Appendix 1: EPPU Student Teaching Formative/Summative Danielson Assessment

Student Teacher:		School:	
Mentor Teacher:	Grade:	Subject:	
University Supervisor:	Semester:	Year:	

This form is used to assess our candidates as student teachers, not as licensed teachers, after 5 weeks, after 10 weeks, and at the conclusion of the student teaching experience. This assessment is used by the University Supervisor and Mentor Teacher to help identify areas in which the candidate is making satisfactory progress and areas in which the candidate should work to improve. We use Charlotte Danielson's Framework Rubric adapted for Student Teaching.

The rubric describes four levels of performance for each element: Unsatisfactory, Basic, Proficient, and Distinguished. For each element, there is a space where a rating (U, B, P, or D) for 5th Week, 10th Week, or Summative Assessment is to be designated. Please read the descriptions of the performance levels carefully. We expect student teachers to receive Basic ratings in many categories at the 5th Week but also to receive a few Proficient ratings. Subsequently, we expect to see growth between the 5th and 10th Week and the 10th Week and Summative Assessments.

Final Evaluation

	5 Weeks	10 Weeks	Summative
Total Points			
Overall Comments			

Governors State
UNIVERSITY

Effective 9.27.17

1a. Demonstrating Knowledge of Content and Pedagogy
IL-PTS-2012.2.A IL-PTS-2012.2.B IL-PTS-2012.2.C IL-PTS-2012.2.D IL-PTS-2012.3.L INTASC-2013.2.g INTASC-2013.4.n INTASC-2013.5.a INTASC-2013.7.i INTASC-2013.8.j

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• PS/ST makes content errors. • PS/ST does not consider prerequisite relationships among content concepts when planning. • PS/ST's plans use inappropriate strategies for the discipline.	• PS/ST is familiar with the discipline and beginning to see conceptual relationships. • PS/ST's knowledge of prerequisite content relationships is inaccurate or incomplete. • PS/ST's lesson plans use limited instructional strategies and some may not be suitable to the content.	• PS/ST can identify and explain important concepts of the discipline and their relationships to one another. • PS/ST consistently provides clear explanations of content. • PS/ST answers students' questions accurately and provides feedback that furthers their learning. • PS/ST is proactive in uncovering student misconceptions and addressing them before proceeding with lessons.	In addition to the characteristics of "Proficient," one or more of the following: • PS/ST cites and uses content relationships within and across the curriculum. • PS/ST independently seeks out content-related knowledge /skills to enhance ability to bring content concepts to students.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐4☐	1☐ 2☐ 3☐ 4☐

1b. Demonstrating Knowledge of Students (1.000, 10%) IL-PTS-2012.1.B IL-PTS-2012.1.J IL-PTS-2012.1.L INTASC-2013.1.b INTASC-2013.2.d INTASC-2013.2.k

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• PST does not understand developmental characteristics and has unrealistic expectations for students. • PST does not try to ascertain varied ability levels among students in the class. • PST is not aware of student interests or cultural heritages. • PST takes no responsibility to learn about students' medical issues and/or disabilities.	• PST cites developmental theory and is beginning to integrate it into lesson planning. • PST recognizes that students have different interests and cultural backgrounds and may draw on their contributions or differentiate materials to accommodate those differences. • PST is aware of medical issues and/or disabilities of some students but may not understand the implications of those special needs.	• PST knows, for groups of students, levels of cognitive development. • PST is aware of the different cultural groups in the class. • PST has a good idea of the range of interests of students in the class. • PST has identified "high," "medium," and "low" groups of students within the class. • PST is well-informed about student groups' cultural heritage and incorporates this knowledge in lesson planning. • PST is aware of the special needs represented by students in the class.	In addition to the characteristics of "Proficient," one or more of the following: • PST uses ongoing methods to assess students' skill levels and designs instruction accordingly. • PST maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. • PST seeks out information about cultural heritage of all students.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

1c. Setting Instructional Outcomes (1.000, 10%) IL-PTS-2012.3.B IL-PTS-2012.3.O IL-PTS-2012.5.N INTASC-2013.7.f INTASC-2013.7.i INTASC-2013.7.k

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent moderate expectations / rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations / rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes represent a range: cognitive, social emotional, behavior management, communication. • Outcomes are suitable for groups of students in the class, differentiated for the groups where necessary.	In addition to the characteristics of "Proficient," one or more of the following: • PST's plans reference curricular standards to ensure accurate sequencing. • PST connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risk.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

1d. Demonstrating Knowledge of Resources (1.000, 10%) IL-PTS-2012.1.G IL-PTS-2012.2.I IL-PTS-2012.3.E IL-PTS-2012.3.Q IL-PTS-2012.5.C IL-PTS-2012.5.N IL-PTS-2012.6.J INTASC-2013.4.g INTASC-2013.7.b INTASC-2013.7.k INTASC-2013.8.n			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• PST only uses school- or mentor-provided materials, even when more variety would assist some students. • PST does not seek out resources available to expand his/her own skill. • Although aware of some students' special needs (e.g., ELL), the PST does not inquire about possible resources.	• PST uses materials in the classroom and school resource center when creating lessons. • PST locates materials and resources for students available through the school but does not pursue any other avenues such as Internet to obtain resources for students.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • PST facilitates Internet resources. • Resources are multi-disciplinary. • PST provides lists of resources outside the class for students to draw on.	• In addition to the characteristics of "Proficient," one or more of the following: • Texts are matched to students' skill levels. • PST facilitates student contact with resources outside the classroom.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3 ☐ 4☐	1☐ 2☐ 3☐ 4☐

1e. Designing Coherent Instruction (1.000, 10%) IL-PTS-2012.2.C IL-PTS-2012.3.J IL-PTS-2012.3.Q IL-PTS-2012.5.A IL-PTS-2012.5.C IL-PTS-2012.5.N INTASC-2013.4.n INTASC-2013.5s. INTASC-2013.7.b			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• Learning activities are not engaging and/or not well aligned to instructional goals. • Materials are not engaging or do not match instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced or are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or groups may not effectively support all students in achieving lesson outcomes. • Lessons' structure is uneven or may be unrealistic in terms of time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunities for higher-level thinking. • PST provides a variety of appropriately challenging materials and resources. • Instructional groups are organized thoughtfully to maximize learning and build on student strengths. • Lessons are well structured, with reasonable time allocations.	In addition to the characteristics of "Proficient," one or more of the following: • Activities permit student choice. • Learning experiences connect to other disciplines. • PST provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans are differentiated for individual student needs.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

1f. Designing Student Assessments (1.000, 10%) IL-PTS-2012.7.E IL-PTS-2012.7.G IL-PTS-2012.7.I IL-PTS-2012.7.K IL-PTS-2012.7.L INTASC-2013.1.h INTASC-2013.6.a INTASC-2013.6.c			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• Assessments do not match instructional outcomes. • Assessments include/describe no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Some instructional outcomes are addressed in planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but assessments are not fully developed. • Assessment results are used to design lessons for the whole class, not individual students.	• All learning outcomes are addressed in planned assessments. • Assessment types match learning expectations. • Assessment criteria are clear and specific. • Plans indicate modified assessments for some students as needed. • Plans include fully developed formative assessments to accompany instruction. • Data from formative assessments are used to make adjustments in subsequent lessons.	In addition to the characteristics of "Proficient," one or more of the following: • Assessments provide opportunities for student choice. • Teacher-designed assessments are authentic with real-world application, as appropriate.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

2a. Creating an Environment of Respect and Rapport IL-PTS-2012.1.K IL-PTS-2012.4.E IL-PTS-2012.4.F IL-PTS-2012.4.L IL-PTS-2012.9.I INTASC-2013.2.m

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• ST uses disrespectful language toward students. • Student body language indicates feelings of hurt or insecurity. • Students use disrespectful language toward one another with no response from ST. • ST displays no familiarity with or caring about individual students' interests or personalities.	• Quality of interactions between ST and students, or among students, is uneven, with occasional disrespect. • ST attempts to respond to disrespectful behavior among students, with uneven results. • ST attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful.	• Language between ST and students and among students is uniformly respectful. • ST responds quickly and effectively to any slight or disrespect among students. • ST makes connections with individual students. • ST's response to a student's incorrect response demonstrates respect for that student's dignity.	In addition to the characteristics of "Proficient," one or more of the following: • ST demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct toward classmates.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

2b. Establishing a Culture for Learning IL-PTS-2012.3.H IL-PTS-2012.3.I IL-PTS-2012.4.J IL-SEL.1 IL-SEL.2 IL-SEL.3 INTASC-2013.10.o INTASC-2013.2.l

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• ST conveys that the reasons for the work are external or trivializes the learning goals and/or assignments. • ST conveys to some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • More class time is devoted to socializing than to learning.	• ST's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." • ST conveys high expectations for only some students. • Students comply with ST's expectations for learning.	• ST communicates the importance of learning and that, with hard work, all students can be successful. • ST demonstrates a high regard for all students' abilities. • ST conveys an expectation of high levels of student effort. • Students invest good effort to complete work of high quality.	In addition to the characteristics of "Proficient," one or more of the following: • ST communicates a genuine passion for the subject. • Students' questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for obtaining a correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

2c. Managing Classroom Procedures IL-PTS-2012.4.J IL-PTS-2012.4.M IL-PTS-2012.4.N IL-SEL.1 IL-SEL.2 IL-SEL.3 INTASC-2013.3.d INTASC-2013.3.k			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged when not working directly with the teacher. • Procedures for transitions and distribution / collection of materials seem to have been established, but their use is awkward, not smoothly running. • Classroom routines function unevenly.	• Students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution / collection of materials and supplies work efficiently. • Classroom routines function smoothly.	In addition to the characteristics of "Proficient," one or more of the following: • Students take initiative with their classmates to ensure that time is used productively (e.g., re-directing a classmate who begins to go off task or assisting a late-arriving classmate with learning task directions). • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

2d. Managing Student Behavior IL-PTS-2012.4.A IL-PTS-2012.4.J IL-PTS-2012.4.L IL-PTS-2012.9.Q IL-SEL.1			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• Classroom environment is chaotic, with no apparent standards of conduct. • ST does not monitor student behavior. • Some students violate classroom rules, without apparent ST awareness. • When ST notices student misbehavior, ST appears helpless to manage or re-direct behavior.	• ST attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • ST attempts to keep track of student behavior, but with no apparent system. • ST's response to student misbehavior is inconsistent: sometimes harsh; other times lenient.	• Standards of conduct appear to have been established. • Student behavior is generally appropriate. • ST is almost always aware of student behavior. • ST's response to student misbehavior is effective. • ST acknowledges good behavior.	In addition to the characteristics of "Proficient," one or more of the following: • Student behavior is entirely appropriate with little or evidence of student misbehavior. • ST monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

2e. Organizing Physical Space IL-PTS-2012.4.M			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• There are physical hazards in the classroom, endangering student safety. • Many students can't see the board or hear the ST. • Available technology is ignored, even when its use would enhance learning.	• Physical environment is safe, and most students can see and hear. • Physical environment is not an impediment to learning but does not enhance it. • ST makes limited use of available technology and other resources.	• Classroom is safe, and all students are able to see and hear. • Classroom is arranged to support the instructional goals and learning activities. • ST always makes appropriate use of available technology.	In addition to the characteristics of "Proficient," one or more of the following: • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between learning goals and the physical environment. • Students comfortably take initiative to adjust physical environment as appropriate. • ST and students make extensive and imaginative use of available technology.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

3a. Communicating with Students IL-PTS-2012.1.C IL-PTS-2012.1.I IL-PTS-2012.4.J IL-PTS-2012.5.L IL-PTS-2012.6.C IL-PTS-2012.6.N INTASC-2013.1.b INTASC-2013.1.i INTASC-2013.4.e

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• ST fails to convey learning goals to students. • Students indicate through questions or body language that they are confused about content presented and/or learning tasks. • ST makes serious content errors that will affect students' understanding of content. • ST's communications include errors of vocabulary, usage, or standard conventions of writing. • ST's vocabulary is inappropriate to the age or culture of the students. • ST overuses specific conversational words or phrases (e.g., "okay," "so," "like," "you guys,"etc.).	• ST refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • ST must clarify the learning task so students can complete it. • ST makes no serious content errors although he/she may make an infrequent minor error. • ST's explanation of content consists of a monologue or is purely procedural, with minimal participation by students. • ST's vocabulary and usage are correct. • ST's vocabulary is not appropriate for the students' age or developmental levels.	• ST states clearly, at some point during lessons, what the students will be learning. • If appropriate, ST models the process to be followed in the task. • Students engage with learning tasks, indicating that they understand what they are to do. • ST makes no content errors. • ST's explanation of content is clear and invites student participation and thinking. • ST's vocabulary and usage are correct and completely suited to lessons. • ST's vocabulary is appropriate for the students' age and developmental levels.	In addition to the characteristics of "Proficient," one or more of the following: • ST points out possible areas for misunderstanding. • ST explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand content presentations. • ST invites students to explain the content to the class or to individual classmates. • ST uses rich language, offering brief vocabulary lessons where appropriate.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

3b. Questioning and Discussion Techniques IL-PTS-2012.5.I IL-PTS-2012.5.L IL-PTS-2012.6.S INTASC-2013.5.m INTASC-2013.8.f INTASC-2013.8.i

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• Questions are rapid-fire, and convergent, with single correct answers. • Questions do not invite student thinking beyond recall level. • All discussion occurs between teacher and students; students are not invited to speak directly to one another. • A few students dominate discussions.	• ST frames some questions designed to promote student thinking, but only a few students are involved. • ST does not make effective use of wait time. • ST may call on many students, but only a small number actually participate in discussions.	• ST uses higher-order and open-ended questions. • ST makes effective use of wait time. • ST builds on/uses student responses to questions effectively. • ST calls on most students, even those who don't initially volunteer. • Many students actively engage in discussions.	In addition to the characteristics of "Proficient," one or more of the following: • Students initiate higher-order questions. • Students extend discussions, enriching them. • Discussions enable students to talk with one another, without ongoing mediation by the ST.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

3c. Engaging Students in Learning IL-PTS-2012.4.D IL-PTS-2012.4.K IL-PTS-2012.4.L IL-PTS-2012.4.M IL-PTS-2012.5.F IL-PTS-2012.5.I IL-PTS-2012.6.Q INTASC-2013.1.i INTASC-2013.3.p INTASC-2013.4.c

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• Few students are intellectually engaged in the lessons. • Learning tasks require only recall or have a single correct response or method. • Materials used require students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve instructional purposes. • Instructional materials are unsuitable to the lessons and/or the students. • Pacing of lessons is unsuitable: lessons drag or are rushed.	• Some students are intellectually engaged in the lessons. • Learning tasks are a mix of those requiring higher and lower level thinking. • Student engagement with the content is largely passive, focusing primarily on facts or procedures. • Students have no choice in how they complete tasks. • ST uses various instructional groupings; these are sometimes successful in achieving lesson outcomes. • Instructional materials are appropriate to lessons and/or students. • Pacing of lessons is uneven: suitable in some lessons but rushed or dragging in others.	• Most students are intellectually engaged in the lessons. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • ST uses a mix of different types of groupings, suitable to lesson outcomes. • Materials and resources support learning goals and require intellectual engagement. • Pacing of lessons provides students the time needed to be intellectually engaged.	In addition to the characteristics of "Proficient," one or more of the following: • Virtually all students are highly engaged in the lessons. • Students take initiative to modify learning tasks to make them more meaningful or relevant to their own learning needs. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have opportunities for reflection and closure to consolidate their understanding.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

3d. Using Assessment in Instruction IL-PTS-2012.7.A IL-PTS-2012.7.B IL-PTS-2012.7.E IL-PTS-2012.7.G IL-PTS-2012.7.I IL-PTS-2012.7.K IL-PTS-2012.7.L IL-PTS-2012.7.P IL-PTS-2012.7.Q INTASC-2013.6.a INTASC-2013.6.g INTASC-2013.6.m INTASC-2013.8.b			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• Assessments do not measure lesson outcomes appropriately. • ST gives no indication of what high-quality work looks like. • ST makes no effort to determine whether students understand lessons. • Feedback is only global. • ST does not ask students to evaluate their own or classmates' work.	• Assessments measure most lesson outcomes appropriately. • Little evidence is apparent that students understand how their work will be evaluated. • ST monitors understanding through a single method or without eliciting evidence of understanding from all students. • ST uses global indications of student understanding. • Feedback to students is not uniformly specific, not always oriented toward future improvement of work. • ST makes ineffective attempts to engage students in self- or peer-assessment. • ST's attempts to adjust lessons to enhance understanding of the whole group are not always effective.	• Assessments measure all lesson outcomes appropriately. • Students indicate that they clearly understand the characteristics of high-quality work. • ST elicits evidence of student understanding during the lessons. • Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for groups of students. • ST engages students in self- or peer-assessment. • When necessary, ST makes effective adjustments to lessons to enhance understanding of groups of students.	In addition to the characteristics of "Proficient," one or more of the following: • There is evidence that students have helped establish the evaluation criteria. • ST's monitoring of students' understanding is sophisticated and continuous: he/she is constantly "taking the pulse" of the class. • ST makes frequent use of strategies to elicit information about individual students' understanding. • Feedback to students is specific and timely and is provided from many sources, including other students. • ST's adjustments to lessons are designed to assist individual students.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

4a. Reflecting on Teaching IL-PTS-2012.5.H IL-PTS-2012.7.J IL-PTS-2012.9.K INTASC-2013.7.l INTASC-2013.9.g INTASC-2013.9.l			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• ST attempts to reflect upon lessons but draws incorrect conclusions about effectiveness. • ST demonstrates significant difficulty in articulating suggestions for improvement.	• ST has a general sense of whether instructional practices were effective. • ST offers general suggestions about modifications for future instruction.	• ST accurately assesses the effectiveness of instructional strategies and activities used. • ST identifies specific ways lessons might be improved.	In addition to the characteristics of "Proficient," one or more of the following: • ST's assessment of lessons is thoughtful and includes specific indicators of effectiveness. • ST's suggestions for improvement draw on a considerable repertoire of learning strategies.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

4b. Maintaining Accurate Records IL-PTS-2012.7.M IL-PTS-2012.9.J			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• A system for either instructional or non-instructional records is absent. • Record-keeping systems are in disarray, providing incorrect or confusing information. • ST does not grade assignments or record grades in a timely fashion.	• ST has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. • ST's process for tracking student progress is cumbersome to use. • ST has a process for tracking some non-instructional information, but not all, or it may contain some errors. • ST may not always grade assignments or record grades in a timely fashion.	• ST's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. • ST has an efficient, effective, and timely process for recording student attainment of learning goals; students are able to see how they're progressing. • ST's process for recording non-instructional information is both efficient and effective.	In addition to the characteristics of "Proficient," one or more of the following: • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

4c. Communicating with Families IL-PTS-2012.9.L IL-PTS-2012.9.M INTASC-2013.1.k INTASC-2013.10.d INTASC-2013.10.q			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• ST's communications with parents are culturally inappropriate.	• ST maintains school-required grade book (may be online) but does not always participate in other vehicles for informing families about student progress such as email, newsletters, and/or blogging. • ST's communications are sometimes inappropriate to families' cultural norms.	• ST participates in sending home information about student progress on a regular basis. • ST participates in developing activities designed to engage families in their children's/teen's learning, as appropriate.	In addition to the characteristics of "Proficient," one or more of the following: • ST creates opportunities, as a part of regular lesson plans, for students to develop materials to inform their families about their progress and/or achievement. • ST creates, as a part of regular lesson plans, ways for students to maintain accurate records about their individual learning progress and share this information with their families. • ST creates opportunities for students to contribute to projects designed to engage their families in the learning process.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

4d. Participating in a Professional Community IL-PTS-2012.8.D IL-PTS-2012.8.H IL-PTS-2012.8.P IL-PTS-2012.8.Q IL-PTS-2012.8.T IL-PTS-2012.9.L IL-PTS-2012.9.M IL-PTS-2012.9.N INTASC-2013.1.k INTASC-2013.10.i INTASC-2013.10.k

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
• ST's relationships with mentor teacher, university supervisor, and/or ST peers are strained or characterized by negativity. • ST avoids contributing to activities promoting professional inquiry/development such as ST Seminars. • ST avoids involvement in host school activities and projects.	• ST has pleasant working relationships with mentor teacher, university supervisor, and/or ST peers. • When invited, ST participates in activities related to professional inquiry/development such as ST Seminars. • When invited, ST participates in host school activities and projects.	• ST has pleasant, relaxed, and collaborative relationships with mentor teacher, university supervisor, and ST peers. • ST regularly participates in activities related to professional inquiry/development such as ST Seminars. • ST frequently volunteers to participate in host school activities and projects.	In addition to the characteristics of "Proficient," one or more of the following: • ST takes a leadership role in appropriate professional development activities such as ST Seminars or provides allowable support (e.g., video compression or uploading) for ST peers in edTPA preparation. • ST contributes to events that positively impact host school life such as athletics, charitable events, talent shows, etc.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

4e. Growing and Developing IL-PTS-2012.9.O INTASC-2013.9.b INTASC-2013.9.n			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• ST resists discussing performance with mentor teacher or university supervisor. • ST does not accept invitations to join student professional organizations or attend host school inservices.	• ST accepts feedback from mentor teacher and university supervisor but does not always implement feedback. • ST participates in professional activities when required or when provided by the host school.	• ST welcomes opportunities to receive feedback from mentor teacher and university supervisor and implements feedback. • ST actively participates in professional activities provided by student professional organizations or the host school.	In addition to the characteristics of "Proficient," one or more of the following: • ST seeks frequent opportunities to receive unscheduled and informal feedback about lesson plans, instruction, and/or teaching presence from mentor teacher, university supervisor, ST peers, and, when appropriate, host school principal. • ST takes leadership role in professional activities sponsored by student professional organizations.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

4f. Showing Professionalism IL-PTS-2012.8.C IL-PTS-2012.8.K IL-PTS-2012.9.B IL-PTS-2012.9.C IL-PTS-2012.9.E IL-PTS-2012.9.I IL-PTS-2012.9.P IL-PTS-2012.9.Q IL-PTS-2012.9.R INTASC-2013.10.c INTASC-2013.10.i INTASC-2013.10.k INTASC-2013.10.s INTASC-2013.9.o			
Unsatisfactory (1 pt)	**Basic (2 pts)**	**Proficient (3 pts)**	**Distinguished (4 pts)**
• ST fails, three or more times, to meet deadlines for mentor teacher and/or university supervisor. • ST is dishonest. • ST does not notice the needs of students. • ST engages in practices that are self-serving. • ST rejects host school rules, regulations, and/or policies.	• ST fails once or twice to meet deadlines for mentor teacher and/or university supervisor. • ST is honest. • ST notices the needs of students, but is inconsistent in addressing them. • ST does not notice that some traditional school practices may result in negative outcomes for some students. • ST makes decisions professionally, but on a limited basis. • ST may unprofessionally complain about host school's rules, regulations, policies, and/or personnel.	• ST meets all deadlines for mentor teacher and university supervisor in a timely fashion. • ST is honest with high standards of personal/professional integrity. • ST actively addresses all students' needs, providing opportunities for all students to succeed. • ST complies completely and willingly with host school's rules, regulations, and policies.	In addition to the characteristics of "Proficient," one or more of the following: • ST is highly organized with work prepared well ahead of deadlines. • ST is highly proactive in serving students. • ST verbalizes support and respect for colleagues in education across the career span. • ST is able to articulate personal enthusiasm for the choice of education as a profession as well as to convey to students, their families, and ST peers an excitement for his/her own lifelong learning.
Evidence/Comments:			
	Week 5 ☐	**Week 10** ☐	**Summative** ☐
	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐	1☐ 2☐ 3☐ 4☐

Standards

IL-PTS-2012.1.B K: TCT understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

IL-PTS-2012.1.C K: TCT understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

IL-PTS-2012.1.G K: TCT understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

IL-PTS-2012.1.I P: TCT stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

IL-PTS-2012.1.JP: TCT differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

IL-PTS-2012.1.K P: TCT facilitates a learning community in which individual differences are respected;

IL-PTS-2012.1.L P: TCT uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

IL-PTS-2012.2.A K: TCT understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

IL-PTS-2012.2.B K: TCT understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

IL-PTS-2012.2.C K: TCT understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;

IL-PTS-2012.2.D K: TCT understands the relationship of knowledge within the disciplines to other content areas and to life applications;

IL-PTS-2012.2. IP: TCT evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

IL-PTS-2012.3.B

K: TCT understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

IL-PTS-2012.3.E K: TCT understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

IL-PTS-2012.3.H P: TCT establishes high expectations for each student's learning and behavior;

IL-PTS-2012.3.I P: TCT creates short-term and long-term plans to achieve the expectations for student learning;

IL-PTS-2012.3.J P: TCT uses data to plan for differentiated instruction to allow for variations in individual learning needs;

IL-PTS-2012.3.L P: TCT creates approaches to learning that are interdisciplinary and that integrate multiple content areas;

IL-PTS-2012.3.O P: TCT when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

IL-PTS-2012.3.Q P: TCT develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

IL-PTS-2012.4.A K: TCT understands principles of and strategies for effective classroom and behavior management;

IL-PTS-2012.4.D K: TCT understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

IL-PTS-2012.4.E K: TCT knows how to assess the instructional environment to determine how best to meet a student's individual needs;

IL-PTS-2012.4.F K: TCT understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);

IL-PTS-2012.4.J P: TCT creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

IL-PTS-2012.4.K P: TCT uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;

IL-PTS-2012.4.L P: TCT analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

IL-PTS-2012.4.M P: TCT organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;

IL-PTS-2012.4.N P: TCT engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

IL-PTS-2012.5.A K: TCT understands the cognitive processes associated with various kinds of learning;

IL-PTS-2012.5.C K: TCT knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

IL-PTS-2012.5.F K: TCT knows strategies to maximize student attentiveness and engagement;

IL-PTS-2012.5.H K: TCT understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

IL-PTS-2012.5.I P: TCT uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;

IL-PTS-2012.5.L P: TCT develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking;

IL-PTS-2012.5.N P: TCT uses technology to accomplish differentiated instructional objectives that enhance learning for each student;

IL-PTS-2012.5.O P: TCT models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;

IL-PTS-2012.6.C K: TCT understands communication theory, language development, and the role of language in learning;

IL-PTS-2012.6.J P: TCT selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);

IL-PTS-2012.6.N P: TCT uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

IL-PTS-2012.6.Q P: TCT integrates reading, writing, and oral communication to engage students in content learning;

IL-PTS-2012.6.S P: TCT stimulates discussion in the content areas for varied instructional and conversational purposes.

IL-PTS-2012.7.A K: TCT understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

IL-PTS-2012.7.B K: TCT understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

IL-PTS-2012.7.E K: TCT understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

IL-PTS-2012.7.G K: TCT understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

IL-PTS-2012.7.I K: TCT knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

IL-PTS-2012.7.J P: TCT uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;

IL-PTS-2012.7.K P: TCT appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;

IL-PTS-2012.7.L P: TCT involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;

IL-PTS-2012.7.M P: TCT maintains useful and accurate records of student work and performance;

IL-PTS-2012.7.P P: TCT collaborates with families and other professionals involved in the assessment of each student;

IL-PTS-2012.7.Q P: TCT uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts;

IL-PTS-2012.8.C K: TCT collaborates with others in the use of data to design and implement effective school interventions that benefit all students;

IL-PTS-2012.8.D K: TCT understands the benefits, barriers, and techniques involved in parent and family collaborations;

IL-PTS-2012.8.H K: TCT understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns;

IL-PTS-2012.8.K P: TCT participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;

IL-PTS-2012.8.P P: TCT develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;

IL-PTS-2012.8.Q P: TCT establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;

IL-PTS-2012.8.T P: TCT identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

IL-PTS-2012.9.B K: TCT knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;

IL-PTS-2012.9.C K: TCT understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);

IL-PTS-2012.9.E K: TCT is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;

IL-PTS-2012.9.I P: TCT models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

IL-PTS-2012.9.J P: TCT maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;

IL-PTS-2012.9.K P: TCT reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

IL-PTS-2012.9.L P: TCT communicates with families, responds to concerns, and contributes to enhanced family participation in student education;

IL-PTS-2012.9.M P: TCT communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;

IL-PTS-2012.9.N P: TCT collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;

IL-PTS-2012.9.O P: TCT participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;

IL-PTS-2012.9.P P: TCT uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;

IL-PTS-2012.9.Q P: TCT proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;

IL-PTS-2012.9.R P: TCT is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

IL-SEL.1 Develop self-awareness and self-management skills to achieve school and life success.

IL-SEL.2 Use social-awareness and interpersonal skills to establish and maintain positive relationships.

IL-SEL.3 Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

INTASC-2013.1.b The teacher creates developmentally appropriate instruction that takes into account individual learner's strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

INTASC-2013.1.h The teacher respects learner's differing strengths and needs and is committed to using this information to further each learner's development.

INTASC-2013.1.i The teacher is committed to using learner's strengths as a basis for growth, and their misconceptions as opportunities for learning.

INTASC-2013.1.k The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

INTASC-2013.10.c The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

INTASC-2013.10.d The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

INTASC-2013.10.i The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

INTASC-2013.10.k The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

INTASC-2013.10.o The teacher knows how to contribute to a common culture that supports high expectations for student learning.

INTASC-2013.10.q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

INTASC-2013.10.s The teacher takes responsibility for contributing to and advancing the profession.

INTASC-2013.2 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.

INTASC-2013.2.d The teacher brings multiple perspectives to the discussion of content, including attention to learner's personal, family, and community experiences and cultural norms.

INTASC-2013.2.g The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

INTASC-2013.2.k The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learner's experiences, cultures, and community resources into instruction.

INTASC-2013.2.l The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

INTASC-2013.2.m The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

INTASC-2013.3.d The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.

INTASC-2013.3.i The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

INTASC-2013.3.k The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

INTASC-2013.3.p The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

INTASC-2013.4.c The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

INTASC-2013.4.e The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

INTASC-2013.4.g The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

INTASC-2013.4.n The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

INTASC-2013.5.a The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

INTASC-2013.5.m The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

INTASC-2013.5s. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

INTASC-2013.6.a The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

INTASC-2013.6.c The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

INTASC-2013.6.g The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

INTASC-2013.6.m The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

INTASC-2013.7.b The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

INTASC-2013.7.f The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

INTASC-2013.7.i The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

INTASC-2013.7.k The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

INTASC-2013.7.l The teacher knows when and how to adjust plans based on assessment information and learner responses.

INTASC-2013.8.b The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

INTASC-2013.8.f The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

INTASC-2013.8.i The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

INTASC-2013.8.j The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

INTASC-2013.8.n The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

INTASC-2013.9.b The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

INTASC-2013.9.g The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

INTASC-2013.9.l The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

INTASC-2013.9.n The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

INTASC-2013.9.o The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.