

PROFESSIONAL KNOWLEDGE The teacher candidate...

	DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
	inaccurately presents key subject matter ideas and skills.
	demonstrates accurate knowledge and skills of subject area;
	demonstrates accurate knowledge and skills of subject area AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
	demonstrates accurate knowledge and skills of subject area AND... uses representation and/or an explanation that captures key subject matter ideas and skills AND...uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.
	No opportunity to observe

Comments:

ASSESSMENT OF AND FOR STUDENT LEARNING The teacher candidate...

	CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
	monitors student comprehension of content AND provides students with limited feedback.
	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback;
	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.
	No opportunity to observe

Comments:

INSTRUCTIONAL PLANNING The teacher candidate...

	PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l
	plans ineffective methods and activities to meet the learning outcomes.
	plans effective methods and activities to meet the learning outcomes;
	plans effective methods and activities to meet the learning outcomes AND... uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
	plans effective methods and activities to meet the learning outcomes AND... uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups
	No opportunity to observe

Comments:

LEARNING ENVIRONMENT The teacher candidate...

	MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
	ignores students' needs and behavior.
	attempts to maintain positive classroom behavior.
	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.
	No opportunity to observe

	DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l
	Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities.
	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom.
	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.
	No opportunity to observe

Comments:

INSTRUCTIONAL DELIVERY The teacher candidate...

	ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
	attempts to keep students actively involved, but some students are disengaged.
	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
	keeps students actively involved by adapting instruction in the moment, based on student learning needs AND... keeps all students challenged and highly engaged as active learners and problem solvers.
	No opportunity to observe

	FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f
	instruction includes only lower level thinking skills (e.g. using only low level questions).
	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities AND...assesses their growth and development in use of higher level thinking skills.
	No opportunity to observe

Comments:

PROFESSIONALISM The teacher candidate...

	DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.) AND...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.
	No opportunity to observe

Comments:

Suggestions for Continuing Professional Development

Areas of Strength:

Areas for Growth: