

	adaptations, and instructional practice		in which a lesson might be improved		modifications for future instruction			
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised 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	3

**The overall rating will be calculated as an average of the ratings for this standard.*

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
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The teacher candidate...

Collaborates with colleagues to improve student performance	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	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	2.5
	<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>							

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.

Rating
2.5

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	3
			uses information gained from assessment findings to customize instructional plans to meet students' needs				plans are not adjusted to meet student learning differences or needs	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	In addition to rating "3" performance, partial success at rating of "4"	uses information gained from assessment findings to customize instructional plans to meet students' needs	In addition to rating "2" performance, partial success at rating of "3"	uses assessment findings to modify instructional plans to meet students' needs	With assistance, partial success at rating of "2"	plans are not adjusted to meet student learning differences or needs	2
Collaboratively designs instruction	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	
*The overall rating will be calculated as an average of the ratings for this standard.								
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								*Rating
								2.67

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Exhibits fairness and belief that all students can learn	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	In addition to rating "3" performance, partial success at rating of "4"	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	In addition to rating "2" performance, partial success at rating of "3"	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "2"	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	2

**The overall rating will be calculated as an average of the ratings for this standard.*

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

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Structures a classroom environment that promotes student engagement	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	2.5
Clearly communicates expectations for appropriate student behavior	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	3
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	2

**The overall rating will be calculated as an average of the ratings for this standard.*

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. 2.5