

Student Teaching Assessment Record (STAR) Handbook

University of Maryland, Baltimore County
2020-2021



UMBC Student Teaching Assessment Record (STAR)

Thirteen institutions piloted this student teaching clinical observation instrument in fall 2017. Currently eight institutions are continuing the piloting process. The evaluation instrument is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, April 2011. The InTasc standards meet accreditation compliance with the Council for the Accreditation of Educator Preparation (CAEP).

The ten standards from InTASC fall into four general categories:

The Learner and Learning

Standard #1-Learner Development

Standard #2-Learning Differences

Standard #3-Learning Environments

Content

Standard #4-Content Knowledge

Standard #5-Application of Content

Instructional Practice

Standard #6-Assessment

Standard #7-Planning for Instruction

Standard #8-Instructional Strategies

Professional Responsibility

Standard #9-Professional Learning and Ethical Practice

Standard #10-Leadership and Collaboration

Each standard has a rubric with four performance columns and a scoring scale of 1 to 4 with 4 being the highest rating. All scoring is done with whole numbers, no fractions or decimal points. The four performance columns are:

Novice	Apprentice-Developing	Accomplished Candidate Practitioner-Target Level	Exemplary
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The evaluator/s will circle in the rubric the observed behaviors of the student teacher. The preponderance of circled evidence will support the score given for each performance indicator in the standard. The STAR Training Guidelines will offer more insight into the scoring of the instrument. This instrument has been designed to be a holistic tool that assists in tracking progress of the student teacher throughout the clinical experience.

STAR Training Guidelines for Mentor and Supervisors

- To ensure the reliability and validity of this tool, nothing can be changed. Do not change the wording. Do not change the formatting. This evaluation tool is in a pilot period. The instrument is designed to be a holistic tool that assists in tracking progress of the student teacher throughout the clinical experience.
- **Administration:**
 - An institution may use the tool as often as liked during the course of the student teaching semester.
 - For data collection purposes, however, the mid-term and final iterations of the tool are the only items gathered by the corporate group. Both the cooperating teacher and university supervisor's data will be collected.
 - The document has the Standard/s at the top of the page, Criteria for the standard in the left column, and indicators for the criteria in the four performance columns.
- **Rating:**
 - Rating is done on a 4 point scale. 1 is low, 4 is high.
 - As a general rule, the *Accomplished Candidate Practitioner-Target* level is the expected rating of a typically successful student teacher at the end of the clinical experience.
 - This is a teaching tool. Low scores on criteria indicate an area of focus, an area where growth is needed. Do not purposefully score low at the beginning of the semester in order to show growth. If the candidate is at target level from the first observation, that's fine.
 - It is suggested that the observer circle the indicators for the criteria which were observed.
 - What to do with N/A (Not Applicable) or N/O (Not Observed)? If an item is not observed during the exact lesson observed, please reflect on the candidates' approximate abilities at that time of the observation. As a teaching tool, candidates need feedback on criteria.
- **Scoring:**
 - Mentor and Supervisors are asked to rate the candidate on each performance indicator of each standard and identify the raw score (1, 2, 3, or 4) for the indicator.
 - While it is possible to mark different indicators at different levels, if any performance indicator is marked at the novice or developing level, the highest overall score possible is Target. The candidate cannot be exemplary on that criteria.
 - TK20 will average scores.
- **Warning:**
 - This tool is still in review. It should not be used as the sole decision making tool in determining licensure, a grade, or other high-stakes decision.
- **Feedback:**
 - In order to improve this instrument, we want feedback from the mentor and supervisor. At a final meeting please record comments about the instrument, the scoring, the terminology of performance indicators, sources of evidence and any other items that both of you believe are important to this process. Please send your feedback to Julie Jones at julie.oaks.jones@umbc.edu

InTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<u>Learner Development</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
1.1-Learner growth and development	Candidate demonstrated a minimal understanding of child development.	Candidate demonstrated <ul style="list-style-type: none"> ● an understanding of child development ● but did not apply it to planning for instruction. 	Candidate demonstrated <ul style="list-style-type: none"> ● learner development through planned developmentally appropriate instruction ● which addressed many of the individual learners’ strengths, interests, and needs. 	Candidate met all expectations in the accomplished practitioner- target level. As well as use <ul style="list-style-type: none"> ● appropriate methods to evaluate the vast majority of students’ skill levels of performance and ● planned instruction accordingly.
1.2-Individual differences in readiness for instruction	Candidate made a minimal attempt to identify the specific areas of student readiness of whole class <ul style="list-style-type: none"> ● cognitive, ● linguistic, ● social, ● emotional, or ● physical 	Candidate identified, for a limited number of the students in the classroom, <ul style="list-style-type: none"> ● cognitive, ● linguistic, ● social, ● emotional, or ● physical aspects of student readiness for learning. 	Candidate identified, for most of the students in the classroom and for small groups of students, <ul style="list-style-type: none"> ● cognitive, ● linguistic, ● social, ● emotional, and ● physical aspects of student readiness for learning. 	Candidate identified, for the vast majority of the students in the classroom and for small groups of students, <ul style="list-style-type: none"> ● cognitive, ● linguistic, ● social, ● emotional, and ● physical aspects of student readiness for learning.
1.3-Assess for learning needs and performance	Candidate demonstrated <ul style="list-style-type: none"> ● unrealistic expectations for student performance. 	Candidate did <ul style="list-style-type: none"> ● limited checking for understanding to assess student performance. 	Candidate regularly assessed <ul style="list-style-type: none"> ● individual and group performance in order ● to meet most learners’ needs in instruction. 	Candidate <ul style="list-style-type: none"> ● maintained and ● analyzed assessment data collected on student performance to make data-driven decisions about instruction.
1.4-Cultural context	Candidate displayed <ul style="list-style-type: none"> ● little awareness of culture and ● interests of the students and ● made no effort to accommodate for those differences. 	Candidate showed awareness of <ul style="list-style-type: none"> ● cultural and ● varied interests in students but ● seldom differentiated to accommodate for those differences. 	Candidate collaborated with <ul style="list-style-type: none"> ● families, ● communities, ● colleagues, and ● other professionals to ● design and ● implement developmentally appropriate, relevant, and rigorous learning experiences. 	Candidate deliberately pursued <ul style="list-style-type: none"> ● knowledge about the vast majority of students’ cultural heritage and ● family background.
1.5-Behavior management	Candidate demonstrated <ul style="list-style-type: none"> ● little awareness of student development as tool to guide behavioral issues 	Candidate was aware of <ul style="list-style-type: none"> ● behavior concerns and ● often took steps to deter unwanted behavior. 	Candidate’s knowledge of development aided in <ul style="list-style-type: none"> ● low-profile redirection, ● positive behavior support, ● teacher proximity, and ● student movement to engage learners. 	Candidate’s knowledge of development used to develop <ul style="list-style-type: none"> ● a classroom behavior management system which ● facilitated effectively engaged high levels of student learning.

Forms of Evidence: Standard 1 (examples)

<ul style="list-style-type: none"> ● Pre/Post observation conferences with evaluators ● All lesson plans include full, data-driven descriptions of: <ul style="list-style-type: none"> ○ evidence of differentiation ○ pre/post assessments of students to determine instruction 	<ul style="list-style-type: none"> ● Mid-Term & Final cooperating teacher evaluations ● Observations (by peers or evaluators) or artifacts of classroom activities that: <ul style="list-style-type: none"> ○ explore cultural awareness based on student demographics ○ provide evidence of the variety of methods used which meet learner development needs.
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InTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
<u>Learning Differences</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
2.1-Understanding student learner differences	Candidate addressed <ul style="list-style-type: none"> only the needs of the whole group. 	Candidate designed instruction that <ul style="list-style-type: none"> met the needs of the whole group. 	Candidate accommodated instruction <ul style="list-style-type: none"> for the whole and small group instruction. 	Candidate met all expectations in the accomplished practitioner- target level. As well as... Candidate demonstrated understanding of <ul style="list-style-type: none"> each student’s differences, languages, cultures, and communities to design and accommodate instruction to meet the individual needs of the vast majority of students.
2.2-Differentiation in instruction	Instructional strategies were <ul style="list-style-type: none"> limited to meeting the needs of the whole group. Variation is minimal. 	Candidate <ul style="list-style-type: none"> at times showed awareness of individual differences, but often teaching to the whole group. 	Candidate <ul style="list-style-type: none"> designed instruction, and initiated several differentiation techniques (i.e., process, product, content, environment, and affect) for most students. 	Candidate <ul style="list-style-type: none"> designed original instruction, and initiated multiple differentiation techniques (i.e., process, product, content, environment, and affect) for the vast majority students.
2.3-Collaboration with others to meet learner needs	Candidate worked <ul style="list-style-type: none"> with cooperating teacher as required. Candidate inconsistently applied suggestions.	Candidate collaborated <ul style="list-style-type: none"> with a few other professionals (mainly the cooperating teacher) and implemented some suggestions. 	Candidate collaborated with professionals <ul style="list-style-type: none"> to understand student abilities, needs and interests (including learner’s personal, family, and community experiences and cultural norms). 	Candidate used <ul style="list-style-type: none"> intentional collaboration with other professionals and community resources to incorporate students’ abilities, needs, and interests into instruction.
2.4-Instruction designed to meet learner needs	Candidate had <ul style="list-style-type: none"> limited repertoire of instructional strategies. 	Candidate implemented <ul style="list-style-type: none"> a few select learning strategies in an attempt to meet the needs of a variety of students. 	A variety of learning modalities were <ul style="list-style-type: none"> incorporated and the candidate tiered instruction to accommodate student interests and/or academic abilities. 	Candidate deliberately incorporated <ul style="list-style-type: none"> a wide range of learning modalities and designed tiered instruction to accommodate the vast majority of student interests and academic abilities to enable learners to meet rigorous standards.
Forms of Evidence: Standard 2 (examples)				
<ul style="list-style-type: none"> All lesson plans include evidence of: <ul style="list-style-type: none"> multi-tiered instruction/activity/assessment components making content accessible to English language learners and support development of English proficiency prior knowledge and experiences Candidate reflection via weekly journal, or contact log with specific descriptions included. 			<ul style="list-style-type: none"> Collaborates with professional and community resources Observations (by peers or evaluators) substantiate candidate’s active implementation of meeting the needs of all learners (ELL, SPED, Below/At/Above Grade Level) in the lessons Professional Learning Communities (PLC)/Parent-Teacher (PT) Conference/Staff conference notes with colleagues Candidate presents PLC Learning with Education Preparation Provider (EPP) peers 	

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

<u>Learning Environments</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
3.1-Individual and collaborative learning	Candidate and students displayed <ul style="list-style-type: none"> • a lack of commitment to learning • students demonstrated low energy in accomplishing work. Candidate established general classroom control.	Candidate established a classroom culture that has <ul style="list-style-type: none"> • limited commitment by the teacher and students to learning and • work expectations. Candidate applied classroom management techniques to produce a positive learning environment in the classroom.	Candidate established a classroom culture in which <ul style="list-style-type: none"> • learning is valued by all and • hard work and learning are typical for most students. Candidate worked with others, <ul style="list-style-type: none"> • pre-established, • monitored, and • used a variety of methods to • maintain classroom expectations allowing for • smooth transitions and the maintenance of momentum. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate created <ul style="list-style-type: none"> • a smoothly functioning classroom environment that • demonstrated a shared belief in the importance of learning • with high expectations for learning for all students, • supportive of student participation, • mutual respect, and • without fear of humiliation from the candidate or other students.
3.2-Behavior management	Candidate demonstrated <ul style="list-style-type: none"> • little awareness of behavioral issues/did not address issues or • valued friendship of students over management of student behaviors and learning. 	Candidate was aware of <ul style="list-style-type: none"> • behavior concerns and • often took steps to deter unwanted behavior. 	Candidate used <ul style="list-style-type: none"> • low-profile redirection, • positive behavior support, • teacher proximity, and • student movement to engage learners. 	Candidate developed <ul style="list-style-type: none"> • a classroom behavior management system which • facilitated effectively engaged high levels of student learning.
3.3-Active engagement in learning	Candidate did little <ul style="list-style-type: none"> • to encourage respect between students and • open participation of students in classroom activities. 	Candidate established an environment in which <ul style="list-style-type: none"> • students were hesitant to share opinions, • ask questions, or • make academic risks. 	Candidate provided a classroom community where students were <ul style="list-style-type: none"> • respected and • actively engaged in the learning process. 	Candidate developed a classroom environment which <ul style="list-style-type: none"> • promoted critical thinking and • supported active participation of the vast majority of students in their learning.
3.4-Teacher and student use of technology	Candidate used technology <ul style="list-style-type: none"> • in a cursory way in the classroom • focusing on teacher presentations. • Limited student use. 	Candidate used technology for <ul style="list-style-type: none"> • instructional purposes. • Student use of technology was evident but • not necessarily aligned with learning tasks. 	Appropriate <ul style="list-style-type: none"> • candidate and • student use of technology was used • to create a positive learning environment. 	Candidate actively <ul style="list-style-type: none"> • sought and • implemented available cutting edge technology effectively and • promoted student use of technology to maximize learning engagement.
3.5-Positive social interaction	Candidate’s communication (verbal and/or non-verbal) at times created confusion.	Candidate demonstrated use of speaking and listening skills with limited effectiveness.	Candidate demonstrated effective interpersonal communication skills in <ul style="list-style-type: none"> • face-to-face and/or • virtual environments. 	Candidate exhibited creativity and thoughtful planning in projecting effective communication skills in <ul style="list-style-type: none"> • multiple environments and • multiple forms of media.

Forms of Evidence: Standard 3 (examples)

<ul style="list-style-type: none"> • Observations (by peers or evaluators) that includes: <ul style="list-style-type: none"> o individual and collaborative learning o candidate and student use of technology o encourages positive social interaction, active engagement in learning, and self-motivation • Candidate provides evidence via links, videos, blogs, flipped classroom, etc. of student technology use 	<ul style="list-style-type: none"> • The candidate submits pictures of room design of flex seating, learning environment changes, etc. • Pre/Post observation conferences with evaluators • Candidate reflection via weekly journal or contact log with specific descriptions included (newsletters, emails, PPTs, presentations)
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InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Content Knowledge Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
4.1-Central concepts and structures of content	Candidate displayed <ul style="list-style-type: none"> limited knowledge of content and stayed one lesson ahead of students. Candidate displayed some difficulty in answering student questions over content.	Candidate demonstrated <ul style="list-style-type: none"> rudimentary knowledge of content and relied on text and curricular materials for sequencing and pacing. 	Candidate organized and <ul style="list-style-type: none"> logically sequenced (scaffold) instruction because of his/her knowledge of content, content standards, and college and career readiness standards, including literacy experiences. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate instruction extended beyond <ul style="list-style-type: none"> the boundaries of the classroom and integrated cross- curricular elements.
4.2-Evaluation of content	Candidate taught lessons without identifying student prior knowledge.	Candidate used <ul style="list-style-type: none"> general knowledge of students and aggregated data to provide instruction for whole class with little differentiation for individual needs. 	Instructional strategies and <ul style="list-style-type: none"> learning experiences built on prior content knowledge and supported each student in the process to construct new concepts and knowledge and connected content to student lives. 	Candidate used <ul style="list-style-type: none"> appropriate methods to evaluate all students’ skill levels of performance, established prior knowledge and designed learning activities for whole class and individuals to meet learning goals. The vast majority of students integrated new learning into their individual lives.
4.3-Inquiry	Candidate demonstrated <ul style="list-style-type: none"> insufficient knowledge to convey tools of inquiry associated with the content field 	Candidate used <ul style="list-style-type: none"> content tools of inquiry however demonstrated uneven understanding of rationale or purpose. 	Candidate used and taught students the tools of inquiry <ul style="list-style-type: none"> per the content and demonstrated the ability to facilitate student use of content tools of inquiry. 	Candidate and students used the inquiry method to <ul style="list-style-type: none"> foster critical thinking and to make the learning relevant to each student.
4.4-Differentiation for accessible learning	Candidate taught <ul style="list-style-type: none"> to the median ability without trying to meet the needs of individual students. 	Candidate was able to implement levels I and II of Multi-Tiered System of Support (MTSS) or an alternative method of tiered system of support..	Candidate adapted instruction (aligned with MTSS protocols, or an alternative method of tiered system of support) so <ul style="list-style-type: none"> content was meaningful and relevant for most learners. 	Candidate and the students were fully engaged in the use of Multi- Tiered System of Support (MTSS) or an alternative method of tiered system of support. Candidate designed <ul style="list-style-type: none"> meaningful differentiation of content so that an appropriate level of mastery was attained by the vast majority of students.

Forms of Evidence: Standard 4 (examples)

<ul style="list-style-type: none"> Lesson plans include evidence of: <ul style="list-style-type: none"> content specific learning literacy experiences mastery learning scaffolding differentiation based on MTSS 	<ul style="list-style-type: none"> Observations (by peers or evaluators) substantiate candidate’s: <ul style="list-style-type: none"> understanding of central concepts, tools of inquiry, and structures of the discipline(s) use of assessment to assure student mastery of content differentiation based on MTSS Pre/Post observation conferences with evaluators
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INTASC Standard 5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Application of Content Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
5.1-Interdisciplinary instruction with effective communication, collaboration, and critical thinking	Candidate’s lessons focused <ul style="list-style-type: none"> on the specific content area without inter-disciplinary connections. Candidate showed <ul style="list-style-type: none"> little effort to use authentic learning experiences and to elicit creativity and problem solving. 	Candidate designed lessons with <ul style="list-style-type: none"> the intention of cross-curricular activities (focused on local issues) that included some but not all of the following: concept-based teaching, authentic experiences, collaboration, and/or critical/creative thinking. 	Candidate’s instructional practices <ul style="list-style-type: none"> promoted student creativity, critical and creative thinking, collaboration and communication related to authentic local and global issues. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate integrated content fields to <ul style="list-style-type: none"> create innovative learning opportunities in a problem-based environment that extended beyond the local community. Students demonstrated <ul style="list-style-type: none"> effective communication skills and the willingness to collaborate to solve critical issues.
5.2-Lesson plans integrating College & Career Readiness Standards (CCRS)	Lesson plans showed minimal understanding of how to incorporate CCRS in day to day activities.	Candidate demonstrated <ul style="list-style-type: none"> understanding of CCRS however use of CCRS in lesson plans was limited. Instructional planning has some alignment of CCRS.	Candidate lesson plans were aligned to college and career readiness standards (CCRS).	Lesson plans and activities clearly demonstrated <ul style="list-style-type: none"> an understanding and application of college and career readiness standards (CCRS).
5.3-Concept based instruction with authentic learning experiences	Learners worked individually to progress through learning experiences.	Candidate integrated <ul style="list-style-type: none"> content and curriculum in instruction and used small group work to collaborate on problem solving. Asked learners to think about local issues.	Lesson emphasized <ul style="list-style-type: none"> literacy, critical thinking skills and established curriculum connections by relating content to other subject areas and considered diverse social and cultural perspectives when appropriate. 	Candidate had a comprehensive understanding <ul style="list-style-type: none"> of various content and curricula and promoted family literacy opportunities that showed an understanding of community diversity. Students demonstrated use of critical thinking skills beyond content specific instruction.
5.4-Use of technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Technology was used to <ul style="list-style-type: none"> present the lesson and specific information. 	Candidate utilized <ul style="list-style-type: none"> technology and/or innovative resources to increase student interest, present information in a novel way, allow for increased relevance, active engagement, and the practice of college and career ready skills. 	Candidate encouraged student use of technology to bring content alive beyond the classroom.

Forms of Evidence: Standard 5 (examples)

<ul style="list-style-type: none"> Lesson plans include evidence of: <ul style="list-style-type: none"> interdisciplinary learning opportunities authentic learning experiences student collaboration, effective communication, and critical/creative thinking alignment with College/Career Readiness Standards (CCRS) candidate and student use of technology family literacy opportunities demonstrating an understanding of community diversity 	<ul style="list-style-type: none"> Observations (by peers or evaluators) substantiate candidate’s: <ul style="list-style-type: none"> integration of technology in presentations and student use of technology interdisciplinary learning opportunities authentic learning experiences Candidate produced classroom website, newsletter, blog Communication log
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InTASC Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

<u>Student Assessment</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
6.1-Multiple measures to monitor and assess	Candidate used <ul style="list-style-type: none"> assessments to assign grades but demonstrated little use of data to inform instructional practice. 	Candidate monitored assessment <ul style="list-style-type: none"> for the whole group to evaluate their learning. 	Candidate used <ul style="list-style-type: none"> formative and summative assessment to support, verify, and document learning. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate consistently used <ul style="list-style-type: none"> a variety of assessment techniques/methods and utilized data collected to inform instructional decisions.
6.2-Learner self-assessment	Candidate relied on traditional assessments.	Candidate typically used <ul style="list-style-type: none"> a few assessment strategies but the students showed little understanding of how their work would be evaluated. 	Candidate utilized <ul style="list-style-type: none"> various assessment measures to monitor student learning throughout the lesson and involved students in self-assessment of knowledge and skills. 	Candidate created a culture in which <ul style="list-style-type: none"> self-assessment and reflection on learning was embraced. Assessment was used in a positive light to promote learning, not judge students.
6.3-Learner awareness	Candidate assessment criteria for student work were unclear. Students demonstrated lack of clear understanding of expectations.	Students did not have a clear understanding of <ul style="list-style-type: none"> how to meet the assessment and learning expectations. 	Candidate made students aware of <ul style="list-style-type: none"> assessment criteria and performance expectations. 	Students demonstrated awareness of the impact of their effort on their conceptual understanding
6.4-Feedback to students and use of data	Students received feedback <ul style="list-style-type: none"> in the form of a grade with little additional information. 	Students received <ul style="list-style-type: none"> feedback but it did not indicate how to improve the learning. 	Students received <ul style="list-style-type: none"> specific and supportive feedback from candidates. 	Candidate provided <ul style="list-style-type: none"> individual feedback to students and used the individual data to plan further instruction and learning extensions that were specific to individual students.
6.5-Data driven decisions	Candidate did not use assessment data to inform instructional activities.	Assessment data used <ul style="list-style-type: none"> to modify whole class instruction, but not tailored to the needs of individuals. 	Assessment was used, for most students, <ul style="list-style-type: none"> to inform instruction and further student knowledge/content acquisition and application. 	Assessment was used, for the vast majority of students, <ul style="list-style-type: none"> to inform instruction and further student knowledge/content acquisition and application.

Forms of Evidence: Standard 6 (examples)

<ul style="list-style-type: none"> Lesson plans that include: <ul style="list-style-type: none"> pre-assessment, formative (including formal and informal), summative, and diagnostic assessments opportunities for student self-assessment instructions that are clear use of data in decision-making 	<ul style="list-style-type: none"> Observations (by peers or evaluators) substantiate that instruction and directions are clearly presented Pre/Post observation conferences with evaluators Journal (reflections) demonstrate use of data in decision-making
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InTASC Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Planning for Instruction Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
7.1-Instruction planning to meet learning goals	Candidate relied on curriculum guides to provide instructional activities.	Candidate instruction <ul style="list-style-type: none"> was aligned with the text and there was some differentiation of instruction for small groups and a few individual students. 	Candidate planned <ul style="list-style-type: none"> developmentally appropriate instruction that met all students' learning goals, accessed community context, and integrated learning across disciplines using conceptual understandings. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate planned <ul style="list-style-type: none"> learning opportunities that extended beyond the curriculum and school day. Students were encouraged to modify the lesson to make it more meaningful to them.
7.2-Differentiation in instruction	Candidate demonstrated <ul style="list-style-type: none"> little understanding of students as learners and provided instruction designed for whole class delivery. 	Differentiation of instruction was based on <ul style="list-style-type: none"> current performance and accessibility to some students was made based on language barriers. 	Candidate modified instruction <ul style="list-style-type: none"> to draw upon prior knowledge, to make instruction accessible, and to be relevant for individuals and groups of learners. 	Candidate drew on <ul style="list-style-type: none"> knowledge of individual student differences to make instruction meaningful on a personal level to each student.
7.3-Learning experiences that are cross-curricular	Instruction was <ul style="list-style-type: none"> text driven with little planning for experiences that related to students. 	Learning experiences did not build upon <ul style="list-style-type: none"> prior knowledge of the individual students but considered the whole group. 	Candidate <ul style="list-style-type: none"> created experiences allowing learners to demonstrate their knowledge/understandings. 	Cross-curricular learning experiences were <ul style="list-style-type: none"> used in a collaborative, problem-based model that fully engaged learners.
7.4-Learning motivation	Candidate used <ul style="list-style-type: none"> external motivators to encourage student attainment of content knowledge. 	The whole group showed <ul style="list-style-type: none"> some awareness of the need to learn but candidate did not instill internal motivation in students. 	Candidate motivated <ul style="list-style-type: none"> students with learning experiences where students exhibited collaboration, self-governance, and self-directed learning. 	Candidate utilized <ul style="list-style-type: none"> individual motivators for the vast majority of students, calling upon previously gained understanding of student's personal and academic achievements and students were intellectually engaged and were required to display high-level thinking in their learning.
7.5-Use of technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Candidate utilized the technology in the classroom to enhance whole class instruction.	Candidate and students utilized technology <ul style="list-style-type: none"> which supported instruction, student learning, and increased student interest. 	Candidate encouraged <ul style="list-style-type: none"> student use of technology to bring content alive beyond the classroom.

Forms of Evidence: Standard 7 (examples)

<ul style="list-style-type: none"> Observations (by peers or evaluators) which include: <ul style="list-style-type: none"> differentiation in content, process, and assessment student engagement in a wide variety of meaningful, real world activities and assessment cross-curricular activity higher level questioning use of technology 	<ul style="list-style-type: none"> Lesson plans that include: <ul style="list-style-type: none"> plans for sequenced scaffolded learning learning goals/objectives aligned with state and/or national standards planned use of technology (candidate and student) cross-curricular activity Reflections, journals, blogs
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InTASC Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<u>Instructional Strategies</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
8.1-Instructional strategies	Candidate used whole-class instruction.	Candidate employed <ul style="list-style-type: none"> the use of a few instructional strategies to foster the learning goals of the whole group. Students with IEPs would have specific strategies implemented as required.	Candidate used <ul style="list-style-type: none"> a variety of appropriate instructional strategies and resources to meet the needs of individuals and groups of learners. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate planned <ul style="list-style-type: none"> learning opportunities that extended beyond the curriculum and school day. Students were <ul style="list-style-type: none"> encouraged to extend the lesson to make it more meaningful to them and to build integration across content areas.
8.2-Assessment and monitoring	Candidate used data for the purpose of assigning a grade. Students demonstrated <ul style="list-style-type: none"> little understanding of the connection between instructional activity and conceptual understandings. 	Candidate evaluates <ul style="list-style-type: none"> whole group for learning and adapts the instruction as needed for the class. 	Candidate continuously <ul style="list-style-type: none"> monitored student learning, engaged learners in assessing their progress, and adjusted instruction in response to student learning needs. 	Candidate used <ul style="list-style-type: none"> knowledge of individual student differences to make instruction meaningful on a personal level to each student.
8.3-Understanding content	Candidate demonstrated <ul style="list-style-type: none"> little understanding of relationship between course content and other areas and was unable to help students see interconnectedness between content areas. 	Candidate demonstrated that <ul style="list-style-type: none"> some integration of content was evident but not related to the students' individual needs. Pacing of instruction was determined by the whole group's progress. 	Candidate built <ul style="list-style-type: none"> connections between content areas to support cognitive development of learners and depth of understanding of content areas. 	Candidate integrated <ul style="list-style-type: none"> cross-curricular learning experiences that required reflection and closure resulting in synthesizing their learning.
8.4-Knowledge application	Candidate relied on curriculum guide to provide instructional activity.	Candidate planned <ul style="list-style-type: none"> some learning experiences that were aligned to the content but did not consider relevancy to all learners. 	Candidate implemented <ul style="list-style-type: none"> relevant learning experiences, building on learner strengths and community contexts. 	Students were encouraged to <ul style="list-style-type: none"> apply their learning experiences to the bigger picture and to find relevancy to their lives.

Forms of Evidence: Standard 8 (examples)

<ul style="list-style-type: none"> Observations (by peers or evaluators) which include: <ul style="list-style-type: none"> a variety of instructional strategies higher level questioning and demonstration of student critical thinking Reflections, journals, blogs Pre/Post observation conference with evaluators 	<ul style="list-style-type: none"> Lesson plans that include: <ul style="list-style-type: none"> a variety of instructional strategies and relevant learning experiences based on understanding of students and community resources appropriate assessments for monitoring of student learning/progress cross-curricular connections opportunities for students to extend lesson product
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InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<u>Professional Learning and Ethical Practice</u> Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
9.1-Professional learning	Candidate participated in <ul style="list-style-type: none"> required professional learning activities, however, was unable to make connections between professional learning and the classroom. required professional learning activities, however, 	Candidate was able to articulate the importance of professional learning. Candidate did participate in <ul style="list-style-type: none"> required professional learning but did not always apply his/her learning to the classroom. 	Candidate participated in <ul style="list-style-type: none"> ongoing learning opportunities and relevant, appropriate professional learning experiences to support learner and professional needs. 	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate reflected on <ul style="list-style-type: none"> personal professional needs and sought out opportunities for professional learning beyond those provided at the local area.
9.2-Use of data to evaluate practice	Candidate demonstrated <ul style="list-style-type: none"> lack of awareness of connection between data, planning, and student learning. 	Candidate <ul style="list-style-type: none"> collected data but did not utilize all evidence to impact teaching. Some reflection was evident.	Candidate used <ul style="list-style-type: none"> a variety of data to evaluate the outcomes of his/her teaching and learning, adapt planning, and reflect upon the impact of his/her practice on others. 	Candidate regularly <ul style="list-style-type: none"> reflected on student outcomes and used the data to inform development
9.3-Differentiation of instruction	Candidate provided whole group instruction.	Candidate made <ul style="list-style-type: none"> some changes to his/her practice but usually met the needs of the whole group. Some differentiation was made for a few students.	Candidate adapted practice to meet the needs of each learner.	Candidate <ul style="list-style-type: none"> differentiated instruction and practice to adapt to the vast majority of learners' needs as a result of self-reflection process.
9.4-Ethical practice	Candidate was aware of the National Education Association Code of Ethics.	Candidate <ul style="list-style-type: none"> was aware of the National Education Association Code of Ethics and served as an appropriate role model for students. 	Candidate modeled the National Education Association Code of Ethics	Candidate exhibited the National Education Association Code of Ethics <ul style="list-style-type: none"> within the school community, college/university community, and the larger community. Candidate modeled ethical behavior <ul style="list-style-type: none"> in day-to-day activities and relationships.

Forms of Evidence: Standard 9 (examples)

<ul style="list-style-type: none"> Reflections, journals, and blogs <ul style="list-style-type: none"> use of data to impact planning, teaching, and learning adherence to modeling of Kansas Educator Code of Conduct involvement in Professional Learning Communities (PLC) Communication log Professional learning activities 	<ul style="list-style-type: none"> Observations (by peers and evaluators) demonstrates: <ul style="list-style-type: none"> adherence to and modeling of Kansas Educator Code of Conduct differentiation of instruction based on the needs of the students and self-reflection Pre/Post observation conferences with evaluators
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InTASC Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Leadership & Collaboration Criteria The teacher...	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)
10.1-Leadership and student learning	Candidate needed cooperating teacher’s guidance <ul style="list-style-type: none"> in lesson plan development and classroom management procedures. 	Candidate <ul style="list-style-type: none"> was engaged in the learning process in the classroom, exhibited knowledge of being responsible for the learning of each student, and exhibited knowledge of classroom management procedures. 	Candidate took <ul style="list-style-type: none"> an active role on the instructional team, giving and receiving feedback on practice, examining learner work, incorporating multiple measures, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning. Candidate effectively utilized cooperating teacher’s classroom management procedures to maintain an environment conducive to student learning.	Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate interacted <ul style="list-style-type: none"> with colleagues and community constituents to create and implement learning activities beyond the classroom and school day. Candidate demonstrated responsibility for establishing classroom management to produce an environment conducive to student learning.
10.2-Learning community	Candidate taught to the common denominator of student needs.	Candidate demonstrated <ul style="list-style-type: none"> more work in isolation and less collaboration with other school professionals to meet student needs. 	Candidate worked <ul style="list-style-type: none"> with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners and to advocate on their behalf. 	Candidate engaged community organizations in working to meet the needs of diverse learners.
10.3-Collaboration	Candidate <ul style="list-style-type: none"> generally enforced building-wide/district-wide rules, policies, and goals. 	Candidate worked collaboratively with a few teachers. There was some awareness <ul style="list-style-type: none"> of the school vision and culture and how it impacted classroom goals. 	Candidate engaged <ul style="list-style-type: none"> collaboratively in the school-wide effort to build a shared vision and supportive culture, identified common goals, and monitored and evaluated progress toward those goals. 	Through PLC and staff meetings, the candidate helped <ul style="list-style-type: none"> in planning and developing the identity of the institution; provided input on a strategic plan.
10.4-Context of learners	Candidate engaged <ul style="list-style-type: none"> with families as required in the daily operations of the classroom or as required by district policy. 	Candidate made contact <ul style="list-style-type: none"> with some families about their learner to discuss learning outcomes and goals. 	Candidate worked <ul style="list-style-type: none"> collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. 	Candidate actively engaged <ul style="list-style-type: none"> the learners’ families in ventures that foster positive communication and lead to stronger families, family literacy.
10.5-Technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Candidate utilized the technology in the classroom to enhance whole class instruction.	Candidate used <ul style="list-style-type: none"> technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. 	Candidate encouraged <ul style="list-style-type: none"> student use of technology to bring content alive beyond the classroom.

Forms of Evidence: Standard 10 (examples)

<ul style="list-style-type: none"> Pre/Post-observation conferences with evaluators Communication log including electronic communications: <ul style="list-style-type: none"> collaborations with learners and their families collaborations with other professionals 	<ul style="list-style-type: none"> Learning team minutes and responsibilities Peer evaluations Staff/Faculty meeting sign-in sheets/logs Reflections, journals, newsletters, websites, and blogs
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