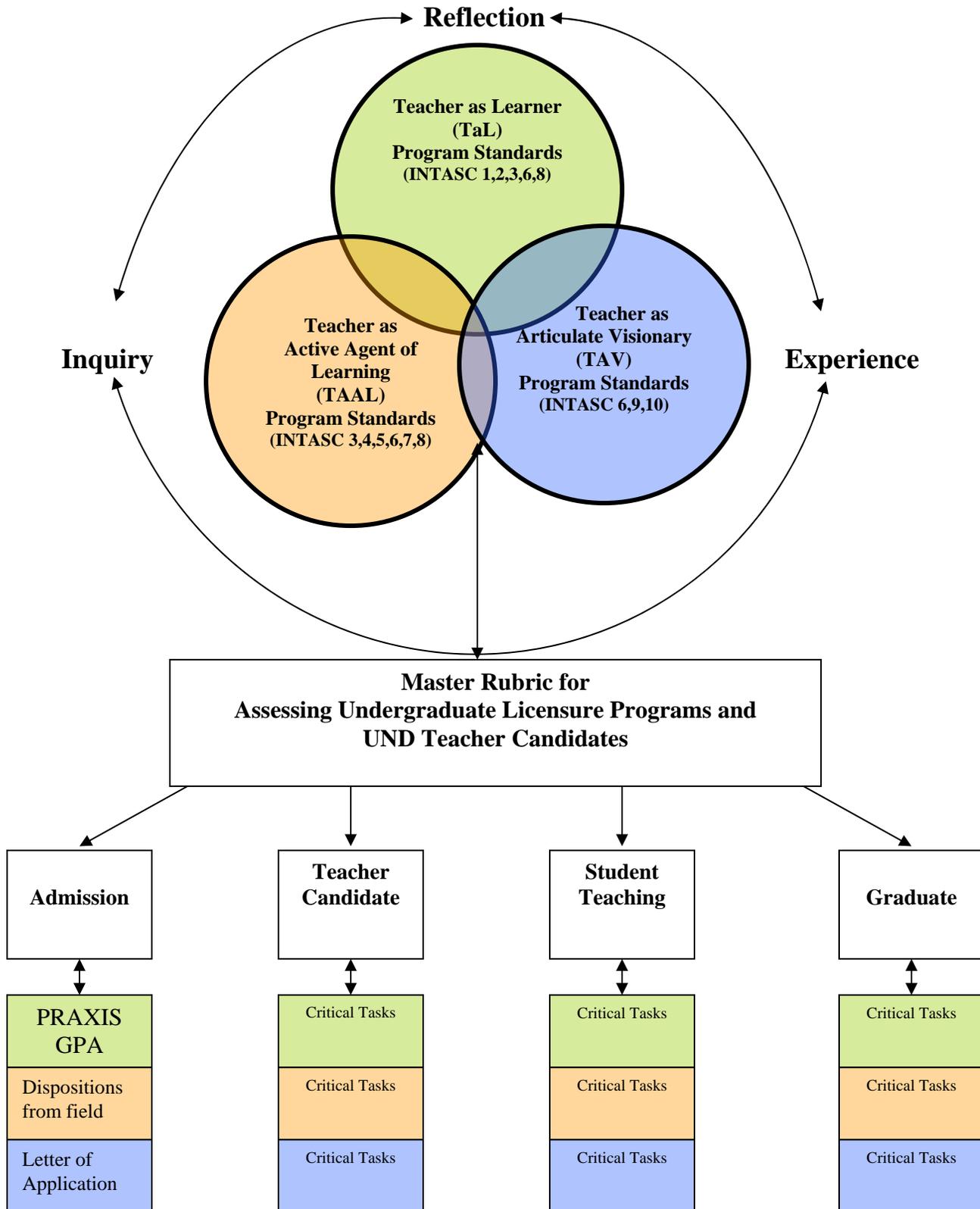


Teaching & Learning Undergraduate Assessment Plan: Assessing Undergraduate Licensure Programs and UND Teacher Candidates (rev. 05/02/06)



**INTASC STANDARDS ASSOCIATED WITH
DEPARTMENT OF TEACHING & LEARNING STANDARDS FOR
UNDERGRADUATE LICENSURE PROGRAMS**

TaL (Teacher as Learner)

TAAL (Teacher as Active Agent of Learning)

TAV (Teacher as Articulate Visionary)

INTASC PRINCIPLES	PROGRAM STANDARDS
INTASC-1 TaL 1.1, 1.2, 1.3	<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>1.1 TaL: Teacher candidate possesses content knowledge. 1.2 TaL: Teacher candidate uses tools of inquiry to develop content knowledge. 1.3 TaL: Teacher candidate selects content to encourage diverse perspectives.</p>
INTASC-2 Tal 2.1	<p>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>2.1 TaL: Teacher candidate possesses knowledge of developmental characteristics of learners.</p>
INTASC-3 TaL 3.1 TAAL 3.2	<p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>3.1 TaL: Teacher candidate possesses expectations for learning and achievement. 3.2 TAAL: Teacher candidate plans and adapts instruction for individual needs.</p>
INTASC-4 TAAL 4.1	<p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>4.1 TAAL: Teacher candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to the needs of the learner.</p>
INTASC-5 TAAL 5.1, 5.2, 5.3	<p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>5.1 TAAL: Teacher candidate maintains a positive learning environment that promotes a culture of learning. 5.2 TAAL: Teacher candidate establishes behavior standards that are fair and respectful. 5.3 TAAL: Teacher candidate monitors climate for learning (e.g., responsive to student behavior).</p>
INTASC-6 TaL 6.1 TAAL 6.2, 6.3, 6.4, 6.5	<p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>6.1 TaL: Teacher candidate's oral and written language is effective. 6.2 TAAL: Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues). 6.3 TAAL: Teacher candidate uses media and technology as effective learning and communication tools. 6.4 TAAL: Teacher candidate communicates expectations.</p>

<p>TAV 6.6</p>	<p>6.5 TAAL: Teacher candidate's communication fosters active inquiry and participation among learners. 6.6 TAV: Teacher Candidates communication skills facilitate partnerships with students, families and colleagues.</p>
<p>INTASC-7 TAAL 7.1, 7.2</p>	<p>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 7.1 TAAL: Teacher candidate plans for a range of materials and resources to enhance all student learning experiences. 7.2 TAAL: Teacher candidate plans content rich learning opportunities aligned with curriculum standards.</p>
<p>INTASC-8 TaL 8.1 TAAL 8.2, 8.3, 8.4</p>	<p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. 8.1 TaL: Teacher candidate possesses knowledge of tools for assessment. 8.2 TAAL: Teacher candidate uses assessment to affect planning for instruction. 8.3 TAAL: Teacher candidate provides feedback to learners. 8.4 TAAL: Teacher candidate documents and monitors assessment results.</p>
<p>INTASC-9 TAV 9.1, 9.2</p>	<p>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. 9.1 TAV: Teacher candidate evidences a reflective stance towards teaching and learning. 9.2 TAV: Teacher candidate accepts opinions and support to improve instruction and also for on-going learning opportunities.</p>
<p>INTASC-10 TAV 10.1</p>	<p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. 10.1 TAV: Teacher candidate fosters relationships with school colleagues parents and agencies in the larger community to support students' learning and well being.</p>

Department of Teaching & Learning

Master Rubric for Departmental Assessment Plan for
Undergraduate Licensure Programs

(rev. 05/01/06)

Teacher as Learner (TaL)	Does not meet expectations (Insufficient Evidence) (1 pt)	Fulfills expectations (Sufficient Evidence) (2 pts)	Exceeds expectations (Substantial Evidence) (3 pts)
1 TaL INTASC 1 Knowledge of Subject Matter Evidence that teacher understands the central concepts tools of inquiry and structure of the discipline taught	Vocabulary of discipline is not used, errors in content knowledge or incorrect information or usage of ideas	Content knowledge is accurate but not playful or fluid, reflection is developing; lesson plans have ample content, content is accurate, uses expected range of resources, standards inform planning	Lesson plans are content rich, content is accurate, resources are well chosen, standards inform planning, content is fluid
2 TaL INTASC 1 Knowledge of Professional Subject Matter Evidence of knowledge of current subject matter pedagogical practices including use of technology in instruction and assessment	No evidence of current pedagogical practices is observed; practices used do not support the learning of all students; practices are not connected to the goals of the lesson	Ample content; uses expected range of resources; standards inform planning; activities tend to be learner oriented; technology appropriately applied	Content rich; resources are well chosen; standards inform practice; activities are learner centered; procedures are effectively presented, technology applications enhance and extend student learning
3 TaL INTASC 1 Knowledge of Professional Subject Matter Knowledge Evidence of knowledge of professional INTASC and state content standards	No knowledge of state or content standards evident in teaching	Lesson and objectives are tied to state and national standards	Standards inform planning and implementation of lesson; planning clearly reflects understanding of the connections between the standards and learning
4 TaL INTASC 2 Knowledge of Human Development and Learning Evidence of knowledge of intellectual, social, emotional, cultural physical and moral developmental characteristics of students	Very limited or no knowledge of child development is evident	Knowledge of child development evident in planning and assessment of student learning	Connections between developmental theory and practice are strongly presented; developmental milestones are used as framework for supporting learning
5 TaL INTASC 3 Adapting Instruction	Lessons are planned without consideration of	Evidence present that reflects understanding of	Demonstration of flexibility in differentiated

<p>for Individual Needs Evidence of knowledge that student approaches to learning are influenced by individual interests, skills and abilities and by social, cultural and linguistic factors</p>	<p>the needs, interests, or backgrounds of the students</p>	<p>individual differences in students both in teaching and assessment of lesson objectives</p>	<p>instruction and assessment activities that incorporate the range of backgrounds, beliefs and abilities of all students.</p>
<p>6 TaL INTASC 6 Communication Skills Evidence of knowledge of effective and interactive, verbal, non-verbal and media communication</p>	<p>Communication skills are poor; teacher conversations dominate the instruction without opportunities for input from the students</p>	<p>Procedures are clearly articulated and communicated to all students; evidence of competence in oral, written and body language observed</p>	<p>Communication skills of teacher support the learning of all students through oral, written and body language. strategies. Student feedback is provided using all three domains of communication</p>
<p>7 TaL INTASC 8 Assessment of Student Learning Evidence of knowledge of tools and roles of assessment and implications for schooling</p>	<p>Assessment strategies are limited and do not reflect best practices; are not linked to lesson goals or instruction and don't support individual students</p>	<p>Assessment strategies match the learning objectives and meet needs of individual students. Results are communicated to students in respectful, meaningful manner</p>	<p>Assessment strategies are integrated throughout teaching and reflect strong understanding of connections between theory and practice. Feedback to students is clear and supports the development of continued learning</p>

Teacher as Active Agent of Learning (TAAL)	Does not meet expectations (Insufficient Evidence) (1 pt)	Fulfills expectations (Sufficient Evidence) (2 pts)	Exceeds expectations (Substantial Evidence) (3 pts)
8 TAAL INTASC 3 Adapt Instruction for Individual Needs Evidence that planning considers needs of learner such as developmental, cultural, social , physical, and special needs	No clear understanding of child development is evident; assessment is not differentiated for needs of learners; individualized needs of learners not accommodated	References to differences in expectations of student performance are accurate; assessment is differentiated for needs of learners	Connections between developmental theory and practice are evident; assessment is substantially differentiated for needs of learners and thoroughly ascertains student learning
9 TAAL INTASC 4 Multiple Instructional Strategies Evidence that instruction is engaging, methods are effective, intellectually stimulating to learners and respond to specific needs such as, accommodates questions, adapts to meet needs as they arise	Instructional methods do not reflect adaptation to needs of individual learners; lessons are not captivating or motivating to students; teacher focuses on lesson, not needs/responses of learners	Methods are effective and engage learners; teacher is responsive to needs and questions of learners	Procedures support learning goals of all students; methods are powerful and students are actively engaged in all aspects of instruction
10 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that standards are fair, respectful, and responsive	Classroom management does not support the learning of all students and may even show biases; Focus of classroom is on needs of teacher and lesson and not on learning	Classroom management strategies are fair and create an atmosphere of learning for all students	Democratic process is evident in management of classroom and supports the learning of all students through active engagement
11 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that environment is conducive to learning for all students, accessible to all, safe, expectations for achievement are appropriate and promotes a culture of learning	Lack of organization promotes off task behaviors; expectations for learning are not made clear	Classroom is supportive of all learning; expectations for learning are clear; lessons are well prepared	Expectations are clearly articulated to all students; lesson promotes on task behaviors; instruction is engaging
12 TAAL INTASC 5 Classroom Motivation and Management Skills Evidence that students are learning, engaged and productive	Off task behavior is an evident pattern in classroom; lessons are poorly planned and ineffectively presented	Students are actively engaged in learning; lessons are clearly presented and expectations of students are clear	Students are actively engaged while involved in meaningful learning that supports their individual needs; teacher is in tune with individual learning

			styles and challenges
13 TAAL INTASC 6 Communication Skills Evidence that expectations are effectively communicated	Class expectations are not clearly articulated; students seem unclear about assignments or tasks; teacher spends most of time correcting student behaviors	Students appear to clearly understand expectations of learning assignments and classroom rules; teacher responds to situations effectively	Classroom operates smoothly even when routine is interrupted; Productive and active engagement is routine
14 TAAL INTASC 6 Communication Skills Evidence that communication fosters active inquiry, collaboration	Teacher does not respond in a timely manner to student questions and other situations; teacher talk dominates the instructional periods	Teacher effectively responds to questions and other situations; instruction allows for student inquiry to enrich and expand the learning	Teacher creates an environment in which inquiry guides the learning of all students; questions are encouraged and responded to accurately and effectively to lead to enriched learning
15 TAAL INTASC 7 Instructional Planning Skills Evidence of using range of materials and resources available to teachers and students to enhance student learning experiences including special services for students	Limited methods are used in teaching; minimal or no evidence of adjusting practices to meet the needs of all students	Range of methods employed to enhance the learning of all students; differentiated instruction observed; resources used in teaching support learning	Flexibility observed in methods of instruction to meet the needs of all students; resources are rich and appropriate chosen to enhance learning and support effective assessment
16 TAAL INTASC 7 Instructional Planning Skills Evidence of planning and implementing content rich learning opportunities that use appropriate materials and procedures to support learning goals and actively engage learners	Planning is thin with minimal use of outside resources; expectations for learning are not clear; no adjustments made for individual learners	Planning meets the needs and goals of the lesson; resources are appropriate for the goals of the lesson; students are engaged in learning	Planning is thorough and thoughtful, is aligned with discipline standards at several levels, and incorporated effective resources to enhance and enrich learning of all students.
17 TAAL INTASC 8 Assessment of Student Learning Evidence that assessing student learning is integral with instruction and accounts for differentiated needs of learners	Assessment is not connected to learning; no clear rationale for assessment or way to use information to support student learning	Assessment is tied to standards and the goals an objectives of the lesson; process reflects adaptations to individual needs of students	Assessment is integral to the lesson; process meets the individual needs of all students while addressing the goals of instruction; based on standards for the discipline
18 TAAL INTASC 8 Assessment of Student Learning Evidence that evaluation is accurate, appropriately	Assessment practices are not appropriate for the goals of the lesson or the students; information on assessment not	Assessment practices are accurate and information is shared with students in clear, meaningful	Assessment process and outcomes clearly communicated to students in way that respects them as learners and

communicated, privacy observed, well explained	appropriately communicated	manner	individuals; process directly linked to evaluation of programs
19 TAAL INTASC 8 Assessment of Student Learning Evidence that assessment is on going, feedback supportive, caring and instructive	Assessment is limited and sporadic with few links to instruction; isolated and uninformative; feedback to students is minimal and unclear	Assessment is regular and linked to learning; students are provided feedback regarding performance and importance of process	Assessment is integral part of teaching and woven throughout the process; students are actively engaged in assessment, clearly understand the meaning of their performance and see the link between assessment and learning

Teacher as Articulate Visionary (TAV)	Does not meet expectations (Insufficient Evidence) (1 pt)	Fulfills expectations (Sufficient Evidence) (2 pts)	Exceeds expectations (Substantial Evidence) (3 pts)
20 TAV INTASC 6 Communication Skills Evidence that professional communication skills facilitate partnerships with students families and colleagues	Teacher interactions with students, colleagues and families are minimal and usually focus on needs of the teacher.	Teacher interactions with students, colleagues and families occur on a regular basis and usually focus on activities in the classroom with requests for support from families	Teacher interactions with students, families, and colleagues are planned and routine; utilizes multiple formats (phone calls, letters, email, etc.); interactions focus on a desire for input and collaboration in the work of the classroom.
21 TAV INTASC 9 Professional Commitment and Responsibility Evidence of reflective stance towards learning and teaching (e.g., evaluate the success of ones own learning and of teaching events and think of alternate ways to expand and improve	Little evidence of reflection on own teaching and taking advantage of opportunities for professional development	Teacher reflects on own teaching and seeks ways to improve instruction.	Teacher regularly reflects on teaching through multiple activities such as journaling, feedback from colleagues, reviewing tapes of own teaching, etc.
22 TAV INTASC 9 Professional Commitment and Responsibility Evidence that candidate accepts opinions and support to improve instruction and for on-going learning opportunities	Teacher does not seek input from others or explore opportunities for professional development.	Teacher is involved in site based programs for improving teaching.	Teacher actively seeks input from colleagues to improve teaching and participates in both school organized and self initiated professional development opportunities.
23 TAV INTASC 10 Partnerships Evidence of fostering relationships with school colleagues parents and agencies in the larger community to support students learning and well being	Teacher shows little interest in working with colleagues, parents, and agencies in classroom activities.	Teachers involve colleagues, parents and agencies in the classroom but primarily based on the needs of the teacher and the curriculum without regard to special talent and skills of the parents, colleagues or agencies.	Teachers actively seek collaborative activities with colleagues, parents, and outside agencies to strengthen the teaching and learning in the classroom.

T&L Critical Task Rubrics

Department Master Rubric

INTASC 1: Knowledge of Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
1.1 TaL: Teacher candidate possesses content knowledge	Content is erroneous or incomplete: content errors by learners are not addressed; learning situation is content-poor; lack of confidence evident in presentation of content material.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in learning situation; content materials presented with confidence.	Content knowledge is fluid-even playful; instruction supports learners in making connections between content and experience; learning situation is content rich; content presented with mastery.
1.2 TaL: Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	Weak use of content resources; lacks initiative to research content.	Uses expected range of resources to gather/present content.	Resources are well chosen and content standards inform planning.
1.3 TaL: Teacher candidate selects content to encourage divers perspectives	Demonstrates little attention to multiple perspectives; stereotypes may be reinforced; content is unrelated to real experience or cultural norms; individual differences are ignored.	Discusses multiple perspectives in subject matter; strives to include content that dispels stereotypes; includes attention to learners' family and community differences are respected.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumptions about common understandings, thus creating an environment where critical thinking is a habit.

INTASC 2: Knowledge of Human Development and Learning: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
<p>2.1 TaL: Teacher candidate possesses knowledge of developmental characteristics of learners.</p>	<p>No clear understanding of developmental milestones for age group is evident; learning opportunities are inappropriate for the age group; assessment techniques are not aligned with developmental characteristics of learners; learners' background knowledge is overlooked.</p>	<p>Knowledge of developmental milestones support practical applications; learning and assessment opportunities are designed with consideration of developmental traits of learners; learners' background knowledge is routinely accessed and built upon in learning situations.</p>	<p>Developmental milestones are used as framework to support learners' cognitive, social, emotional and physical needs; connections between developmental theory, practice and learners' background knowledge are developed routinely to make adjustments for learners' needs during planning, instructing and assessing.</p>

INTASC 3: Adapting Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
<p>3.1 TaL: Teacher candidate possesses expectations for learning and achievement.</p>	<p>Conveys low or limited expectations for learning and achievement through interactions, learning goals and activities.</p>	<p>Expectations for learning and achievement are conveyed to all learners through interactions, learning goals and appropriately adapted activities.</p>	<p>All students are challenged and supported to learn and achieve through choices and learner responsibility.</p>
<p>3.2 TAAL: Teacher candidate plans and adapts instruction for individual needs.</p>	<p>Limited or no accommodations are provided in planning and planning is unresponsive to learners – focus is upon “content” not on “learners”</p>	<p>Accommodations are provided and attended to apparent differences (developmental, cultural, social, physical, special needs) that may be present in a classroom of learners: planning is responsive and appropriate to a variety of learners needs – focus is upon the learner as well as the content.</p>	<p>Accommodations are multiple and varied attending to the needs present in a classroom (developmental, cultural, social, physical. Special needs); planning is highly responsive and consistently appropriate to the individual needs of a classroom of learners.</p>

INTASC 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
<p>4.1 TAAL: Teacher candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to the needs of the learner.</p>	<p>Limited or no evidence of engagement of learners or multiple instructional strategies as evidenced by teacher-centered instruction; instructional strategies are unresponsive to needs of the learners.</p>	<p>Multiple instructional strategies are appropriately selected, effective, and responsive to needs of learners; learners are self-directed; multiple instructional strategies are adapted to learners as evidenced by engagement in problem solving, critical thinking, questioning, discussion, cooperative learning, etc.</p>	<p>Multiple instructional strategies are purposefully selected to best instruct content and learners are highly engaged in instruction. Incorporates resources from professional organizations; instructional strategies are effective and highly responsive to needs of learners; facilitates inquiry, questioning, discussion, cooperative learning, etc.</p>

INTASC 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
<p>5.1 TAAL: Teacher candidate maintains a positive learning environment that promotes a culture of learning.</p>	<p>Little sense of a community is evident; heavy reliance on extrinsic rewards and/or punishment; attention is directed more toward classroom control than learning.</p>	<p>Students feel safe and enjoy being in the classroom; engaged in productive learning behaviors; students take learning risks; positive language is used to support social and academic achievements.</p>	<p>Climate of mutual respect results in willingness to take learning risks; students are achievement-oriented, intrinsically rewarded by the learning environment; demonstrate caring and value for each other</p>
<p>5.2 TAAL: Teacher candidate establishes behavior standards that are fair and respectful.</p>	<p>Classroom motivation and management practices tend to be authoritarian; classroom standards of conduct may not be clear to students.</p>	<p>Classroom motivation and management practices are well-established and clear to students, address a variety of situations and strategies support meeting behavior standards; students have input regarding behavior standards.</p>	<p>Democratic process is evident in management of classroom; students understand behavior standards.</p>
<p>5.3 TAAL: Teacher candidate monitors climate for learning (e.g., responsive to student behavior)</p>	<p>Off task behaviors are unchecked; responses are inconsistent, too permissive or severe; not instructive; students' dignity not honored.</p>	<p>Students are on-task; checks disruptive behaviors in respectful manner; generally applies strategies that result in appropriate student behaviors.</p>	<p>Students are actively engaged in meaningful learning opportunities; demonstrates high level of "with-it-ness" that results in skillful application of strategies that support students to self-monitor classroom behavior.</p>

INTASC 6: Communication Skills: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
6.1 TaL: Teacher candidate's oral and written language is effective	Speech is inaudible; written language is illegible; language may contain grammatical, syntax, spelling, errors.	Speech and written language are clear and correct; vocabulary is appropriate to the learning environment and needs of learners.	Communication skills of teacher strategically supports and enriches the learning of all students.
6.2 TAAL: Teacher candidates uses language to promote learning (e.g., use questioning skills, discussion techniques, deliver style, nonverbal cues).	Vocabulary maybe inappropriate, vague, or used incorrectly; teacher talk routinely dominates the instruction; routinely, learners have limited opportunity for input; language use may create rather than solve problems, narrows thinking.	Language and wait time are used to engage and motivate learners to participate; typically, moderates learning environment so that all voices contribute; questioning and listening leads to some genuine opportunities for discussion.	Communication environment promotes free and respectful exchange of ideas, risk taking, turn-taking, questioning, and divergent thinking.
6.3 TAAL: Teacher candidate uses media and technology as effective learning and communication tools.	Makes little or no use of media and technology to promote effective learning and/or Communication.	Make some use of media and technology to promote effective learning and/or communication.	Makes consistent use of media and technology to promote effective learning and/or communication.
6.4 TAAL: Teacher candidate communicates expectations.	Limited or no evidence that expectations are clearly articulated; vocabulary is inappropriate, vague, or used incorrectly.	Expectations are evident through clear articulation to include appropriate and correct vocabulary.	Expectations are highly evident through clear articulation to include expressive and enriched vocabulary.
6.5 TAAL: Teacher candidate's communication fosters active inquire and participation among learners	Minimal response to students in a timely manner; teacher talk dominates the instructional periods; minimal learner participation.	Effective response to student questions; communication allows for students inquiry to enrich and expand the learning; Learner participation	Questions are encouraged and responded to accurately; communication effectively promotes inquiry and guides the

		encouraged.	learning of all students; learners engaged with rich interactions with each other.
6.6 TAV: Teacher Candidates communication skills facilitate partnerships with students, families, and colleagues.	Communication when it happens is unclear, inarticulate and confusing and/or tone is unprofessional and inappropriate.	Communication is clear and coherent; tone is professional and appropriate.	Communication is clear, detailed and articulate. There is self-assured use of the language of the profession or curricular content in; tone is professional, thoughtful and caring.

INTASC 7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
7.1 TAAL: Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	Range of materials and resources is limited; Technology, if used, tends not to be appropriately applied to purpose of the lesson.	Range of materials and resources is appropriate; Technology, if used, is appropriately applied.	Planning is thorough, thoughtful and clearly aligned to standards at several levels; content rich.
7.2 TAAL: Teacher candidate plans content rich learning opportunities aligned with curriculum standards	Planning is thin, limited connection to standards; content poor.	Planning meets needs and goals of lesson, effort to connect to standards; content rich.	Planning is thorough, thoughtful and clearly aligned to standards at several levels; content rich.

INTASC 8: Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
8.1 TaL: Teacher candidate possesses knowledge of tools for assessment	Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.	Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.	Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.
8.2 TAAL: Teacher candidate uses assessment to affect planning for instruction.	Lacks congruence with instructional goals, information from assessment tends not to affect planning for instruction.	Assessment practices are congruent with the instructional goals; assessment information affects planning for instruction.	Assessment is part of a cycle of teaching and assessing learning with learners involved in the process; instruction is based on assessment information, adjusting for the class, groups, and individual needs.
8.3 TAAL: Teacher candidate provides feedback to learners	Feedback provided to learners is unclear or inaccurate, not timely, or poor quality.	Assessment results are communicated to students in respectful, meaningful manner.	Feedback to learners is clear and empowering. Learners self-assess and set new goals.
8.4 TAAL: Teacher candidate documents and monitors assessment results.	Assessment results are not readily accessible or in a format that supports effective use of information; information inaccurate, not well processed or incomplete.	Assessment results are organized for efficient use; information is accurate and informative.	Assessment results reveal insights about learners, fostering students' engagement in learning.

INTASC 9: The teacher is reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
<p>9.1 TAV: Teacher candidate evidences a reflective stance towards teaching and learning.</p>	<p>Reflection on teaching occurs minimally and/or perceptions of knowledge and effectiveness are inaccurate; little or no seeking out or taking advantage of opportunities for professional development.</p>	<p>Reflection on teaching occurs regularly but perceptions of knowledge and effectiveness may be vague or general in nature; some participation in professional development activities designed to improve perceived weakness.</p>	<p>Frequent reflection on teaching with an ability to critically analyze; active participation in professional development opportunities that demonstrates an on-going commitment to improving and expanding upon ones own knowledge, skills & dispositions.</p>
<p>9.2 TAV: Teacher candidate accepts opinions and support to improve instruction and also for on-going learning opportunities.</p>	<p>Input and feedback from supervisors, mentors, and/or peers to improve teaching is seldom or never</p>	<p>Input from supervisors, mentors, and/or peers to improve teaching is sought; improvements are planned for future teaching situations based on feedback.</p>	<p>Input from supervisors, mentors, or peers to improve teaching in multiple situations is frequently sought; constructive criticism is welcomed and acted upon.</p>

INTASC 10: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student’s learning and well-being.

Program Standard	Does not Expectations (1pt)	Fulfills expectations (2pts)	Exceeds expectations (3pts)
<p>10.1 TAV: Teacher candidate fosters relationships with school colleagues parents and agencies in the larger community to support students’ learning and well being.</p>	<p>Little or no participation in school/district events; little or no awareness or use of school and community sources to support students’ learning and well-being; little or no communication with parents or failure to address parents’ concerns.</p>	<p>Voluntary participation in more than one school/district event; awareness and use of appropriate school and community resources to support students’ learning and well-being; some regular communication with parents and prompt response to parents’ concerns.</p>	<p>Active, voluntary participation with substantial contributions in initiating, planning, and/or follow through phases of one or more school/district events; awareness of broad spectrum of school and community resources available to support students’ learning and well-being as well as actions taken to obtain appropriate support services; communicating with parents on a regular basis including welcoming parents to classroom; being sensitive and prompt in responding to concerns.</p>

Adapted from the work of Garvin, P. (Ed) (2003). Developing Knowledgeable Teachers: A Framework for Standards-based Teacher Education. Washington, AACATE Standard 1.3 quoted from p.257 of Garvin’s document.

New T&L Assessment Instrument

By Univ ND Admin

Assessment

Peer Teaching

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
1.1 Tal INTASC 1 Teacher candidate possesses content knowledge (1.8%) INTASC-1	Content is erroneous or incomplete; content errors by learners are not addressed; learning situation is content-poor; lack of confidence evident in presentation of content materials.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in learning situation; content materials presented with confidence.	Content knowledge is fluid-even playful; instruction supports learners in making connections between content and experience; learning situation is content rich; content presented with mastery.
1.2 Tal: Teacher candidate uses tools of inquire to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content) (1.8%) INTASC-1	Weak use of content resources; lacks initiative to research content.	Uses expected range of resources to gather/present content.	Resources are well chosen and content standards inform planning.
4.1 TAAL INTASC 4 Teacher candidate incorporates multiple instructional strategies to include Consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to needs of the learner. (1.8%) INTASC 4	Limited or no evidence of engagement of learners or multiple instructional strategies as evidenced by teacher-centered instruction; instructional strategies are unresponsive to needs of the learners.	Multiple instructional strategies are appropriately selected, effective, and responsive to needs of learners; learners are self-directed; multiple instructional strategies are evidenced by engagement in problem solving, critical thinking, questioning, discussion, cooperative learning, etc.	Multiple instructional strategies are purposefully selected to best instruct content and learners are highly engaged in instruction. Incorporates resources from professional organizations; instructional strategies are effective and highly responsive to needs of learners; facilitates inquiry, questioning, discussion, cooperative learning, etc.

<p>6.1 TaL INTASC 6 Teacher candidate's oral and written language is effective (1.8%) INTASC 6</p>	<p>Speech is inaudible; written language is illegible; language may contain grammatical, syntax, spelling, errors.</p>	<p>Speech and written language are clear and correct; vocabulary is appropriate to the learning environment and needs of learners.</p>	<p>Communication skills of teacher strategically supports and enriches the learning of all students.</p>
<p>6.2 TAAL INTASC 6 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, deliver style, nonverbal cues). (1.8%) INTASC 6</p>	<p>Vocabulary maybe inappropriate, vague, or used incorrectly; teacher talk routinely dominates the instruction; routinely, learners have limited opportunity for input; language use may create rather than solve problems, narrows thinking.</p>	<p>Language and wait time are used to engage and motivate learners to participate; typically, moderates learning environment so that all voices contribute; questioning and listening leads to some genuine opportunities for discussion.</p>	<p>Communication environment promotes free and respectful exchange of ideas, risk taking, turn-taking, questioning, and divergent thinking.</p>
<p>6.3 TAAL INTASC 6 Teacher candidate uses media and technology as effective learning and communication tools. (1.8%) INTASC 6</p>	<p>Makes little or no use of media and technology to promote effective learning and/or communication.</p>	<p>Makes some use of media and technology to promote effective learning and/or communication.</p>	<p>Makes consistent use of media and technology to promote effective learning and/or communication.</p>
<p>6.4 TAAL INTASC 6 Teacher candidate communicates expectations. (1.8%) INTASC 6</p>	<p>Limited or no evidence that expectations are clearly articulated; vocabulary is inappropriate, vague, or used incorrectly.</p>	<p>Expectations are evident through clear articulation to include appropriate and correct vocabulary.</p>	<p>Expectations are highly evident through clear articulation to include expressive and enriched vocabulary.</p>
<p>6.5 TAAL INTASC 6 Teacher candidate's communication fosters active inquiry and participation among learners (1.8%) INTASC 6</p>	<p>Minimal response to students in a timely manner; teacher talk dominates the instructional periods; minimal learner participation.</p>	<p>Effective response to student questions; communication allows for student inquiry to enrich and expand the learning; Learner participation encouraged.</p>	<p>Questions are encouraged and responded to accurately; communication effectively promotes inquiry and guides the learning of all students; learners engaged with rich interactions with each other.</p>

<p>7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences (1.8%) INTASC 7</p>	<p>Range of materials and resources is limited; Technology, if used, tends not to be appropriately applied to purpose of the lesson.</p>	<p>Range of materials and resources is appropriate; Technology, if used, is appropriately applied.</p>	<p>Range of materials and resources is extensive; Technology, if used, is appropriately applied and enhances the purpose of the lesson.</p>
<p>7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards (1.8%) INTASC 7</p>	<p>Planning is thin, limited connection to standards; content poor</p>	<p>Planning meets needs and goals of lesson, effort to connect to standards; content rich.</p>	<p>Planning is thorough, thoughtful and clearly aligned to standards at several levels; content rich.</p>
<p>8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment (1.8%) INTASC 8</p>	<p>Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task</p>	<p>Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.</p>	<p>Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks, integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.</p>
<p>9.1 TAV INTASC 9 Teacher candidate evidence a reflective stance towards teaching and learning. (1.8%) INTASC 9</p>	<p>Reflection on teaching occurs minimally and/or perceptions of knowledge and effectiveness are inaccurate; little or no seeking out or taking advantage of opportunities for professional development.</p>	<p>Reflection on teaching occurs regularly but perceptions of knowledge and effectiveness may be vague or general in nature; some participation in professional development activities designed to improve perceived.</p>	<p>Frequent reflection on teaching with ability to critically analyze; active participation in professional development opportunities that demonstrates an on-going commitment to improving and expanding upon ones own knowledge, skills & dispositions.</p>

Child Study

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
2.1 TaL INTASC 2 Teacher candidate possesses knowledge of developmental characteristics of learners (1.20%) INTASC-2	No clear understanding of developmental milestones for age group is evident; learning opportunities are inappropriate for the age group; assessment techniques are not aligned with developmental characteristics of learners; learners' background knowledge is overlooked.	Knowledge of developmental milestones support practical applications; learning and assessment opportunities are designed with consideration of developmental traits of learners; learners' background knowledge is routinely accessed and built upon in learning situations.	Development milestones are used as framework to support learners' cognitive, social, emotional and physical needs; connections between developmental theory, practice and learners' background knowledge are developed routinely to make adjustments for learners' needs during planning, instructing and assessing.
3.1 TaL INTASC 3 Teacher candidate possesses expectations for learning and achievement (1.20%) INTASC 3	Conveys low or limited expectations for learning and achievement through interactions, learning goals and activities.	Expectations for learning and achievement are conveyed to all learners through interactions, learning goals and appropriately adapted activities.	All students are challenged and supported to learn and achieve through choices and learner responsibility.
6.1 TaL INTASC 6 Teacher candidate's oral and written language is effective (1.20%) INTASC-6	Speech is inaudible; written language is illegible; language may contain grammatical, syntax, spelling, errors.	Speech and written language are clear and correct; vocabulary is appropriate to the learning environment and needs of learners.	Communication skills of teacher strategically supports and enriches the learning of all students
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment (1.20%) INTASC-8	Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.	Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.	Assessment practices are varied and differentiated when appropriate; well suited to the learning task; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.

Lesson Plan #1: Plan to be developed and taught to peers or in the field with significant support and opportunities for revision

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge (1.25%) INTASC-1	Content is erroneous or incomplete; content errors by learners are not addressed; learning situation is content-poor; lack of confidence evident in presentation of content material.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in learning situation; content material presented with confidence.	Content knowledge is fluid- even playful; instruction supports learners in making connections between content and experience; learning situation is content rich; content presented with mastery.
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives (1.25%) INTASC-1	Demonstrates little attention to multiple perspectives; stereotypes may be reinforced; content is unrelated to real experience or cultural norms; individual differences are ignored.	Discusses multiple perspectives in subject matter; strives to include content that dispels stereotypes; include attention to learners' family and community experiences; individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumptions about common understandings, thus creating an environment where critical thinking is a habit.
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences (1.25%) INTASC-1	Range of materials and resources is limited; Technology, if used, tends not to be appropriately applied to purpose of the lesson.	Range of materials and resources is appropriate; Technology, if used, is appropriately applied.	Range of materials and resources is extensive; Technology, if used, is appropriately applied and enhances the purpose of the lesson.
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment (1.25%)	Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.	Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.	Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.

Lesson Plan #2: Lesson plan to be taught to students in a field experience under the supervision of a university, public school faculty member, or otherwise qualified teacher.

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge (1.14%) INTASC 1	Content is erroneous or incomplete; content errors by learners are not addressed; learning situation is content-poor; lack of confidence evident in presentation of content material.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in learning situation; content material presented with confidence.	Content knowledge is fluid-even playful; instruction supports learners in making connections between content and experience; learning situation is content rich; content presented with mastery.
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content) (1.14%) INTASC 1	Weak use of content resources; lack initiative to research content.	Uses expected range of resources to gather/present content.	Resources are well chosen and content standards inform planning.
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives (1.14%)	Demonstrates little attention to multiple perspectives; stereotypes may be reinforced; content is unrelated to real experience or cultural norms; individual differences are ignored.	Discusses multiple perspectives in subject matter; strives to include content that dispels stereotypes; includes attention to learners' family and community experiences; individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's belief and assumptions about common understandings, thus creating an environment where critical thinking is a habit
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs (1.14%) INTASC 3	Limited or no accommodations are provided in planning and planning is unresponsive to learners-focus is upon "content" not on "learners."	Accommodations are provided and attend to apparent difference (developmental, cultural, social, physical, special needs) that may be present in a classroom of learners; planning is responsive and appropriate to a variety of learners needs-focus is upon the learner as well as the content.	Accommodations are multiple and varied attending to the needs present in a classroom (developmental, cultural, social, physical, special needs); planning is highly responsive and consistently appropriate to the individual needs of a classroom of learners.
7.1 TAAL INTASC 7	Range of materials and resources is limited;	Range of materials and resources is	Range of materials and resources is extensive;

<p>Teacher candidate plans for a range of materials and resources to enhance all student learning experiences (1.14%) INTASC 7</p>	<p>Technology, if used, tends not to be appropriately applied to purpose of the lesson.</p>	<p>appropriate; Technology, if used, is appropriately applied.</p>	<p>Technology, if used, is appropriately applied and enhances the purpose of the lesson.</p>
<p>7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards (1.14%) INTASC 7</p>	<p>Planning is thin, limited connection to standards; content poor.</p>	<p>Planning meets needs and goals of lesson, effort to connect to standards; content rich.</p>	<p>Planning is thorough, thoughtful and clearly aligned to standards at several levels; content rich.</p>
<p>8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment (1.14%) INTASC 8</p>	<p>Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.</p>	<p>Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.</p>	<p>Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.</p>

Lesson Plan #3: Lesson plan to be taught to students in a field experience during student teaching

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge (1.11%) INTASC -1	Content is erroneous or incomplete; content errors by learners are not addressed; learning situation is content-poor; lack of confidence evident in presentation of content materials.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in learning situation; content material presented with confidence.	Content knowledge is fluid-even playful; instruction supports learners in making connections between content and experience; learning situation is content rich; content presented with mastery.
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content) (1.11%) INTASC -1	Weak use of content resources; lacks initiative to research content.	Uses expected range of resources to gather/present content.	Resources are well chosen and content standards inform planning.
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives (1.11%) INTASC -1	Demonstrates little attention to multiple perspectives; stereotypes may be reinforced; content is unrelated to real experience or cultural norms; individual differences are ignored.	Discusses multiple perspectives in subject matter; strives to include content that dispels stereotypes; includes attention to learners' family and community experiences; individual differences are respected.	Strategically introduces resources and experiences that challenge the learner's belief and assumptions about common understandings, thus creating an environment where critical thinking is a habit.
2.1 TaL INTASC 2 Teacher candidate possesses knowledge of developmental characteristics of learners (1.11%) INTASC -2	No clear understanding of developmental milestones for age group is evident; learning opportunities are inappropriate for the age group; assessment techniques are not aligned with developmental characteristics of learners; learners' background knowledge is overlooked.	Knowledge of developmental milestones support practical applications; learning and assessment opportunities are designed with consideration of developmental traits of learners; learners' background knowledge is routinely accessed and built upon in learning situations.	Developmental milestones are used as framework to support learners' cognitive, social, emotional and physical needs; connections between developmental theory, practice and learners' background knowledge are developed routinely to make adjustments for learners' needs during planning, instruction and assessing.
3.2 TAAL INTASC 3	Limited or no accommodations are	Accommodations are provided and attend to	Accommodations are multiple and varied

<p>Teacher candidate plans and adapts instruction for individual needs (1.11%) INTASC -3</p>	<p>provided in planning and planning is unresponsive to learners-focus is upon “content” not on “learners.”</p>	<p>apparent differences (developmental, cultural, social, physical, special needs) that may be present in a classroom of learners; planning is responsive and appropriate to a variety of learners needs-focus is upon the learner as well as the content.</p>	<p>attending to the needs present in a classroom (developmental, cultural, social, physical, special needs); planning is highly responsive and consistently appropriate to the individual needs of a classroom of learners.</p>
<p>7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences (1.11%) INTASC -7</p>	<p>Range of materials and resources is limited; Technology, if used, tends not to be appropriately applied to purpose of the lesson.</p>	<p>Range of materials and resources is appropriate; Technology, if used, is appropriately applied.</p>	<p>Range of materials and resources is extensive; Technology, if used, is appropriately applied and enhances the purpose of the lesson.</p>
<p>7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards (1.11%) INTASC -7</p>	<p>Planning is thin, limited connection to standards; content poor.</p>	<p>Planning meets needs and goals of lesson, effort to connect to standards, content rich.</p>	<p>Planning is thorough, thoughtful and clearly aligned to standards at several levels; content rich.</p>
<p>8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment (1.11%) INTASC -8</p>	<p>Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.</p>	<p>Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, group and individual learners.</p>	<p>Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.</p>
<p>8.2 TAAL INTASC 8 Teacher candidate uses assessment to affect planning for instruction (1.11%) INTASC -8</p>	<p>Lacks congruence with instructional goals, information from assessment tends not to affect planning for instruction</p>	<p>Assessment practices are congruent with the instructional goals; assessment information affects planning for instruction</p>	<p>Assessment is part of a cycle of teaching and assessing learning with learners involved in the process; instruction is based on assessment information, adjusting for the class, groups and individual needs,</p>

Personal Culture History

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
5 TaL INTASC 3 Adapting instruction for individual needs: Evidence of knowledge that student's approaches to learning are influenced by individual interests, skills, and abilities, by social, cultural and linguistic factors. (1.25%) INTASC 3	Instruction is unresponsive to learners-teacher focused on "lesson" not "learners", instruction is dull or unenthusiastic, pace is too slow or too fast, environment is negative and/or student behaviors unattended, Teacher does not attend to diverse needs of students or uses limited perspectives to meet needs.	Learning goals/objectives tend to be learner-centered, for the most part students are actively engaged. Teacher attends to the diverse needs of students and uses multiple perspectives to meet the needs	Learning goals/objectives are learner-centered, students are actively engaged, procedures are effectively presented, Teacher promotes a classroom environment that is build upon respect and appreciation of diversity, attending to the needs of all students and using multiple perspectives to meet the needs
8 TAAL INTASC 3 Adapt instruction for individual needs: Evidence that planning considers needs of learners (e.g., developmental, cultural, social, physical, linguistic and special needs) (1.25%) INTASC 5	Procedures mismatch or are unrelated to learning goals, methods (pedagogy) lack power to promote adequate learning, individualized needs of learners not accommodated, assessment tools are absent or undeveloped or inappropriate for the learners or the task.	Procedures are generally well presented, procedures tend to support learning goals, methods (pedagogy) promote learning, individualized needs of learners are addressed, assessment tools are appropriate for the learners and the task.	Procedures support learning goals methods (pedagogy) is powerful and promotes learning, individualized needs of learners are well addressed, assessment tools are appropriate for the learners and the task,

<p>11 TAAL INTASC 5 Classroom motivation and management skills: Evidence that environment is conducive to learning for all students (e.g., accessible to all, safe, expectation for achievement are appropriate) and promotes a culture of learning and positive social interaction (1.25%) INTASC 9</p>	<p>Lack of organization promotes off-task behaviors, safety concerns unaddressed.</p>	<p>Lesson begins and ends on time, time is well used, expectations are communicated for all learners, instruction is responsive to learners, allows students choices, promotes positive relationships, the lesson is interesting, environment is generally positive, learners respected, teacher is poised.</p>	<p>Lesson begins and ends in timely manner, expectations are effectively communicated for all learners, instruction is responsive to learners, instruction is engaging, environment is positive, learners respected, the method/pedagogy is fluid in implementation, adjusts for the unexpected, instruction is stimulating, use of materials and equipment/technology are effective, questions are well handled, listens well to students capitalizes on the teachable moment, students are actively engaged and productive, teacher, is “with-it” relative to managing behavior and learning.</p>
<p>21 TAV INTASC 9 Professional Commitment and Responsibility: Evidence of reflective stance towards learning and teaching (e.g., evaluate the success of one’s own learning and of teaching events, and think of alternate ways to expand and improve. (1.25%) INTASC 9</p>	<p>No evidence that the candidate has reflected on how the teaching experience unfolded for both the learners and the candidate; candidate does not seek input/constructive feedback from supervisors, mentors, or peers</p>	<p>Candidate may seek input from supervisors, mentors, or peers. Indications are that improvements will be made in future teaching situations based on feedback.</p>	<p>Candidate clearly appreciates the feedback and readily has suggestions for ways to improve instruction. Documentation of revisions are evident and reflect both the candidate’s perspectives and those of the supervisor, mentors or peers.</p>

Beliefs and Practices

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
2.1 TaL INTASC 2 Teacher candidate possesses knowledge of developmental characteristics of learners (1.20%) INTASC 2	No clear understanding of developmental milestones for age group is evident; learning opportunities are inappropriate for the age group; assessment techniques are not aligned with developmental characteristics of learners; learners' background knowledge is overlooked.	Knowledge of developmental milestones support practical applications; learning and assessment opportunities are designed with consideration of developmental traits of learners; learners' background knowledge is routinely accessed and built upon in learning situations.	Developmental milestones are used as framework to support learners' cognitive, social, emotional and physical needs; connections between developmental theory, practice and learners' background knowledge are developed routinely to make adjustments for learners' needs during planning, instructing and assessing.
3.1 TaL INTASC 3 Teacher candidate possesses expectations for learning and achievement (1.20%) INTASC 3	Conveys low or limited expectations for learning and achievement through interactions, learning goals and activities.	Expectations for learning and achievement are conveyed to all learners through interactions, learning goals and appropriately adapted activities.	All students are challenged and supported to learn and achieve through choices and learner responsibility.
4.1 TAAL INTASC 4 Teacher candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to the needs of the learner. (1.20%) INTASC 4	Limited or no evidence of engagement of learners or multiple instructional strategies as evidenced by teacher-centered instruction; instructional strategies are unresponsive to needs of the learners.	Multiple instructional strategies are appropriately selected, effective, and responsive to needs of learners; learners are self-directed; multiple instructional strategies are adapted to learners as evidenced by engagement in problem solving, critical thinking, questioning, discussion, cooperative learning, etc.	Multiple instructional strategies are purposefully selected to best instruct content and learners are highly engaged in instruction. Incorporates resources from professional organizations; instructional strategies are effective and highly responsive to needs of learners; facilitates inquiry, questioning, discussion, cooperative learning, etc.
6.1 TaL INTASC 6 Teacher candidate's oral and written language is effective (1.20%) INTASC 6	Speech is inaudible; written language is illegible; language may contain grammatical syntax, spelling, errors.	Speech and written language are clear and correct; vocabulary is appropriate to the learning environment and needs of learners.	Communication skills of teacher strategically supports and enriches the learning of all students.

<p>8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment (1.20%) INTASC 8</p>	<p>Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.</p>	<p>Assessment practices are multidimensional, formal and informal, reflecting sound practices; meets needs of the class, groups and individual learners.</p>	<p>Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.</p>
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Teaching

	Does not meet expectations (Insufficient Evidence) (1pt)	Fulfills expectations (Sufficient Evidence) (2pts)	Exceeds expectations (Substantial Evidence) (3pts)
<p>4.1 TAAL INTASC 4 Teacher candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to the needs of the learner. (1.9%) INTASC 4</p>	Limited or no evidence of engagement of learners or multiple instructional strategies as evidenced by teacher-centered instructional strategies are unresponsive to needs of the learners.	Multiple instructional strategies are appropriately selected, effective, and responsive to needs of learners; learners are self-directed; multiple instructional strategies are adapted to learners as evidenced by engagement in problem solving, critical thinking, questioning, discussion, cooperative learning, etc.	Multiple instructional strategies are purposefully selected to best instruct content and learners are highly engaged in instruction. Incorporates resources from professional organizations; instructional strategies are effective and highly responsive to needs of learners; facilitates inquiry, questioning, discussion, cooperative learning, etc.
<p>5.1 TAAL INTASC 5 Teacher candidate maintains a positive learning environment that promotes a culture of learning. (1.9%) INTASC 5</p>	Little sense of a community is evident; heavy reliance on extrinsic rewards and/or punishment; attention is directed more toward classroom control that learning.	Students feel safe and enjoy being in the classroom; engaged in productive learning behavior; students take learning risks; positive language is used to support social and academic achievements expectations are clearly articulated to all students and lessons promote on task behaviors.	Climate of mutual respect results in willingness to take learning risks; students are achievement-oriented, intrinsically rewarded by the learning environment; demonstrate caring and value for each other.
<p>5.2 TAAL INTASC 5 Teacher candidate establishes behavior standards that are fair and respectful (1.9%) INTASC 5</p>	Classroom motivation and management practices tend to be authoritarian; classroom standards of conduct may not be clear to students.	Classroom motivation and management practices are well-established and clear to students, address a variety of situations and strategies support meeting behavior standards; students have input regarding behavior standards.	Democratic process is evident in management of classroom; students understand behavior standards.
<p>5.3 TAAL INTASC 5 Teacher candidate monitors climate for learning (e.g., responsive to student behavior) (1.9%) INTASC 5</p>	Off task behaviors are unchecked; responses are inconsistent, too permissive or severe; not instructive; student dignity not honored.	Students are on-task; checks disruptive behaviors in respectful manner; generally applies strategies that result in appropriate student behaviors.	Students are actively engaged in meaningful learning opportunities; demonstrates high level of “with-it-ness” that results in skillful application of strategies that support students to self-monitor classroom behavior.
<p>6.1 TaL INTASC 6 Teacher candidate’s</p>	Speech is inaudible; written language is illegible; language may	Speech is inaudible; written language is illegible; language may	Communication skills of teacher strategically supports and enriches the

<p>oral and written language is effective (1.9%) INTASC 6</p>	<p>contain grammatical, syntax, spelling, errors.</p>	<p>contain grammatical, syntax, spelling, errors. Speech and written language are clear and correct; vocabulary is appropriate it the learning environment and needs of learners.</p>	<p>learning of all students</p>
<p>6.2 TAAL INTASC 6 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues). (1.9%) INTASC 6</p>	<p>Vocabulary maybe inappropriate, vague, or used incorrectly; teacher talk routinely dominates the instruction; routinely, learners have limited opportunity for input; language use may create rather than solve problems, narrows thinking,</p>	<p>Language and wait time are used to engage and motivate learners to participate; typically, moderates learning environment so that all voices contribute; questioning and listening leads to some genuine opportunities for discussion.</p>	<p>Communication environment promotes free and respectful exchange of ideas, risk taking, turn-taking, questioning, and divergent thinking</p>
<p>6.3 TAAL INTASC 6 Teacher candidate uses media and technology as effective learning and communication tools. (1.9%) INTASC 6</p>	<p>Makes little or no use of media and technology to promote effective learning and/or communication.</p>	<p>Makes some use of media and technology to promote effective learning and/or communication.</p>	<p>Makes consistent use of media and technology to promote effective learning and/or communication.</p>
<p>6.4 TAAL INTASC 6 Teacher candidate communicates expectations. (1.9%) INTASC 6</p>	<p>Limited or no evidence that expectations are clearly articulated; vocabulary is inappropriate, vague, or used incorrectly.</p>	<p>Expectations are evident through clear articulation to include appropriate and correct vocabulary.</p>	<p>Expectations are highly evident through clear articulation to include expressive and enriched vocabulary.</p>
<p>6.5 TAAL INTASC 6 Teacher candidate's communication fosters active inquiry and participation among learners (1.9%) INTASC 6</p>	<p>Minimal response to students in a timely manner; teacher talk dominates the instructional periods; minimal learner participation.</p>	<p>Effective response to student questions; communication allows for student inquiry to enrich and expand the learning; Learner participation encouraged.</p>	<p>Questions are encouraged and responded to accurately; communication effectively promotes inquiry and guides the learning of all students; learners engaged with rich interactions with each other.</p>
<p>8.3 TAAL INTASC 8 Teacher candidate provides feedback to learners (1.9%) INTASC 8</p>	<p>Feedback provided to learners is unclear or inaccurate, not timely, or poor quality.</p>	<p>Assessment results are communicated to students in respectful, meaningful manner.</p>	<p>Feedback to learners is clear and empowering. Learners self-assess and set new goals.</p>
<p>8.4 TAAL INTASC 8 Teacher candidate documents and monitors assessment</p>	<p>Assessment results are not readily accessible or in a format that supports effective use of information;</p>	<p>Assessment results are organized for efficient use; information is accurate and informative.</p>	<p>Assessment results reveal insights about learners, fostering students' engagement in learning.</p>

results. (1.9%) INTASC 8	information inaccurate, not well processed or incomplete.		
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