Student Teaching Rubric (STG 4001)

Aligned with CEC Initial Preparation Standards 2012 and IPTS Standards, Danielson Framework, inTASC

Teaching Diverse Students	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
1 The candidate demonstrates understanding of the impact of individual differences. IPTS Standard 1 inTASC Standard 1	Candidate articulates the influence individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally sensitive instruction. However, the candidate appears to select instructional content, materials/activities, and strategies with little to no regard for developmental needs and cultural differences resulting in learners who have questionable access to instruction.	Candidate demonstrates an understanding of the influence individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally sensitive instruction. Candidate establishes a connection between the learners' cultural background and the selection of instructional content, materials/activities, and strategies used to promote learner motivation and engagement.	Candidate demonstrates an understanding of the impact individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally responsive instruction. Candidate integrates the learners' cultural background and experiences into the selection and delivery of instructional content, materials/activities, and strategies to maximize promote positive learning outcomes.	

Teaching Diverse Students	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
2 The candidate uses knowledge of individual differences and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b inTASC 1a	Candidate ineffectively uses knowledge of individual differences (family, culture, socio-economic, religious, sexual orientation) and learning abilities to facilitate a positive and respectful learning community through the making of assumptions about learners that may be inaccurate resulting in stereotyping. OR Candidate is non-responsive to individual differences expecting learners to conform to the cultural majority as represented in the classroom.	Candidate appropriately uses knowledge of individual differences (family, culture, socio-economic, religious, sexual orientation) and learning abilities to follow the lead of the classroom teacher in facilitating a positive and respectful learning community. Candidate considers the diverse experiences represented in the classroom and uses the experiences to promote the appreciation and value of each learner.	Candidate effectively uses knowledge of individual differences (family, culture, socio-economic, religious, sexual orientation) and learning abilities to collect data from various sources (school professionals, families, and the learner) to promote a positive and respectful learning community. Candidate capitalizes on the diverse experiences represented in the classroom by planning intentional cooperative opportunities where differences can be shared, appreciated, and valued.	

Teaching Diverse Students	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
3 The candidate understands the impact of typical and atypical development on learning. IPTS 1A, 1B, 1D, 1J, 1L DF: 1d, 1e, 3a, 3c inTASC 1b	The candidate demonstrates a limited understanding of the impact of typical development on learning by using existing curricular content, strategies, and materials without considering the developmental needs of the learners within the classroom. The candidate bases the delivery of instruction on his/her learning preferences instead of the developmental needs of the learners and provides the same level of task complexity for all learners which may negatively impact access to instruction.	The candidate demonstrates an appropriate understanding of the impact of typical development on learning by using the learners' developmental needs to select and implement curricular content, strategies, and materials. Additionally, the candidate integrates multiple levels of content representation, and provides various levels of task complexity into instructional planning and implementation to improve skill acquisition.	The candidate demonstrates a solid understanding of the impact of typical and atypical development on learning by using the learners' developmental strengths and needs to select and implement curricular content, strategies, and materials. Additionally, the candidate integrates multiple levels of content representation, varied pacing and various levels of task complexity into instructional planning and implementation to improve skill mastery.	

Content Area and Pedagogical Knowledge	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
4 The candidate demonstrates an understanding of central concepts, methods of inquiry, and structures of the disciplines. IPTS 2 inTASC 4, 8	Candidate demonstrates limited understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by making errors in curricular content as well as pedagogical methods selection and implementation. The candidate requires prompting by cooperating teacher or the university supervisor during instruction to correct the error(s) or requires the cooperating teacher to take over instruction. Because the candidate makes errors in the delivery of the content, it is not evident that the candidate understands the scope and sequence of the skills presented in the lesson. Consequently, the candidate provides opportunities for the learner to practice skill(s) incorrectly or provides the learners with opportunities to engage in activities unrelated to the content/concepts taught.	Candidate demonstrates understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by using explicit instructional methods to systematically present the concepts. The candidate may make minor conceptual errors in the delivery of the content, but self corrects without prompting during instruction. Candidate understands the scope and sequence of the academic area and how academic skills within the content area are interdependent and can be represented in multiple ways resulting in opportunities for learners to practice the skill(s) taught in a variety of ways.	Candidate demonstrates understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by using various explicit and implicit instructional methods to systematically and errorlessly present and facilitate the learners' concept development. Candidate makes no observable errors in the delivery and facilitation of instructional content. Candidate understands the scope and sequence of various academic areas and how academic skills interrelate and build on each other resulting in the candidate providing opportunities for learners to apply the skills/content taught across multiple learning environments.	

Content Area and Pedagogical Knowledge	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
5 The candidate adapts curricular content and pedagogy to address learners' conceptual and pedagogical needs. IPTS 2I, 2N, 2P, 3L, 3N DF: 1a, 1d, 1e inTASC 4a, 4b, 4d, 8b	Without prompting by the cooperating teacher or university supervisor, the candidate appears unresponsive to considers learners' responses to instruction demonstrating an expectation that learners will assimilate to instruction as planned by the candidate. As a result, the candidate provides adaptations to curricular content and pedagogy that do not facilitate learners in accessing instruction.	The candidate reactively considers each learners' current responses to instructional strategies and materials to appropriately adapt curricular content and strategies/materials to respond to each individual learner's conceptual and pedagogical needs. Candidate supports each learner's access to instruction through the use an array of viable adaptations.	The candidate proactively considers each learners' modality preferences, interests, and prior responses to instructional pedagogy to effectively adapt curricular content and pedagogy to meet each individual learner's conceptual and pedagogical needs. Candidate uses a continuum of adaptations from least intrusive (simple) to most intrusive (complex) to promote learner independence and support each learner's access and engagement in instruction.	

Content Area and Pedagogical Knowledge	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
6 The candidate fosters learners' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q inTASC 4c, 8f	The candidate attempts to foster learners' conceptual development of content by providing learners with practice opportunities that relate to the content taught by the candidate. However, the candidate provides learning opportunities that promote lower-order thinking skills (recall and comprehension) and questioning skills. As a result, the candidate provides limited opportunities for learners to develop critical thinking and problem-solving skills.	The candidate appropriately fosters learners' conceptual development of content by providing learners with guided practice opportunities requiring the use of higher order questioning skills to develop learners' critical thinking and problem-solving skills and promote skill master.	The candidate effectively fosters learners' conceptual development of content by providing learners with instruction demonstrating the use of critical thinking skills as well as independent practice opportunities requiring the use of higher order questioning skills to develop learners' critical thinking and problem-solving skills and promote learning extensions.	
7 The candidate selects and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N DF: 1b, 1d, 3c, 3e inTASC 4g	Candidate attempts to selects assistive technology to support communication and learning by basing the selection and implementation on the classroom teacher's recommendations. However, the candidate is unfamiliar with the assistive technology resulting in an interruption in instruction and potentially limiting access to instruction for learners who require assistive technology.	Candidate selects assistive technology to support communication and learning by basing the selection and implementation on the learners' strengths and needs as well as the classroom teacher's recommendations. Candidate requires minimal guidance in using the assistive technology and incorporates the assistive technology into instruction to make content accessible.	Candidate independently selects and incorporates assistive technology to support communication and learning by basing the selection and implementation on the learners' strengths and needs. Candidate is familiar with the assistive technology and seamlessly integrates it into instruction to make content relevant and to differentiate instruction.	

Differentiated Instructional Planning	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
8 The candidate considers learners' diverse interests, characteristics, and abilities to differentiate instruction. IPTS 3 inTASC 2, 7, 8, 9	The candidate is aware that learners' have diverse interests, characteristics, and abilities, but the candidate does not plan for variations in learning experiences.	The candidate considers learners' diverse interests, characteristics, and abilities when differentiating instruction. Candidate uses the learners' responses to existing learning experiences to guide future instructional planning.	The candidate effectively applies knowledge of learners' diverse preferences, characteristics, and abilities to <u>proactively</u> respond to the variation in the learners' academic and behavior needs. Because the candidate plans for differentiation, the need for adaptations is minimized.	
9 The candidate establishes high expectations for learning and behavior using short and long-term instructional plans. IPTS 3A, 3B, 3H, 3I, 3O DF: 1c, 1e inTASC 2e, 7f	The candidate creates expectations for learning and behavior within daily planning. However, the candidate does not consider variation in learner abilities when setting expectations. As a result, learners may be expected to perform at a level that is not commensurate with their abilities. Candidate is familiar with the fact that select learners may have long-term plans (IEPs, BIPs, Transition), but is not apparent that the candidate attempts to align instruction with the expectations documented in the plan.	The candidate reinforces high expectations for learning and behavior by aligning instruction with goals and objectives articulated within daily planning (lesson plans), long-term plans (IEPs, BIPs, Transition) and district curricular goals.	The candidate promotes high expectations for learning and behavior by using the goals and objectives articulated within daily planning (lesson plans), long-term plans (IEPs, BIPs, Transition), and district curricular goals to define the learning and behavior expectations.	

Differentiated Instructional Planning	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
10 The candidate uses a variety of relevant instructional content, materials, resources, and strategies to support differentiation. IPTS 3D, 3E, 3G, 3J, 3Q DF: 1d, 1e inTASC 2a, 2d, 2e, 2f, 7d	The candidate using repetitive material formats and strategies based on what is comfortable or readily available to the candidate.	The candidate uses each learner's learning preferences to provide a variety of relevant instructional content, materials and resources to support differentiation.	The candidate effectively uses learner interests, abilities, and learning preferences to provide learners with a variety of relevant and motivating instructional content, materials and resources to support differentiation. Candidate offers learners with multiple representations of content, choices of engagement, and choice of response to demonstrate their knowledge and abilities.	

Differentiated Instructional Planning	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
11 The candidate provides various pathways for learning based on learner responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M DF: 1b, 1f inTASC: 2a, 2d, 8b, 9e	The candidate ineffectively plans various pathways for learning presenting content/process from a singular viewpoint. As a result, the candidate appears unaware of how his/her personal bias or perspective impacts the learners' understanding of the content/process being taught. Similarly, the candidate provides limited opportunities for learners to engage in activities representing various perspectives.	The candidate appropriately uses student responses and experiences to plan various pathways for learning. The candidate collects learner feedback through end of lessons tools and uses that information to consider different pathways for learning in future lessons. Candidate articulates his/her personal bias and perspectives that might impede understanding of the lesson content/process. Candidate provides opportunities for learners to engage in activities representing various perspectives.	The candidate effectively uses student responses and experiences to plan various pathways for learning. The candidate collects different forms of learner feedback across the lesson and promptly uses that information to consider different pathways within the existing lesson as well as future lessons. The candidate navigates personal biases and perspectives that might impede understanding of the lesson content/process by presenting multiple representations of the content/process and providing opportunities for learners to engage in activities representing their chosen perspective.	

Learning Environment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
12 The candidate structures a safe and healthy learning environment promoting cultural and linguistic responsiveness and learner independence IPTS 4 inTASC 2, 3	The candidate can articulate the importance of creating a safe, positive and culturally responsive learning environment. However, when selecting strategies, routines, and activities, the candidate makes his/her selection based on familiarity and accessibility. As a result, the candidate establishes and unhealthy learning environment where learners are expected to culturally and socially assimilate to the cultural majority which negatively impacts the learners' ability to demonstrate ownership of their learning.	The candidate advocates for a safe, positive and culturally responsive learning environment selecting strategies, routines, and activities with the intent of promoting the learners' independence. Candidate creates a healthy and safe learning environment by encouraging learners to take ownership of their learning by setting social and behavioral goals and expectations that are consistent with their cultural values. Candidate may provide incidental opportunities for learners to demonstrate ownership of their learning.	The candidate cultivates a safe, positive and culturally responsive learning environment using strategies, routines, and activities with the intent of promoting the learners to self-advocate for their needs. Candidate provides intentional opportunities using the social learning goals, for learners to take ownership of their learning by setting social and behavioral goals and expectations that align with their cultural values. Candidate establishes a healthy and safe environment by encouraging learners to view their differences as a positive contribution to the classroom learning environment.	

Learning Environment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
13 The candidate creates a safe, healthy and positive learning environment using clear expectations and procedures that promotes learning for all students. IPTS 4A, 4F, 4G, 4I, 4J DF: 2a, 2b, 2c, 2d, 2e inTASC 3c, 3d	The candidate attempts to create a safe, healthy and positive learning environment by following established classroom procedures and behavioral expectations. However, the candidate demonstrates difficulty in monitoring the learners' adherence to expectations and procedures resulting in behavioral challenges and disruption in learning.	The candidate with guidance from the classroom teacher, maintains a safe, healthy and positive learning environment by adhering to observable and measurable behavioral expectations and classroom procedures. The candidate monitors and reinforces expectations and procedures and provides corrective feedback and consequences when learners do not meet behavioral expectations. The candidate maintains a classroom environment that allows for learning for all learners.	The candidate with input from learners in the classroom, creates and maintains a safe, healthy and positive learning environment by developing and implementing observable and measurable behavioral expectations and classroom procedures. The candidate systematically monitors and reinforces expectations and procedures and provides corrective feedback and consequences when learners do not meet behavioral expectations. The candidate maintains a classroom environment that maximizes learning for all learners.	

Learning Environment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
14 The candidate uses a variety of instructional and managerial strategies and techniques to engage all learners in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P DF: 2d, 2c, 3a, 3b, 3c, 3e inTASC 2a, 3d, 3e	The candidate attempts to use instructional and managerial strategies and routines to engage students in instructional learning activities. However, the candidate is inconsistent in adhering to classroom routines and is ineffective in managing instructional time. Consequently, the candidate wastes instructional time to a degree in which behavior challenges arise and learners are not engaged in instructional tasks. The candidate appears unfamiliar with material location due to misplacement of the candidate or the learners within the classroom. Candidate is also unfamiliar with the technology within the classroom.	The candidate appropriately uses instructional and managerial strategies and routines to engage students in instructional learning activities. Candidate demonstrates difficulty with instructional time loss due to use of ineffective transitioning procedures. The candidate maintains organization of materials and technology, and other classroom spaces by requiring learners to obtain permission prior to accessing and engaging with instructional materials and technology.	The candidate effectively uses a variety of instructional and managerial strategies and routines to maximize learners' engagement in instructional activities. Candidate effectively prepares learners for transitions between activities, content changes, and class exchanges to minimize loss of instructional time. The candidate organizes and maintains a physical classroom environment that encourages learners to independently access and engage with instructional materials and technology.	

Learning Environment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
15 The candidate analyzes the learning environment and uses supporting learner behavior data. IPTS: 4B, 4C, 4D, 4E, 4H, 4L, 4Q DF: 1f, 3d, 4b inTASC: 3f, 3h	The candidate ineffectively scans the learning environment to adapt the learning environment to improve the learners' engagement in instructional tasks. Candidate creates circumstances in which learners demonstrate behaviors that interfere with learning. Consequently, the candidate is unable to build positive relationships and earn the respect of learners resulting in a classroom climate where learners are unengaged and possibly unsafe.	The candidate effectively scans the learning environment and uses learner behavior responses to adapt the learning environment to improve the learners' engagement in instructional tasks and minimize behaviors that could interfere with learning. Additionally, the candidate expects learners to positively engage in teacher-student and student-student interactions resulting in a respectful and safe classroom climate.	The candidate effectively and routinely analyzes the learning environment and uses learner behavior data to make adaptations and modifications to specific aspects of the learning environment (seating arrangement, routines, schedule) to improve the learners' engagement in instructional tasks and minimize behaviors that could interfere with learning and social interactions. Additionally, the candidate models and requires learners to positively engage in teacher-student and student-student interactions resulting in a respectful and motivating classroom climate.	

Instructional Delivery	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
16 The candidate uses various instructional evidence-based strategies to support skill mastery and generalization. IPTS 5 inTASC 2, 3, 4, 5, 6, 7, 8, 9	The candidate uses instructional strategies based on comfort level and his/her learning style. Candidate does not appear to consider the variation in learners' needs and preferences. As a result, the candidate may inhibit learners' skill acquisition.	The candidate uses a mixture of discipline-specific instructional strategies to individualize instruction and support skill mastery and generalization.	The candidate intentionally/purposefully uses varied explicit and implicit evidence-based instructional strategies to differentiate instruction and improve skill mastery and generalization.	
17 The candidate monitors and adjusts instruction to facilitate positive learning and behavioral outcomes. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S DF: 1e, 1d, 3b , 3c inTASC 5f, 4f	The candidate randomly monitors learners' responses at the close of the lesson to adjust concept representation, instructional strategies, and activities/materials. Given the candidate is not attuned to the learners' responses, the learners' access and ability to perform short-term instructional goals and objectives may be negatively impacted.	The candidate purposefully monitors learners' responses at the close of the lesson to adjust concept representation, instructional strategies, and activities/materials to improve the learners' performance on short-term goals and objectives.	The candidate systematically monitors learners' engagement and responses to adjust concept representation, instructional strategies, and activities/materials to improve the learners' engagement and performance on short and long-term academic and behavioral goals/ objectives.	

Instructional Delivery	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
18 The candidate uses interdisciplinary instructional approaches to vary presentations and representations of concepts. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	Candidate teaches content/concepts using instructional approaches supported by their discipline to enhance the learners' understanding. Candidates engage learners in lower-level thinking resulting in the learners demonstrating an inability to connect concepts to other contexts and subject areas.	Candidate teaches content/concepts using interdisciplinary instructional approaches to enhance the learners' understanding. Candidate encourages learners to use critical thinking through efficient and successful problem-solving activities. Candidate meaningfully provides opportunities for learners to apply concepts in other curricular subjects.	Candidate demonstrates content/concepts using interdisciplinary instructional approaches and provides practice activities in a variety of ways to enhance the learners' understanding. Candidate engages learners in critical thinking through innovative problem solving. Candidate establishes relevant and functional connections between course content and other contexts and disciplines.	
19 The candidate uses digital tools to locate, analyze, evaluate, and utilize information resources to support learning. IPTS 5E, 5G, 5H, 5O DF: 1d, 3a inTASC 3g, 6i, 8g	The candidate uses digital tools to locate and access information resources based mainly on familiarity and convenience. The candidate selects and uses digital tools to select and share informational resources with colleagues to support and encourage learning. However, the candidate obtains information resources that lack professional credibility.	The candidate can appropriately use emerging digital tools to locate and access information resources. Candidate seeks guidance to avoid potential limitations that inhibit access to information resources. The candidate selects and uses appropriate digital tools to select and share professionally credible informational resources with colleagues to support and encourage learning.	The candidate is well versed in emerging digital tools and independently navigates potential limitations that inhibit access to information resources. Candidate independently selects and effectively uses a variety of digital tools to select and share professionally credible informational resources with learners, families, and colleagues to support and encourage learning.	

Instructional Delivery	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
20 The candidate adapts the curriculum, instructional strategies and materials according to the academic and behavioral needs of the learner. IPTS 5G, 5P DF: 1c, 3d, 3e inTASC 2b, 2c, 9c	The candidate lacks observable familiarity with the disparity between the task demands of the lesson and each learner's ability to meet the task demands. As a result, the candidate implements lessons with minimal consideration being given to learner responses. When the candidate does attempt to adapt the curriculum, strategies and materials, the candidate provides an insufficient or over abundance of support to the learner.	Following instruction, the candidate becomes aware of the disparity between the task demands of the lesson and each learner's ability to meet the task demands. In response, the candidate plans for and implements curriculum, strategies, and/or material adaptations to narrow the disparity in successive lessons and increase access to instruction. Candidate selects appropriate adaptations to address the disparity, but the candidate may not consider the intrusiveness and complexity of the adaptation. As a result, the candidate may promote learner dependence for the adaptation to be effectively implemented.	Prior to instruction, the candidate is keenly familiar with the disparity between the task demands of the lesson and each learner's ability to meet the task demands. In response, the candidate effectively plans for and implements curriculum, strategies, and/or material adaptations to narrow the disparity and improve academic and behavioral learner outcomes. Candidate selects the least intrusive adaptation and promotes the use of an adaptation that can be independently implemented by the learner with minimal guidance from the candidate.	

Instructional Delivery	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
21 The candidate varies his or her role in the instructional process. IPTS 5E, 5F, 5K, 5Q, 5R DF: 1e, 3e inTASC 2b, 8d	The candidate tends to teach using a single role or mode. The candidate tries to address most learner needs in a similar manner. As a result, the candidate uses instructional time inefficiently and may limit access to instruction.	The candidate takes on a variety of roles (e.g. instructor, facilitator, coach, co- planner, audience) during the instructional process as needed. The candidate may switch roles unintentionally. The switching of roles is in response to the needs of the learners relative to lesson content and to promote maximized instructional time.	The candidate intentionally plans instruction requiring variation in specific roles (e.g. instructor, facilitator, coach, co-planner, audience) based upon the needs of learners and the focus of the content. Both the candidate and learners seamlessly shift between the roles in ways that maximize learner engagement and the impact on learning.	

Reading, Writing & Oral Communication	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
22 The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing learners' reading, writing, and oral communication needs IPTS 6 inTASC 3, 4, 5, 6, 7, 8, 9	The candidate appears to assume learners are already well versed in the literacy and communication demands of the content. Candidate expects learners to respond to the demands in the same way regardless of the need for varied reading, writing, and communication strategies and approaches resulting in learners who may experience difficulty accessing language arts instruction.	The candidate recognizes the interaction between literacy and communication demands of the content as needed in various lessons. Candidate addresses the intersection of the demands by requiring learners to carefully read, clearly and correctly write, and communicate ideas with accurate vocabulary in service to learning the content. Candidate's uses evidence-based best practices in developing content-area literacy and writing-across the curriculum to enhance the learners' acquisition of language arts skills.	The candidate purposefully plans and delivers lessons with the literacy and communication demands of the content in mind. Candidate pays special attention to these demands through focused or specific activities/ideas contained within the lesson. Candidate teaches learners how to carefully read, clearly and correctly write, and communicate ideas with accurate vocabulary all in service to learning the content. Candidate's uses evidence-based best practices in delivering content-area literacy and writing-across the curriculum to enhance mastery and generalization of the learners' language arts skills.	

Reading, Writing & Oral Communication	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
23 The candidate participates in co-planning opportunities to select literacy materials and strategies. IPTS 6G, 6H, 6I, 6J, 6K, 6R DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d inTASC 5e, 9d	Although the candidate accepts suggestions from the classroom teacher, the candidate is reluctant to collaborate and co-plan with the classroom teacher or other professionals to select literacy materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. As a result, the candidate may not consider the existing literacy curricula when selecting literacy materials and strategies resulting in disconnected reading instruction.	The candidate is responsive to collaborating and co-planning with other professionals to select literacy materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners and align with the learners existing literacy curricula.	The candidate proactively seeks opportunities to collaborate and co-plan with other professionals to select literacy materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners and align with the learners existing literacy curricula.	

Reading, Writing & Oral Communication	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
24 The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S DF: 1c, 1e, 3a, 3c inTASC 5h	The candidate provides unilateral or isolated opportunities for learners to engage in the practice of reading, writing, and oral communication. Candidate appears to view reading, writing, and oral communication as isolated sets of skills to be taught. Candidate may or may not provide a sufficient level of support to facilitate the acquisition of reading, writing, and/or oral communication skills.	The candidate provides opportunities requiring learners to engage in the practice of reading, writing, and oral communication to facilitate the mastery of language arts skills instruction. Candidate may or may not provide a sufficient intensity of support to facilitate the mastery of language arts skills.	The candidate provides a wide range of intentional learning opportunities and targeted support when requiring learners to engage in integrated practice of reading, writing, and oral communication to facilitate the generalization of language arts skills into other content areas.	

Reading, Writing & Oral Communication	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
25 The candidate facilitates the use of word- identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for learners. IPTS 6A, 6I, 6L, 6M DF: 1a, 1c, 1e, 3a, 3b, 3c inTASC 5h	The candidate engages learners in the scope of reading instruction (word-identification, vocabulary, fluency, and comprehension) to prepare learners to be effective readers. However, the candidate over-emphasizes certain reading components and under-emphasizes other critical components that negatively impact the learners' ability to become effective readers. The candidate uses instructional strategies and reading materials that lack research support but have been used in the discipline repeatedly across time. Candidate makes choices that limit the comprehension of text for learners with and without reading challenges.	The candidate engages learners in the scope of reading instruction (word-identification, vocabulary, fluency, and comprehension) to prepare learners to be effective readers. However, the candidate lacks a balance in the various reading components that may impact the learners' ability to become effective readers. The candidate uses evidence-based and discipline specific instructional strategies and reading materials. Candidate makes choices that have the potential to improve comprehension of text for learners with and without reading challenges.	The candidate purposefully engages learners in a balanced scope of reading instruction (word-identification, vocabulary, fluency, and comprehension) to prepare learners to be effective readers. The candidate considers each learner's reading strengths, needs, and preferences when selecting evidence-based and discipline specific explicit and implicit instructional strategies and reading materials. Candidate makes choices that improve comprehension of text for learners with and without reading challenges.	

Reading, Writing & Oral Communication	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
26 The candidate guides learners in using content area reading strategies to enhance reading comprehension. IPTS 6B, 6N, 6O DF: 1e, 3a, 3c inTASC 3b, 4e, 5a, 5d, 6h	The candidate uses a select organization tool to enhance comprehension of content area text regardless of the literacy and language demands facing the learners. OR Candidate expects learners to use concept maps or graphic organizers, or other learning tools at random or unpredictable times. Consequently, the learners are not proficient in the use of the learning tool(s). Additionally, the candidate tends to engage learners in lower-order comprehension skills (e.g. summary and paraphrasing) rather than higher-order skills (e.g. analysis, evaluation, synthesis).	Candidate guides and encourages learners in using concept maps or graphic organizers, or other learning tools to enhance comprehension of content area text. The candidate considers the text structure, vocabulary demands and learner abilities when selecting learning tools. Candidate requires learners to engage in activities requiring various literacy skills (e.g. summary, analysis, evaluation, synthesis).	The candidate provides learners instruction and consistent practice opportunities on how to efficiently consolidate information through the creation of concept maps or graphic organizers, or other learning tools to enhance comprehension of content area text. Candidate teaches learners how to evaluate text structure and vocabulary demands and select learning tools that align with learners' preferences and needs. Candidate provides and solicits feedback from the learners on the use of these tools to assure that learners are engaging in a range of comprehension skills (e.g. summary, analysis, evaluation, synthesis).	

Reading, Writing & Oral Communication	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
27 The candidate supports learners in developing oral and written communication skills. IPTS 6D, 6P DF: 1b, 1e, 3a, 3c inTASC 4i, 7c, 8a, 8f, 8h	The candidate provides minimal opportunities for learners to construct and express their spoken and written ideas about the content. Often, the candidate will subjugate what was said and restate in their own words. Candidate provides oral and written opportunities for learners to respond to targeted questions. However, the candidate asks learners to respond to questions requiring simplistic responses. Consequently, learners are not provided opportunities to develop and use key communication skills (e.g. organization, focus, elaboration, word choice, conventions).	Candidate provides opportunities for learners to construct and express their spoken and written ideas about the content and critique the reasoning of others. Candidate provides learners with structured assistance to write and speak about their ideas as well as targeted feedback on improving oral and written communication skills (e.g. organization, focus, elaboration, word choice, conventions).	The candidate purposefully plans experiences during lessons for learners to construct and express their spoken and written ideas about the content and critique the reasoning of others while providing real time feedback. Additionally, the candidate models the components of an effective critique and the statement of thought. Candidate provides learners with structured assistance to write and speak about their ideas and guides learners in self-correcting their ideas to improve oral and written communication skills (e.g. organization, focus, elaboration, word choice, conventions).	

Assessment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
28 The candidate considers the impact of disabilities, methods of communication, cultural background, and primary language when selecting and administering formal and informal assessment instruments. IPTS 7 inTASC 6, 10	The candidate appears to be aware of the importance individual differences (disability, culture, and language difference) play in assessment. However, the candidate selects and exposes learners to the same assessment instruments and strategies increasing bias and minimizing the useability of the data. Consequently, the candidate demonstrates dissonance in what he/she knows about assessment and how he/she practices assessment.	The candidate considers the impact of disabilities, methods of communication, cultural background, and primary language when selecting and administering formal and informal assessment instruments to minimize bias and obtain instructionally useable data. With guidance from the cooperating professional, the candidate selects and administers suggested assessment instruments and strategies.	The candidate utilizes the impact of disabilities, methods of communication, cultural background, and primary language when selecting, administering, and providing adaptation for formal and informal assessment methods to minimize bias and obtain instructionally useable data. Candidate independently and appropriately selects and administers assessment tools according to the intended purpose of assessment.	

Assessment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
29 The candidate effectively formative and summative assessment strategies and technologies to monitor the learners' progress. IPTS 7K, 7O, 7Q, 7R DF: 1b, 1f, 3d, 3e inTASC 6a, 6b, 6c, 6e, 6g	The candidate relies heavily on summative assessment to measure intragroup changes in learners' academic and behavioral progress.	The candidate uses both formative and summative assessment strategies and technologies as applicable, to measure intragroup changes in learners' academic and behavioral progress. Candidate tends to use similar types of assessment strategies.	The candidate uses an array of formative and summative assessment strategies and technologies as applicable, to measure individual, intergroup, and intragroup changes in learners' academic and behavioral progress.	
30 The candidate maintains useful and accurate records of learner performance. IPTS 7M DF: 4b inTASC 6b	The candidate maintains a gradebook and can communicate the grade being earned by each learner in each subject area. However, the candidate cannot support the grades with work samples supporting the grade being earned.	The candidate maintains useful and accurate records of learner performance. Candidate can generally communicate the content learners are being taught in various subject areas and identify the strengths and areas in need of improvement of for groups of learners. Candidate can identify the performance needs of individual learners whose performance is considered an outlier from the group. The candidate can produce work samples supporting group performance.	The candidate maintains useful and accurate records of learner performance. Candidate can articulate the skills learners are being taught in various subject areas and identify the strengths and areas in need of improvement of individual and groups of learners. The candidate can produce work samples and an error analysis supporting learners' performance.	

Assessment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
31 The candidate interprets various types of assessment data to guide educational decision-making. IPTS 7J, 7L, 7N DF: 4a inTASC 6c, 6d, 6f	The candidate makes errors in interpreting formal and informal assessment data. As a result, the candidate may make formal and informal educational decisions based on a flawed data analysis/interpretation.	The candidate accurately interprets formal and informal assessment data to support instructional decision making specific to short -term instructional planning for learners with and without exceptional learning needs (e.g. ELL, ELN, gifted). Candidate understands the role standardized scores play in making formal decisions such as eligibility for SPE and retention decisions. Additionally, the candidate can use learner responses to adjust planning and instructional delivery practices.	The candidate accurately interprets and uses formal and informal assessment data, including learner self-assessment data, to guide instructional decision making for learners with and without exceptional learning needs (e.g. ELL, ELN, gifted). Candidate can interpret standardized scores to make formal decisions such as eligibility for SPE and retention decisions. Additionally, the candidate can analyze learner response patterns and establish performance trajectories to affirm and adjust planning and instructional delivery practices.	

Assessment	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
32 The candidate communicates learner performance data to families and other school professionals. IPTS 7N, 7P DF: 4c inTASC 10b, 10d	The candidate communicates learner performance data to families and other school professionals at designated times of the year (e.g. parent conferences, eligibility meetings, report cards).	The candidate routinely communicates learner performance data to families and other school professionals using effective communication skills to enhance data interpretation.	The candidate routinely engages families and school professionals in the sharing and using of learner performance data. Candidate considers the communication preferences of the various stakeholders to enhance data interpretation and use.	
Collaborative Relationships	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
33 The candidate builds and maintains collaborative relationships to foster learner growth and development. IPTS 8 inTASC 1, 3, 5, 7, 9, 10	The candidate avoids or reluctantly participates in opportunities to be a member of collaborative professional learning teams. Consequently, the candidate provides little contribution to fostering learner growth and development (e.g. cognitive, linguistic, physical, social and emotional). Candidate may communicate poorly with colleagues, learners, families, and/or community members by talking over other team members. Candidate may also be disengaged and inattentive.	The candidate is an active member of collaborative professional learning teams dedicated to fostering learner growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional). The candidate participates in provided opportunities to collaborate and communicate with colleagues, learners, and families. The candidate is attentive and demonstrates acknowledging behaviors and communicative behaviors that encourage colleagues, learners, and families to share ideas.	The candidate initiates or provides leadership on collaborative professional learning teams dedicated to fostering learner growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional). The candidate takes advantage of opportunities to collaborate and communicate with colleagues, learners, and families. The candidate models teaming behaviors promoting shared responsibility, accountability, and reciprocity. The candidate	

			uses active listening to equally acknowledge and promote views of colleagues, learners, families, and community members.	
34 The candidate works with school personnel and families through cooperative partnerships to promote fair and equal learning opportunities for overall learner well- being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q DF: 4c, 4d, 4e, 4f inTASC 1c, 3a, 10b, 10d	The candidate appears reluctant to work with school personnel or families or does so in ways that do not positively impact learner well-being. Candidate attends activities such as professional development sessions, parent-teacher conferences, or IEP meetings, but appears unengaged.	The candidate works with school personnel and families through cooperative partnerships to promote fair and equal learning opportunities for overall learner well-being. The candidate participates in professional development sessions, parent-teacher conference, and IEP meetings.	The candidate initiates outreach and works regularly with school personnel and families through empowering partnerships to promote fair and equal learning opportunities for overall learner well-being. The candidate actively participates and contributes to professional development sessions, parent-teacher conference, and IEP meetings and initiates positive change and/or support that improves learners' well-being.	

Collaborative Relationships	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
35 The candidate utilizes collaborative problem-solving and conflict resolution skills. IPTS 8K, 8L, 8N, 8O, 8R, 8S DF: 4c, 4d, 4e, 4f inTASC: 7e, 10a, 10c, 10e	The candidate attempts to use problem-solving skills to improve curriculum planning, instructional delivery, and assessment. However, the candidate avoids conflict. Candidate relies on the problem-solving of colleagues to support the overall growth and learning of students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).	The candidate utilizes problem-solving skills to improve curriculum planning, instructional delivery, and assessment. However, the candidate demonstrates issues with conflict resolution. Candidate suggests problem-solving approaches to support the overall growth and learning of students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).	The candidate effectively utilizes problem-solving and conflict resolutions skills to improve curriculum planning, instructional delivery, and assessment. Candidate demonstrates an ability to think "outside of the box". Candidate uses differentiated problem-solving approaches to facilitate the overall growth and learning of learners, including those with diverse learning needs (i.e., ELN, Gifted, ELL).	

Collaborative Relationships	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
36 The candidate selects and utilizes a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities. IPTS 8M, 8T DF: 1d, 1e, 1f, 2c , 4d inTASC 5g, 9d, 10g, 10h	The candidate provides an outdated or bias representation of local, national, and global issues in selecting resources (i.e., digital tools & community resources). Consequently, learners' understanding of the impact of the issues is skewed. The candidate collaborates with educators and community members who share similar values of the school to support classroom or school improvement goals.	The candidate utilizes a variety of resources (i.e., digital tools & community resources) to enhance learning and an understanding of the impact local, national, and global issues have on their communities. The candidate takes advantage of existing opportunities to collaborate with educators and community members to support classroom or school improvement goals.	The candidate successfully selects and utilizes a variety of resources (i.e., digital tools & community resources) to enhance learning and an understanding of the impact local, national, and global issues have on their families and daily lives. The candidate seeks out and initiates collaboration with educators and community members sharing varying view points to establish and support classroom or school improvement goals.	

Professionalism, Leadership and Advocacy	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
37 The candidate upholds state and district policies as well as ethical principles governing the practice of the profession IPTS 9 inTASC 9, 10	Candidate unintentionally/intentionally violates district policies governing the education of learners and interactions with families. Candidate lacks content and pedagogical competence. Candidate may demonstrate unethical behavior such as discussing learners in public places inside and outside the school and crossing boundaries in teacher-student relationships).	Candidate adheres to district policies governing the education of learners and interactions with families. Candidate demonstrates ethical behavior by maintaining content and pedagogical competence and practicing with integrity (maintaining confidentiality, appropriate teacher-student relationships).	Candidate upholds and promotes the spirit and intent of state and district laws and regulations governing the education of learners and interactions with families. Candidate demonstrates ethical behavior by maintaining and improving on content and pedagogical competence and practicing with integrity (maintaining confidentiality, appropriate teacher-student relationships).	

Professionalism, Leadership and Advocacy	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
38 The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128]. IPTS 9C DF: 4d , 4f inTASC 9b, 9f, 10k	The candidate demonstrates a lack of knowledge or preparedness concerning emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], 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). Candidate shows a lack of awareness of school wide drills and emergency response procedures. Consequently, the candidate serves as a negative distraction and impedes the learners' ability to follow drill protocols and/or actual emergency responses.	The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], 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) through participation in relevant school wide drills, training activities, and certifications. The candidate takes training and/or emergency response situations seriously. Candidate supervises students successfully during drills or actual emergency responses.	The candidate demonstrates a thorough understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], 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) through participation in school wide drills, training activities, certifications, and self-initiated research on related issues (i.e., post-crisis student support protocols). Candidate leads and supervises students successfully during drills or actual emergency responses and can adapt response procedures to fit specific learners' needs.	

Professionalism, Leadership and Advocacy	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
39 The candidate models professional behavior and appropriate dispositions reflecting honesty, integrity, personal responsibility, confidentiality, and respect. IPTS 9G, 9H, 9I, 9S, 9T DF: 4c, 4d, 4f inTASC 10i	The candidate showcases professional behavior and/or dispositional issues (in face to face and on-line settings) calling into question the candidate's honesty, integrity, personal responsibility, confidentiality, and respect. Candidate may participate in sharing inaccurate or private information, talking negatively about other people, blaming others for personal challenges, talking disparagingly about the profession, using inappropriate language.	The candidate demonstrates professional behavior and appropriate dispositions (in face to face and on-line settings) that reflect honesty, integrity, personal responsibility, confidentiality, and respect of learners, families, and school professionals/staff.	The candidate serves as a model of professional behavior and appropriate dispositions (in face to face and on-line settings) reflecting honesty, integrity, personal responsibility, confidentiality, and respect of learners, families, and school professionals/staff.	
40 The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS:9D,9E,9O,9P DF:4d,4e inTASC 9a, 10f	The candidate may or may not participate in required professional activities that contribute to personal growth and school improvement. When attending such events the candidate is negative, off task, or disengaged.	The candidate participates in available professional activities offered by the school/district, is an active member of their professional learning community, and initiates tasks that contribute to their personal growth and/or school improvement.	The candidate seeks out and actively participates in professional activities (including those not offered by the school/district), takes on leadership roles within their professional learning community, and applies professional development to further their personal growth and school improvement.	

Professionalism, Leadership and Advocacy	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
41 The candidate reflects on professional practice and uses professional literature/materials to adjust instruction IPTS 9A, 9K DF: 4a inTASC 10f	When required by the classroom teacher or university supervisor, the candidate attempts to reflects on his/her professional practice to initiate instructional changes to improve impact on learning. However, the candidate reiterates concerns already cited by the classroom teacher or university supervisor. Candidate supports reflection with comments from the classroom teacher or university supervisor. Candidate may or may not attempt to adjust his/her instructional practice in accordance with the comments.	Candidate accurately reflects on his/her professional practice to initiate instructional changes to improve impact on learning. However, the candidate does not use reflection to support his/her current practice. Candidate supports reflection with professional materials appropriate to his/her discipline. Candidate attempts to use the professional materials to adjust his/her instructional practice.	Candidate independently and routinely reflects on his/her professional practice to initiate instructional changes and support current practice to improve impact on learning. Candidate supports reflection with evidence-based and high leverage practice peer-reviewed literature appropriate to his/her discipline. Candidate uses the literature to successfully adjust his/her instructional practice.	

Professionalism, Leadership and Advocacy	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
42 The candidate advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q DF: 4f inTASC 10j	Without guidance from the classroom teacher, the candidate is non-responsive to opportunities to advocate for learners and families. Candidate relies on the classroom teacher to suggest resources to families and other professionals in supporting learner acceptance and growth within the classroom.	The candidate proactively advocates on behalf of learners and families to ensure the learning and well-being of each learner. Candidate seeks out and provides resources to assist families and other school professionals in supporting each learner's acceptance and growth within the school environment.	The candidate collaborates with support staff to proactively advocate on behalf of learners and families, resulting in the improved learning and well-being of each learner. Candidate serves as a resource for engaging families and other school professionals in advocacy efforts to promote each learner's acceptance and growth within the school and home environment.	