** **Distinguished**

  uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs

- |3.0| **Proficient**

  uses information gained from assessment findings to customize instructional plans to meet students' needs

- |2.0| **Emerging**

  uses assessment findings to modify instructional plans to meet students' needs

- |1.0| **Underdeveloped**

  plans are not adjusted to meet student learning differences or needs

- |n/a| **Did Not Observe**

  No Description

- |1.5| **Approaching Emerging**

  No Description

- |2.5| **Approaching Proficient**

  No Description

- |3.5| **Approaching Distinguished**

  No Description

|1.0| ☐ Collaboratively designs instruction

No Description

- |4.0| **Distinguished**

  proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists

- |3.0| **Proficient**

  plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning

- |2.0| **Emerging**

  plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information

- ◻ **1.0** **Underdeveloped**

  plans instruction individually

- ◻ **n/a** **Did Not Observe**

  No Description

- ◻ **1.5** **Approaching Emerging**

  No Description

- ◻ **2.5** **Approaching Proficient**

  No Description

- ◻ **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Varies instructional

strategies to engage learners

No Description

- ◻ **4.0** **Distinguished**

  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

- ◻ **3.0** **Proficient**

  varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners

- ◻ **2.0** **Emerging**

  uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals

- ◻ **1.0** **Underdeveloped**

  utilizes only one instructional approach

- ◻ **n/a** **Did Not Observe**

  No Description

- $\boxed{1.5}$ **Approaching Emerging**

  No Description

- $\boxed{2.5}$ **Approaching Proficient**

  No Description

- $\boxed{3.5}$ **Approaching Distinguished**

  No Description

$\boxed{1.0}$ ☐ Uses technology appropriately to enhance instruction

No Description

- $\boxed{4.0}$ **Distinguished**

  engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction

- $\boxed{3.0}$ **Proficient**

  uses technology effectively to enhance instruction

- $\boxed{2.0}$ **Emerging**

  uses limited instructional strategies that involve technology

- $\boxed{1.0}$ **Underdeveloped**

  identifies instructional strategies without involving technology

- $\boxed{n/a}$ **Did Not Observe**

  No Description

- $\boxed{1.5}$ **Approaching Emerging**

  No Description

- $\boxed{2.5}$ **Approaching Proficient**

  No Description

- | 3.5 | **Approaching Distinguished**

  No Description

| 1.0 | ☐ Differentiates

instruction for a variety of

learning needs

No Description

- | 4.0 | **Distinguished**

  differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students

- | 3.0 | **Proficient**

  varies instruction for individuals or small groups to create learning experiences that are well matched to student needs

- | 2.0 | **Emerging**

  varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs

- | 1.0 | **Underdeveloped**

  teaches individual or small group learning experiences without differentiating instruction

- | n/a | **Did Not Observe**

  No Description

- | 1.5 | **Approaching Emerging**

  No Description

- | 2.5 | **Approaching Proficient**

  No Description

- | 3.5 | **Approaching Distinguished**

  No Description

1.0 ☐ Instructional practices reflect effective communication skills

No Description

- **4.0** **Distinguished**

  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

- **3.0** **Proficient**

  listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction

- **2.0** **Emerging**

  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

- **1.0** **Underdeveloped**

  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

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Uses feedback to improve teaching effectiveness

No Description

- **4.0** **Distinguished**

  seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest

- **3.0** **Proficient**

  accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness

- **2.0** **Emerging**

  accepts feedback to improve teaching effectiveness

- **1.0** **Underdeveloped**

  resists feedback to improve teaching effectiveness

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Uses self-reflection to improve teaching effectiveness

No Description

- **4.0** **Distinguished**

  reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice

- **3.0** **Proficient**

  reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved

- **2.0** **Emerging**

  reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction

- **1.0** **Underdeveloped**

  reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Upholds legal responsibilities as a professional educator

No Description

- **4.0** **Distinguished**

  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

- **3.0** **Proficient**

  acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities

- **2.0** **Emerging**

  acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies

- **1.0** **Underdeveloped**

  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

- **n/a** **Did Not Observe**

  No Description

- **1.5** **Approaching Emerging**

  No Description

- **2.5** **Approaching Proficient**

  No Description

- **3.5** **Approaching Distinguished**

  No Description

1.0 ☐ Demonstrates

commitment to the profession

No Description

- **4.0** **Distinguished**

  takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community

- **3.0** **Proficient**

  participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects

- 2.0 **Emerging**

  participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects

- 1.0 **Underdeveloped**

  purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects

- n/a **Did Not Observe**

  No Description

- 1.5 **Approaching Emerging**

  No Description

- 2.5 **Approaching Proficient**

  No Description

- 3.5 **Approaching Distinguished**

  No Description

1.0 ☐ Collaborates with colleagues to improve student performance

No Description

- 4.0 **Distinguished**

  initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance

- 3.0 **Proficient**

  develops supportive and collaborative relationships with colleagues that improve student performance

- 2.0 **Emerging**

  develops cordial relationships with colleagues; attempts to improve student performance

- $\boxed{1.0}$ **Underdeveloped**

    develops relationships with colleagues that are characterized by negativity or combativeness

- $\boxed{n/a}$ **Did Not Observe**

    No Description

- $\boxed{1.5}$ **Approaching Emerging**

    No Description

- $\boxed{2.5}$ **Approaching Proficient**

    No Description

- $\boxed{3.5}$ **Approaching Distinguished**

    No Description

Outcomes Linked to Criteria

Criterion: Supports student learning through developmentally appropriate instruction

InTASC Standards 2013

Section	Description
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Criterion: Accounts for differences in students' prior knowledge

InTASC Standards 2013

Section	Description
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Criterion: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs

InTASC Standards 2013

Section	Description

Section	Description
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Criterion: Exhibits fairness and belief that all students can learn

InTASC Standards 2013

Section	Description
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Criterion: Creates a safe and respectful environment for learners

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Structures a classroom environment that promotes student engagement

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Clearly communicates expectations for appropriate student behavior

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Responds appropriately to student behavior

InTASC Standards 2013

Section	Description

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Guides learners in using technologies in appropriate, safe, and effective ways

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Effectively teaches subject matter

InTASC Standards 2013

Section	Description
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.

Criterion: Guides mastery of content through meaningful learning experiences

InTASC Standards 2013

Section	Description
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.

Criterion: Integrates culturally relevant content to build on learners' background knowledge

InTASC Standards 2013

Section	Description
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.

Criterion: Connects core content to relevant, real-life experiences and learning tasks

InTASC Standards 2013

Section	Description

Section	Description
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion: Designs activities where students engage with subject matter from a variety of perspectives

InTASC Standards 2013

Section	Description
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion: Uses relevant content to engage learners in innovative thinking & collaborative problem solving

InTASC Standards 2013

Section	Description
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion: Uses multiple methods of assessment

InTASC Standards 2013

Section	Description
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 teacher's and learner's decision making.

Criterion: Connects lesson goals with school curriculum and state standards

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Uses assessment data to inform planning for instruction

InTASC Standards 2013

Section	Description

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Adjusts instructional plans to meet students' needs

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Collaboratively designs instruction

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Varies instructional strategies to engage learners

InTASC Standards 2013

Section	Description
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.

Criterion: Uses technology appropriately to enhance instruction

InTASC Standards 2013

Section	Description
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.

Criterion: Differentiates instruction for a variety of learning needs

InTASC Standards 2013

Section	Description
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.

Criterion: Instructional practices reflect effective communication skills

InTASC Standards 2013

Section	Description
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.

Criterion: Uses feedback to improve teaching effectiveness

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Uses self-reflection to improve teaching effectiveness

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Upholds legal responsibilities as a professional educator

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Demonstrates commitment to the profession

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Collaborates with colleagues to improve student performance

InTASC Standards 2013

Section	Description
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 school professionals, and community members to ensure learner growth, and to advance the profession.