EDUC 400 - InTASC/STOT Evaluation (SLO 2)

Mayville State University

The teacher candidate…								
Criteria	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Basic (2)**	**(1.5)**	**Unsatisfactory (1)**
Supports student learning through developmentally appropriate instruction InTASC 1	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	*In addition to rating " 3" performance, partial success at rating of " 4"*	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	*In addition to rating " 2" performance, partial success at rating of " 3"*	implements grade-level appropriate instruction, but does not account for individual learners' differences	*With assistance, partial success at rating of " 2"*	implements instruction that exceeds or does not match a developmentally appropriate level for the students
Accounts for differences in students' prior knowledge InTASC 1	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs InTASC 2	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds		demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance		demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs		demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs
Exhibits fairness and belief that all students can learn InTASC 2	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		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		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Creates a safe and respectful environment for learners InTASC 3	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		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		models safety and respect to encourage a positive classroom learning community		ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community
Structures a classroom environment that promotes student engagement InTASC 3	develops a highly engaging learning environment, taking into account student differences and learning needs	In addition to rating " 3 " performance, partial success at rating of " 4 "	develops a learning environment that is consistently engaging for most students	In addition to rating " 2 " performance, partial success at rating of " 3 "	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of " 2 "	needs assistance in developing a learning environment that is engaging for most students
Clearly communicates expectations for appropriate student behavior InTASC 3	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place
Responds appropriately to student behavior InTASC 3	monitors student behavior and responds appropriately on a consistent basis		monitors and responds to student behavior effectively		inconsistently monitors and responds to student behavior		needs assistance with monitoring student behavior or in responding consistently
Guides learners in using technologies in appropriate, safe, and effective ways InTASC 3	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		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively

Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Effectively teaches subject matter InTASC 4	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding		instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content		displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content
Guides mastery of content through meaningful learning experiences InTASC 4	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content
Criteria	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Basic (2)**	**(1.5)**	**Unsatisfactory (1)**
Integrates culturally relevant content to build on learners' background knowledge InTASC 4	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating " 3" performance, partial success at rating of " 4"	designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	In addition to rating " 2" performance, partial success at rating of" 3"	demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	With assistance, partial success at rating of " 2"	demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds
Connects core content to relevant, real-life experiences and learning tasks InTASC 5	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content		designs instruction related to the students' real-life experiences and relevant core content		designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences		designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences
Designs activities where students engage with subject matter from a variety of perspectives InTASC 5	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline

Accesses content resources to build global awareness InTASC 5	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues
Uses relevant content to engage learners in innovative thinking & collaborative problem solving InTASC 5	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content
Criteria	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Basic (2)**	**(1.5)**	**Unsatisfactory (1)**
Uses multiple methods of assessment InTASC 6	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating " 3 " performance, partial success at rating of " 4 "	uses multiple assessments that align with the learning targets	In addition to rating " 2 " performance, partial success at rating of " 3 "	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of " 2 "	uses limited assessment methods and items that are not aligned with learning targets
Provides students with meaningful feedback to guide next steps in learning InTASC 6	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable
Uses appropriate data sources to identify student learning needs InTASC 6	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade

Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Engages students in self-assessment strategies InTASC 6	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work
Connects lesson goals with school curriculum and state standards InTASC 7	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them		plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs		plans for learning experiences that are aligned with learning goals		lesson plans are not aligned with learning goals
Criteria	**Distinguished (4)**	**(3.5)**	**Proficient (3)**	**(2.5)**	**Basic (2)**	**(1.5)**	**Unsatisfactory (1)**
Uses assessment data to inform planning for instruction InTASC 7	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	In addition to rating " 3 " performance, partial success at rating of " 4 "	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	In addition to rating " 2 " performance, partial success at rating of " 3 "	pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	With assistance, partial success at rating of " 2 "	pre-assessment and/or formative assessment data are not utilized to inform planning
Adjusts instructional plans to meet students' needs InTASC 7	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs
Collaboratively designs instruction InTASC 7	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually
Varies instructional strategies to engage learners InTASC 8	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and		varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining		uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals		utilizes only one instructional approach

	goals in determining instructional strategies to engage students as both learners and teachers		instructional strategies to engage learners				
Uses technology appropriately to enhance instruction InTASC 8	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology
Differentiates instruction for a variety of learning needs InTASC 8	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction

Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Instructional practices reflect effective communication skills InTASC 8	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning	In addition to rating " 3" performance, partial success at rating of " 4"	listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating " 2" performance, partial success at rating of " 3"	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	With assistance, partial success at rating of " 2"	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
Uses feedback to improve teaching effectiveness InTASC 9	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest		accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness		accepts feedback to improve teaching effectiveness		resists feedback to improve teaching effectiveness
Uses self-reflection to improve teaching effectiveness InTASC 9	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement
Upholds legal responsibilities as a professional educator InTASC 9	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		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies
Demonstrates commitment to the profession InTASC 9	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects

Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Collaborates with colleagues to improve student performance InTASC 10	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating " 3" performance, partial success at rating of " 4"	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating " 2" performance, partial success at rating of " 3"	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of " 2"	develops relationships with colleagues that are characterized by negativity or combativeness
Collaborates with parent/guardian/advocate to improve student performance InTASC 10	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication