





**Performance Standard 3: Instructional Strategies**

*The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.*

**Performance Indicators at the Level III Level**

- 3.1 Engages students in active learning and maintains interest.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Reinforces learning goals consistently throughout the lesson.
- 3.4 Uses a variety of research-based instructional strategies and resources.
- 3.5 Effectively uses appropriate instructional technology to enhance student learning.
- 3.6 Communicates and presents material clearly, and checks for understanding.
- 3.7 Develops higher-order thinking through questioning and problem-solving activities.
- 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

**InTASC 8—Instructional Strategies**

- IS.1 Uses appropriate wait time for questions and encourages learner reflection
- IS.2 Provides clear, posted instructions
- IS.3 Transitions smoothly
- IS.4 Begins with an intro/motivational “grabber”
- IS.5 collaborates with learners to create higher order learning experiences rooted in personal, cultural, and community assets
- IS.6 Scaffolds student learning of academic language
- IS.7 Supports students' communication skills

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually facilitates</b> students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.	The teacher candidate <b>consistently promotes</b> student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher <b>candidate inconsistently uses</b> research-based instructional strategies. The strategies used are sometimes not appropriate for the content area <b>or</b> for engaging students in active learning <b>or</b> for the acquisition of key skills.	The teacher candidate <b>does not use</b> research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning <b>or</b> acquisition of key skills.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**

**Performance Standard 4: Differentiated Instruction**

*The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.*

**Performance Indicators at the Level III Level**

- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.
- 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

InTASC 1—Learner Development

- L1.3 Monitors group and individual performance to modify instruction to meet learners’ needs
- L1.4 Instruction takes into account learner development, differences, languages, and cultural assets

InTASC 2—Learner Differences

- L2.1 Provides specific, individualized supports
- L2.2 Provides language supports for different learning needs and/or language acquisition
- L2.3 Facilitates learners in taking responsibility for choosing approaches to a learning task to become independent learners

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually facilitates</b> each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate <b>consistently challenges and supports</b> each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate <b>inconsistently challenges</b> students by providing appropriate content <b>or</b> by developing skills which address individual learning differences.	The teacher candidate <b>does not challenge</b> students by providing appropriate content <b>or</b> by developing skills which address individual learning differences.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**

**Performance Standard 5: Assessment Strategies**

*The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.*

**Performance Indicators at the Level III Level**

- 5.1 Aligns student assessment with the established curriculum and benchmarks.
- 5.2 Involves students in setting learning goals and monitoring their own progress.
- 5.3 Varies and modifies assessments to determine individual student needs and progress.
- 5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.
- 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
- 5.6 Uses assessment techniques that are appropriate for the developmental level of students.
- 5.7 Collaborates with others to develop common assessments, when appropriate.

InTASC 6—Assessment

- A.1 Engages learners in understanding and identifying quality work
- A.2 Uses technology in meaningful and appropriate ways to support assessment and engage learners in assessment

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually demonstrates</b> expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress.	The teacher candidate <b>systematically and consistently chooses</b> a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher candidate <b>inconsistently chooses</b> a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher candidate <b>chooses an inadequate</b> variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**

**Performance Standard 6: Assessment Uses**

*The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.*

**Performance Indicators at the Level III Level**

- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

InTASC 6—Assessment

A.3 Provides means for students to act on assessment feedback

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually demonstrates</b> expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidate rated as Level IV continually seeks ways to serve as role models or teacher candidate leaders.)	The teacher candidate <b>systematically and consistently gathers, analyzes, and uses</b> relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate <b>inconsistently gathers, analyzes, or uses</b> relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate <b>does not gather, analyze, or use</b> relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**

**Performance Standard 7: Positive Learning Environment**

*The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

**Performance Indicators at the Level III Level**

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students’ needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

InTASC 3 – Learning Environments

- LE.1 Uses effective management strategies to engage students
- LE.2 Maintains a democratic community in which students assume responsibilities

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually engages</b> students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.	The teacher candidate <b>consistently provides</b> a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate <b>inconsistently provides</b> a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate <b>inadequately addresses</b> student behavior, displays a negative attitude toward students, ignores safety standards, <b>or</b> does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**

**Performance Standard 8: Academically Challenging Environment**

*The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.*

**Performance Indicators at the Level III Level**

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
- 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

InTASC 3 – Learning Environments

- LE.3 Provides for collaborative and individual learning
- LE.4 Provides scaffolding for self-directed learning or there is evidence of students successfully directing their own learning
- LE.5 Keeps students actively engaged
- LE.6 Motivates students to learn and/or acknowledges effort

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually creates</b> an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials.	The teacher candidate <b>consistently creates</b> a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher <b>candidate inconsistently provides</b> a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate <b>does not provide</b> a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**



**Performance Standard 9: Professionalism**

*The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

**Performance Indicators at the Level III Level**

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement
- 9.8 Maintains appropriate interactions with students, parents, faculty, and staff.
- 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

InTASC 9 – Professional Learning and Ethical Practice

- PL.1 Accepts, uses, and responds to feedback
- PL.2 Maintains consistent attendance and punctuality
- PL.3 Dresses appropriately for the position

InTASC 10 – Leadership and Collaboration

- LC.1 Improves practice through research

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually engages</b> in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The teacher candidate <b>consistently exhibits</b> a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate <b>inconsistently supports</b> the school’s mission <b>or</b> seldom participates in professional growth opportunities.	The teacher candidate <b>shows a disregard</b> toward professional ethics <b>or</b> the school’s mission <b>or rarely takes advantage</b> of professional growth opportunities.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**

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**Performance Standard 10: Communication**

*The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

**Performance Indicators at the Level III Level**

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.
- 10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

InTASC 10 – Leadership and Collaboration

LC.2 Uses technology professionally, appropriately, and regularly to develop collaborative relationships with learners, families, colleagues, and the local community

**Performance Rubrics**

<input type="checkbox"/> Level IV	<input type="checkbox"/> Level III	<input type="checkbox"/> Level II	<input type="checkbox"/> Level I
The teacher candidate <b>continually uses</b> communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning.	The teacher candidate <b>communicates effectively and consistently</b> with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate <b>inconsistently communicates</b> with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate <b>inadequately communicates</b> with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

**Notes, comments, and/or examples of evidence or artifacts to demonstrate performance on this standard:**