**Evaluation of Student Teaching – InTASC Standards**

**Purpose of the Assessment:** To determine the teacher candidate’s progression toward becoming a teacher according to knowledge and application of the InTASC Standards as assessed by University Supervisors and or/host teachers.

**Points of Administration:** Candidates will be assessed at the end of the early field experience by the host teacher AND at the midterm and end of student teaching by the University Supervisor and host teacher.

**Instructions to Assessors:** For each criterion please indicate the performance level that represents the **consistent, observable performance** of the teacher candidate. **Please be as honest and accurate as possible and base your response on how the candidate performed on most days with most people.** The rubric is used at multiple points throughout the candidates’ clinical experiences and is intended to show progression of knowledge, skills and dispositions.

During the early field experience, candidates are expected to be at the Developing level. Candidates may be at the Meets level on some criterion if he or she demonstrates exceptional competency for the given criterion.

During the student teaching experience, candidates are expected to be at the Meets level on all criterion. Candidates may be at the Exceeds level if he or she demonstrates exceptional knowledge, skills or disposition on a given criterion.

This assessment is intended to demonstrate the candidates’ progression throughout their clinical experiences.

Note

**Identifies** includes discusses, records, and shares

**Demonstrates** includes plans and shares, practices with or models for students, leads an activity

**Consistently** means always or almost always

**As evidenced by** means that performance at this level is observed through overt impact on student behaviors

Evaluation of Student Teaching – InTASC Standards

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations**  **4** | **Meets Expectations**  **3** | **Developing**  **2** | **Does Not Meet Expectations**  **1** | **No Basis for Judgment** |
| **Domain 1: The Learner and Learning** | | | | | |
| **InTASC 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. | | | | | |
| **1. Implements instruction based on theories of learning and development that furthers students’ abilities and interests.** | Consistently personalizes instruction using developmentally appropriate and interesting approaches as evidenced by students’ ability to engage in learning tasks and their choice to do so. | Consistently implements instruction based on theories of learning and development that furthers students’ abilities and interests. | Demonstrates instruction based on theories of learning and development that furthers students’ abilities and interests. | Identifies ways instruction is based on theories of learning and development. |  |
| **InTASC 2 Learner 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 | | | | | |
| **2. Adjusts instruction and assessment through accommodations and modification that address the diverse needs of students** | Consistently uses instruction as evidence by students of all levels and differences who are engages in learning and productive work. | Consistently adjusts instruction and assessments through accommodations and modifications that address the diverse needs of students. | Demonstrates the ability to use accommodations and modifications in instruction and assessment that address the diverse needs of students. | Identifies accommodations and modifications to instruction and assessment that address the diverse needs of students. |  |
| **3. Implements a variety of instruction strategies to engage all students in learning activities** | Consistently uses a variety of instructional strategies as evidenced by all students engaging in multiple activities aimed at the same instructional objectives. | Consistently implements a variety of instructional strategies that engages all students in learning activities. | Demonstrates a variety of instructional strategies used to engage all students in the learnings activities. | Identifies a variety of instructional strategies used to engage all students in the learnings activities. |  |
| **InTASC 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. | | | | | |
| **4. Implements classroom guidance/management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment** | Consistently implements equitable classroom guidance /management practices (rules, procedures) and professional dispositions as evidenced by students who typically self-monitor, engage productively and interact appropriately. | Consistently implements classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment. | Demonstrates classroom guidance/ management (rules, procedures, practices and dispositions) for a safe and culturally-appropriate learning environment. | Identifies classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment. |  |
| **5. Manages how time, space, and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period.** | Consistently uses time, space and physical resources in a manner that maximizes students’ potential for learning as evidenced by their on-task behavior, productivity and self-regulation. | Consistently manages how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period. | Demonstrates how time, space and physical resources are organized, allocated, and used to engage all students in learning. | Identifies how time, space and physical resources are organized, allocated and used to engage all students in learning. |  |
| **6. Uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.** | Consistently reinforces and redirects students seamlessly during instructional activities in a manner promoting honest, positive interactions between students as evidence by their accurate, respectful, and relevant statements and behaviors. | Consistently uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respects for one another. | Demonstrates the ability to guide instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. | Identifies instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promotes learning and respect for one another. |  |
| **7. Uses statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.** | Consistently uses statement and actions that demonstrate respect for and responsiveness to all students as evidenced by students’ willingness to share their backgrounds and needs and to work hard to advance their current abilities. | Consistently uses statement and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | Demonstrates statements and actions indicative of respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | Identifies statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. |  |
| **Domain 2: Content** | | | | | |
| **InTASC 4 Content Knowledge:** The teacher understands the central concepts, tools of inquire, and structures of the discipline 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. | | | | | |
| **8. Uses learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards** | Consistently uses learning experiences that facilitate content mastery as evidenced by students expressing accurate ideas, concepts and applications of the material in relation to course expectations and their own lives. | Consistently uses learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. | Demonstrates the ability to guide learning experiences hat activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. | Identifies learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. |  |
| **9. Involves all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards** | Consistently provides rich learning experiences as evidenced by all students demonstrating inquiry, critical thinking, problem solving, reflection and/ or metacognition. | Consistently involves all students in inquiry, critical thinking, problem solving, reflections and/ or metacognitive activities based on content standards. | Demonstrates the ability to guide learning experience involving all students in inquiry, critical thinking, problem solving, reflection and/ or metacognitive activities based on content standards. | Identifies approaches that involve all students in inquiry critical thinking, problem solving, reflection and/ or metacognitive activities based on content standards. |  |
| **InTASC 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. | | | | | |
| **10. Communicates and sequences instructional objectives/activities based on approved content standards and related tasks, including methods of assessment** | Consistently communicates and sequences instructional objectives/ activities, related tasks, and methods of assessment as evidenced by students knowing what academic knowledge or skill to use, when to use it, how to use it and why they are using it. | Consistently communicates and sequences instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment. | Demonstrates the ability to communicate and sequence instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment. | Identifies instructional objectives/ activities, relevant tasks, sequencing of the objective/ tasks, and the methods of assessing the objectives. |  |
| **Domain 3: Instructional Practice** | | | | | |
| **InTASC 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 | | | | | |
| **11. Uses valid formative and summative assessments to provide students with**  **timely performance**  **feedback and cognitive,**  **effective and behavioral**  **strategies to advance**  **learning** | Consistently uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies as evidenced by students using feedback to improve. | Consistently uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | Demonstrates the use of valid formative and summative assessment to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | Identifies how assessments are used to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. |  |
| **12. Adapts instruction by**  **Reflecting on formative**  **and summative**  **assessment data**  **including students’ prior**  **knowledge,**  **misconceptions, mastery**  **and interest** | Consistently adapts instruction by reflecting on multiple forms of formative and summative assessment data, including prior knowledge, misconceptions, mastery and interest as evidenced by students’ opportunities to resolved gaps in these areas and improve performance. | Consistently adapts instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | Demonstrates how to adapt instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | Identifies how instruction may be adapted by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. |  |
| **InTASC 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. | | | | | |
| **13. Develops and uses lesson plans that include**  **specific references to**  **approved content**  **standards and that**  **provide a logical and**  **fluid sequence of**  **instructional and**  **assessment activities** | Consistently develops and uses lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional assessment activities as evidenced by students’ focus on academic work and efficient transition from one activity to another. | Consistently develops and uses lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities. | Demonstrates the ability to develop a lesson plan that is aligned to approved content standards and demonstrates a logical sequence of instructional and assessment activities. | Identifies elements of professional lesson plans including specific references to approved content standards and a logical sequence of instructional and assessment activities. |  |
| **14. Provides the relevance of instructional objectives/activities and how the content transfers to other subject areas, including real-world applications** | Consistently provides the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications as evidenced by students expressing connections across content areas and life experiences. | Consistently provides the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications. | Demonstrates the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications | Identifies the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications. |  |
| **InTASC 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. | | | | | |
| **15. Integrates a variety of**  **questioning techniques to**  **involves all students, to**  **maximize student**  **interest, and to assess the**  **need to adjust or**  **personalize instruction** | Consistently integrates a variety of questioning techniques to involve all students as evidenced by students’ engagement, interest and their ability to respond. | Consistently integrates a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust instruction. | Demonstrates the ability to use a variety of questioning techniques to involve all students, to maximize student interest and to assess the need to adjust instruction. | Identifies how a variety of questioning techniques can be used to involve all students, to maximize student interest, and to assess the need to adjust instruction. |  |
| **16. Uses whole class and**  **small group activities**  **that engage students in**  **learning** | Consistently uses whole class and small group activities to engage all students in learning as evidenced by all students participating in class activities, group roles and productive interactions. | Consistently uses whole class and small group activities that engage all students in learning. | Demonstrates the ability to conduct whole class and small group activities that engage all students in learning. | Identifies whole class and small group activities that engage students in learning. |  |
| **Domain 4: Professional Responsibility** | | | | | |
| **InTASC 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 | | | | | |
| **17. Responds appropriately to supervision and accepts responsibility for actions** | Seeks feedback from the principal, select colleagues, and students to improve practice as evidenced by their active participation in feedback processes. | Consistently demonstrates professional behaviors, invites feedback and accepts responsibility for actions. | Demonstrates professional behaviors and accepts feedback and responsibility for actions. | Identifies professional expectations and practices professional behaviors. |  |
| **18. Establishes goals for professional growth and participates in activities to develop relevant professional knowledge and skill sets** | Establishes goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets as evidence by students’ functionality, interest, enjoyment and/ or success in the class. | Establishes goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets. | Establishes goals for professional growth as expected of teachers. | Identifies professional growth opportunities expected of teachers. |  |
| **19. Follows ethical and legal practices of a professional educator** | Consistently follows ethical and legal practices as evidence by students’ perceptions of teacher fairness, confidentiality and professionalism. | Consistently follows ethical and legal practices of a professional educator. | Demonstrates ethical and legal practices of a professional educator. | Identifies ethical and legal practices of a professional educator and follows these practices. |  |
| **20. Maintains organized, accurate, current, confidential and secure educational records** | Consistently maintains organized accurate, current, confidential, and secure educational records as evidenced by students’ and parents’ access to reliable information regarding progress through protocols protecting privacy. | Consistently maintains organized, accurate, current, confidential and secure educational records. | Participates in collecting and/ or maintaining organized, accurate, current, confidential and secure educational records. | Identifies effective and confidential practices for collecting and maintaining organized, accurate, current and secure education records. |  |
| **InTASC 10 Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and advance the profession. | | | | | |
| **21. Performs professional**  **and instructional**  **responsibilities**  **appropriate to the level**  **of professional practice** | Performs all professional and instructional responsibilities and collaborates as a member of the department and school’s professional learning community. | Shares all professional and instructional responsibilities with the mentor teacher based on the student teaching handbook and the co-teaching strategies. | Demonstrates participate with the mentor in classroom and instructional responsibilities based on the appropriate co-teaching strategies. | Observes and assists the mentor in the classroom based on the first two co-teaching strategies. |  |
| **22. Communicates clearly,**  **grammatically, timely,**  **and professionally with**  **all stakeholders** | Consistently communicates clearly, grammatically, timely, and professionally as evidenced by stakeholders’ ability and empowerment to respond and become engages, as appropriate. | Consistently communicates clearly, grammatically, timely, and professionally with all stakeholders. | Demonstrates the ability to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders. | Identifies ways to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders. |  |
| **11. Use of Technology** | | | | | |
| **23. Uses resources, including digital technologies as appropriate that facilitate mastery of the academic content and engage the student in the learning process.** | Candidate consistently and appropriately uses available technology to facilitate mastery of the academic content and engage students in the learning process.  In settings where technology is not readily available, candidate is aware of technology options and considers ways to incorporate those options if available. | Candidate appropriately uses available technology engage students in the learning process.  In settings where technology is not readily available, candidate is aware of technology options and considers ways to incorporate those options if available. | Candidate uses technology as available. Candidate is aware there are other technology options but does not consider implementation. | Candidate does not use any technology that was available or uses technology that distracts from student learning. |  |
| **24. Uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning.** | Consistently uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching as evidenced by candidates using data to make improvements | Consistently uses technology in ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning | Demonstrated the use of technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve student teaching and learning | Identifies ethical use of technology to collect, manage and analyze student performance data in order to improve teaching and learning. |  |

\*\*\* Professionalism, professional appearance/dress, attendance etc. are assessed on the Professional Dispositions rubric.

For the Midterm Evaluation only:

1. What areas of improvement do you have for the candidate based on his or her performance?
2. What recommendations do you have for the candidate to improve in these areas of concern?

For the Midterm and Final Evaluation:

1. What specific strengths did the candidate demonstrate?

Additional Comments:

University Supervisors: Please list the dates Student Teacher Observations occurred.

Please type your name and date to indicate you participated in the triad meeting.

University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Host Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_