

2021 Annual Reporting Measures for iteachU.S.

2019-2020 Aggregated Assessment Data on Classroom Observations

The *Classroom Appraisal and Report Evaluation (CARE)* provides evidence for:

- CAEP 1.1: Candidate demonstrates the knowledge of the learner and learning, content, instructional practice, and professional responsibility;
- CAEP 1.2: Candidate use of research and data;
- CAEP 1.3: Candidates apply content and pedagogical knowledge;
- CAEP 1.4: Candidate teaching to standards, higher order thinking skills;
- CAEP 1.5: Candidate use of technology;
- InTASC Standard 1: Learner Development,
- InTASC Standard 2: Learner Differences,
- InTASC Standard 3: Learning Environments,
- InTASC Standard 4: Content Knowledge,
- InTASC Standard 5: Application of Content,
- InTASC Standard 6: Assessment,
- InTASC Standard 7: Planning for Instruction,
- InTASC Standard 8: Instructional Strategies,
- InTASC Standard 9: Professional Learning and Ethical Practice, and
- InTASC Standard 10: Leadership and Collaboration.

The Classroom Appraisal and Report Evaluation (CARE) submitted as evidence herein resides in the EPP database. The evaluation was created by the EPP and is based on the 10 InTASC standards. Field supervisors use the CARE form and the detailed CARE rubric when evaluating candidates during formal evaluations. The evaluation's purpose is to provide evidence of candidate mastery of the following competencies:

1. Instruction - The teacher candidate develops active learning opportunities for a variety of students to promote meaningful, relevant, and engaging student-focused instruction.
2. Technology - The teacher candidate uses technology appropriately in the planning and delivery of meaningful, relevant, and engaging instruction.
3. Experience - The teacher candidate integrates research derived from evidence-based practice into the planning and delivery of meaningful, relevant, and engaging instruction and assessment.
4. Accountability - The teacher candidate analyzes and is responsible for various instructional strategies that facilitate learning for all students.
5. Collaboration - The teacher candidate actively engages with the educational community to impact family engagement and peer interaction which will facilitate learning for all students.
6. Highly Effective - The teacher candidate effectively and appropriately uses data, including assessment results, in the planning, delivery, and evaluation of meaningful, relevant, and engaging instruction.

Classroom Observation CARE Form

Scoring/Basis for judgment: For all assignments, candidates are provided a detailed rubric prior to beginning the assignment. Candidates have access to evaluation guidelines and expectations in each course throughout their program.

Field supervisors rate candidates on a 4-point Likert scale.

4. Exemplary: The teacher consistently demonstrates the knowledge and skill to fulfill and facilitate student learning. The teacher exceeds expectations for the beginning teacher by showing an extraordinary degree initiative in achieving the standard.
3. Proficient: The teacher usually demonstrates the knowledge and skill to fulfill and facilitate student learning. This is the target expectation for the beginning teacher.
2. Basic: The teacher inconsistently demonstrates the knowledge and skill to fulfill and facilitate student learning. Basic teachers have the opportunity to improve their performance in this standard.
1. Unsatisfactory: The teacher did not demonstrate the knowledge and skill to fulfill and facilitate student learning.

Details of standards alignment: The EPP president, in consultation with the curriculum coordinator, originally aligned the *Impact on Student Learning* assignment with CAEP and InTASC standards.

Classroom Observation CARE Form

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Classroom Appraisal and Report Evaluation

20__ - 20__

Candidate Name	SSN (last 4 digits)	Date	Observation #	Overall Rating
Content Observed / Grade Level	Beginning Time	Ending Time	Lesson Plan	EDTC 5600 Completed

Exemplary - 4 Proficient - 3 Basic - 2 Unsatisfactory - 1 N/A - Not Applicable

Standard 1: Learner Development	
▪ Designs developmentally appropriate instruction	
▪ Implements developmentally appropriate instruction	
Standard 2: Learning Differences	
▪ Adapts instruction for individual needs	
▪ Inquires about students as individuals with diverse backgrounds	
▪ Exhibits fairness in supporting all students to learn	
Standard 3: Learning Environments	
▪ Fosters a safe and respectful environment promoting learning	
▪ Organizes time and resources to actively engage students	
▪ Manages classroom activity and behavior effectively	
▪ Proactively intervenes to redirect student misbehaviors	
Standard 4: Content Knowledge	
▪ Demonstrates knowledge of subject matter	
▪ Creates meaningful learning experiences	
Standard 5: Applications of Content	
▪ Connects content knowledge to issues in students' lives	
▪ Engages students in higher level thinking skills	
Standard 6: Assessment	
▪ Integrates formal and informal assessments	
▪ Communicates timely and useful descriptive feedback	
▪ Aligns assessments with objectives and standards	
▪ Exhibits fairness in grading practices	
▪ Uses a variety of formative and summative assessments	
Standard 7: Planning for Instruction	
▪ Connects lesson goals with school, district and state standards	

▪ Uses assessment data to inform planning for instruction	
Standard 8: Instructional Strategies	
▪ Varies instructional strategies to engage learners	
▪ Uses technology appropriately to enhance instruction	
▪ Differentiates instruction to meet learners needs	
▪ Paces lessons to allow learners to integrate their new learning	
Standard 9: Professional Learning and Ethical Practice	
▪ Seeks and accepts feedback to improve teaching effectiveness	
▪ Uses self-reflection to improve teaching effectiveness	
▪ Demonstrates commitment to the profession	
Standard 10: Leadership and Collaboration	
▪ Works effectively with school personnel	
▪ Works effectively with parents	
Communication	
▪ Communicates effectively	
▪ Uses appropriate vocabulary for age of students	
Professional Dispositions	
▪ Exhibits initiative and enthusiasm for teaching	
▪ Is consistently prepared and organized	
▪ Demonstrates punctuality and responsibility	
▪ Dresses and is groomed appropriately	
▪ Listens to other points of view and values diversity	
▪ Demonstrates honesty and integrity in actions and decisions	
▪ Upholds ethical behavior and maintains confidentiality	
▪ Willingly takes initiative	
▪ Implements suggestions and is flexible in scheduling	

Growth Plan

Reinforcement / Refinement

Classroom Observation CARE Form

Field Supervisor Signature: _____

Field Supervisor Name: _____

Candidate's Signature: _____

Field Supervisor email: _____

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White – iteach Office
P.O. Box 1626 Denton, TX 76202

Yellow – Candidate

Pink – Campus Administrator

Goldenrod - Mentor
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The following expectations are shared with candidates in the residency handbook.

Standard 1: Learner Development

- Designs developmentally appropriate instruction

This item is usually accomplished with teaching experience. The teacher should make sure students speak and write acceptable grammar at all times. When math is required in a science lesson, make sure the math is properly done. As opportunities arise, explain to students how most of the core subjects are interrelated. Research might be needed, but it would be worthwhile to help students understand integration of content areas.

- Implements developmentally appropriate instruction

A teacher must use the most effective method to teach a concept. The teacher must be astute and know when to change teaching methods. When one method does not work...try another. Be creative. Be persistent. Use what works. It is your responsibility to find a way to reach the students.

Teaching a subject too fast or too slowly is not effective teaching. It is the responsibility of the teacher to find an appropriate pace for instruction and activities. For example, many times students do not finish activities at the same time. There should be a plan for these situations

Standard 2: Learning Differences

- Adapts instruction for individual needs

The teacher must be aware of the different learning styles of students. This awareness will usually become obvious when the teacher becomes more familiar with the students and their needs. Some students are auditory learners while others are visual. Incorporating both styles into a lesson will compensate for most students' learning styles.

- Inquires about students as individuals with diverse backgrounds

A teacher must be aware of the cultural differences the students bring to the classroom. There is diversity in cultures and across cultures. Are the students in a homeless situation? Are they hungry? Each factor will impact student learning.

- Exhibits fairness in supporting all students to learn

There is nothing that undermines a teacher's credibility more than being unfair. It is important that the teacher carefully explain all classroom rules and enforce them consistently.

An effective teacher uses strategies that will keep students actively engaged in the lesson. A well-planned lesson is the best way to keep students on task and engaged.

Standard 3: Learning Environments

- Fosters a safe and respectful environment promoting learning

Sometimes a teacher gets into the habit of calling on the same students most of the time. The teachers should call on ALL students at least once during the class period. This gives each student the opportunity to participate. Do not be guilty of showing favoritism by calling on the same students during a lesson.

- Organizes time and resources to actively engage students

An effective teacher will always be well-prepared to begin class. The climate and atmosphere of the classroom must be conducive to learning. A room too hot or too cold or poorly ventilated detracts from the learning process. Proper lighting is also essential. When audio visual equipment or computers and projectors are to be used in the lesson, they should be ready for use. Getting equipment set up after the class period has started is detrimental to the learning process and wastes instructional time. When printed materials are to be used in the lesson, the teacher must have these readily available.

- Manages classroom activity and behavior effectively

Build activities into lessons that will make the lessons exciting, challenging and fun. Be aware when boredom creeps into the lesson. There are activities that are appropriate and others that are not appropriate for certain lessons. Watch the students...their actions and behaviors will let you know when you need to change the activity. This does NOT mean that every class has to be “entertaining.”

- Proactively intervenes to redirect student misbehaviors

When a student exhibits improper behavior, the teacher must correct the behavior. There are several ways to correct bad behavior in the classroom, which include effective methods as well as confrontational methods. Confrontational methods usually create a larger problem and waste valuable instructional time. Some students exhibit inappropriate behavior just to get attention. With common sense and experience, the teacher can bring the student back to order with minimum disruption. Simply moving to the student and standing next to the student while continuing with the lesson will stop the behavior. Sometimes a very serious “look” on the part of the teacher can stop inappropriate behavior. When more serious inappropriate behavior occurs, the student should be removed from the classroom. Students will soon learn that YOU will not put up with disruption in the classroom.

Standard 4: Content Knowledge

- Demonstrates knowledge of subject matter

The teacher’s knowledge of the subject matter is usually obvious. Knowledge of subject is also reflected in the teacher’s confidence while teaching a lesson. Are you prepared? Do you know the dates, names, cause/effect, methods, etc.? Are you able to answer

students' questions concerning the subject matter? Do you bring into your lesson pertinent outside information?

- Creates meaningful learning experiences

Whenever possible, bring into the current lesson ideas and concepts from prior lessons and how they relate to the current lesson. This serves as a review as well as reinforcement for concepts learned earlier. It is also a good idea to bring future concepts into the current lesson.

Standard 5: Applications of Content

- Connects content knowledge to issues in students' lives

The teacher's knowledge of the subject matter is usually obvious. Knowledge of subject is also reflected in the teacher's confidence while teaching a lesson. Are you prepared? Do you know the dates, names, cause/effect, methods, etc.? Are you able to answer students' questions concerning the subject matter? Do you bring into your lesson pertinent outside information?

- Engages students in higher level thinking skills

A main goal of teaching is to encourage the student to "think." Build into the lesson challenging activities that will require students to think on a higher level while solving a problem or reaching a certain conclusion. This requires good planning on the part of the teacher. (Bloom's taxonomy is a good place to start.) When students provide a good solid response to a question, an effective teacher will come back with another question requiring even higher level thinking skills.

Standard 6: Assessment

- Integrates formal and informal assessments

When students state erroneous information during a discussion or activity, the teacher must correct the wrong information, then clarify and/or re-teach the concept until it is correctly understood. Teachers much check for understanding often! Do not assume that students understand a concept. Watch the students!

- Communicates timely and useful descriptive feedback

When students provide good feedback during a lesson, be sure they receive the appropriate praise which will encourage them to participate in class activities. The teacher should openly encourage students to give opinions and other input pertaining to the lesson being taught. Good praise of students for positive input is very important. Be careful not to overuse praise...make sure the praise is warranted.

- Aligns assessments with objectives and standards

Make sure you instruct students on the proper level. Teaching “over their heads” creates much frustration for the students. Teaching at a level that is too low creates boredom and frequently fosters student misbehavior.

- Exhibits fairness in grading practices

By incorporating rubrics into all grading, a teacher can ensure consistency in the grading process.

Ask the question before calling on a student so that all students will take the time to think of the answer. When a question is asked... allow ample time for a student to respond. Do not ask a question and then answer it yourself before the student can respond. Also, do not fall into “the trap” of being afraid of silence in the classroom and letting a student get by without answering. Students need to know you expect them to participate, even though they may not always know the answer.

- Uses a variety of formative and summative assessments

A good technique to strengthen a lesson is to use and emphasize “on target” responses from students. The teacher should seek pertinent questions from students and expand on the subject of the question to stimulate interaction among other students. The teacher should not repeat every answer given by a student. If it needs repeating, have the student do so. Students need to listen to other students during the lesson.

By using different forms of assessments, a teacher is better able to address diverse learning styles.

Standard 7: Planning for Instruction

- Connects lesson goals with school, district and state standards

All lesson plans must include objectives and goals that are aligned with the school, the district and the state standards. It is important not to include too many standards/objectives into a lesson.

Every lesson must have a proper “opening.” The opening should provide a brief verbal outline of the lesson along with the lesson objectives. Start your class as soon as possible. There are many effective methods to take care of the required administrative tasks. Get into the lesson and set the focus on the lesson you will be teaching. (An effective focus could be as simple as holding up a bird feather when discussing “it’s light as a feather” to introduce the literary term simile.) Keep students focused by asking certain questions that will maintain their attention. When focus is broken, learning stops.

It is very important that the teacher brings the lesson to an appropriate closure. The closure should consist of a brief review of the lesson objectives and a group praise of student participation. Give a brief explanation of the next day’s lesson, so the students will know what to expect when they return to class. The lesson opening and closure are important parts of the lesson cycle.

- Uses assessment data to inform planning for instruction

By reviewing student assessment data, a teacher can ensure student instruction is on the proper level. Teaching “over their heads” creates much frustration for the students. Teaching at a level that is too low creates boredom and frequently fosters student misbehavior.

Standard 8: Instructional Strategies

- Varies instructional strategies to engage learners

Do not use the same activity over and over. The effectiveness of an activity will diminish when it is over-used. (Worksheets are appropriate, but not to be overused). Use different activities that enhance student learning.

- Uses technology appropriately to enhance instruction

There is an abundance of media resources available in education today. The teacher must choose which media is most effective for teaching a lesson. Videos and data projectors are common in classrooms today. However, there are many “do’s and don’ts” tied to this technology. When using videos in the classroom, make sure they are pertinent to the lesson. When using data projectors, make sure students can see the image clearly and hear the audio from all parts of the room. Using poorly projected material detracts from the lesson. Students who cannot hear or see the material have a tendency to sleep. NEVER allow a student to sleep in your classroom. It’s a good practice to have “sleepy” students stand at the back of the room until they are fully awake. All videos should be introduced by the teacher. The purpose of viewing the video should be clearly stated. Stop video in time to debrief. Do not let the bell “catch you.” Make sure students get the full impact of media resources.

- Differentiates instruction to meet learners needs

It is the responsibility of the teacher to always know what is going on in the classroom and the students’ needs are. Monitoring student behavior and work performance is essential to effective teaching. Good monitoring requires the teacher to have a broad view of the class during all kinds of learning activities and testing. Monitoring helps the teacher sense when students need extra or individual help. An effective teacher will work hard to develop good monitoring skills.

- Paces lessons to allow learners to integrate their new learning

Teaching a subject too fast or too slowly is not effective teaching. It is the responsibility of the teacher to find an appropriate pace for instruction and activities. For example, many times students do not finish activities at the same time. There should be a plan for these situations.

Standard 9: Professional Learning and Ethical Practice

- Seeks and accepts feedback to improve teaching effectiveness

Teacher is not only asking for feedback but readily accesses feedback. It is evident that the feedback is incorporated into the classroom.

- Uses self-reflection to improve teaching effectiveness

Teachers conduct self-reflections on a continual basis to determine how the teacher can be a more effective teacher.

- Demonstrates commitment to the profession

The teacher is growing into the chosen new profession by accepting personal responsibility for student learning. The teacher is also a lifelong committed learner.

Standard 10: Leadership and Collaboration

- Works effectively with school personnel

Positive feedback is received from the campus administrator

- Works effectively with parents

Positive feedback regarding working parents is received from campus administrator and mentor teacher.

Communication

- Communicates effectively

Communicating with students is essential to effective teaching and successful learning. The teacher should speak clearly, distinctly, and use good grammar when teaching a lesson, giving instructions, or directions

- Uses appropriate vocabulary for age of students

Be careful not to be overly-critical or sarcastic with students. When criticism is necessary, try to follow it up with something positive.

The teacher should not attempt to become “a friend” to students. It is important to develop a positive relationship with all students, while always keeping the association on a professional level. Positive rapport with students is essential for learning.

Professional Dispositions

- Exhibits initiative and enthusiasm for teaching
- Is consistently prepared and organized
- Demonstrates punctuality and responsibility
- Dresses and is groomed appropriately
- Listens and respects other points of view

- Demonstrates honesty and integrity in actions and decisions
- Upholds ethical behavior and maintains confidentiality
- Willingly adjusts schedules and routines when needed

CARE Observation Form Rubric

The following grading parameters will be used in evaluation all candidates on the CARE Observation form:

4 – Exemplary

The exemplary performance provides clear, convincing, and consistent evidence of the student teacher’s ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

3 – Proficient

The proficient performance provides clear evidence of the student teacher’s ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

2 – Basic

The developing performance provides limited evidence of the student teacher’s ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

1 – Unsatisfactory

The beginning performance provides little or no evidence of the student teacher’s ability to demonstrate the knowledge, skills, and disposition to facilitate student learning.

Not Observed

Standard 1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that the 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

Standards	4	3	2	1	Resources

<p>CAEP 1</p> <p>InTASC 1</p>	<p>Displays comprehensive understanding of how students learn and develop. Is skillful to use various learning activities to support learners' physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Displays good understanding of how students learn and develop. Appropriate learning activities are selected to support learners' physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Displays some knowledge of how students learn and develop. The lesson provides limited learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Displays no knowledge of how students learn and develop. The lesson does not provide learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Tribes: Agreements for Learning Together</p> <p>Preparing for Fraction Multiplication</p> <p>Star Student of the Day</p> <p>Student Profile: Senior Presentation</p> <p>Grade-specific videos:</p> <p>Kindergarten</p> <p>1st Grade</p> <p>2nd Grade</p> <p>3rd Grade</p> <p>4th Grade</p>
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					5th Grade
					6th Grade
					7th Grade
					8th Grade
					9th Grade
					10th Grade
					11th Grade
					12th Grade

Standard 2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

Standards	4	3	2	1	Resources
CAEP 1 InTASC 2	Displays comprehensive understanding of how learner characteristics affect learning. Specific and relevant information of learners' prior knowledge and learner characteristics is provided and used to implement learning activities throughout the lesson.	Displays good understanding of how learner characteristics affect learning. Learners' prior knowledge and characteristics that may affect learning are considered during instruction.	Displays some knowledge of how learner characteristics affect learning. Demonstrates awareness of learners' prior knowledge but is not able to connect teaching with learners' prior knowledge.	Displays minimal, stereotypical or irrelevant knowledge of how learner characteristics (e.g., developmental level, academic learning needs and interests, culture, abilities/disabilities) affect learning.	Florida School for the Deaf and Blind Building Analysis Skills Through Art Academic Conversations with ELLs Group Work in the Multi-language ELL Classroom

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Standard #3: Learning Environments

The teacher candidate 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.

Standard	4	3	2	1	Resources
CAEP 1	Displays comprehensive understanding of	Displays good understanding of learning motivation principles and/or theories. Is able to create a positive learning	Displays limited knowledge of learning	Displays no knowledge of learning motivation	Body Language: Engage and Motivate

<p>InTASC 3</p>	<p>learning motivation principles and/or theories. A positive a learning environment is created to encourage learners' positive social interaction, active engagement in learning, and self-motivation throughout the lesson.</p>	<p>environment that encourages most learners' positive social interaction, active engagement in learning & self-motivation.</p>	<p>motivation principles and/or theories. Is able to encourage some learners' positive social interaction, active engagement in learning, and/or self-motivation in part of the lesson.</p>	<p>principles and/or theories. Is not able to create a learning environment that encourages learners' positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Making Connections to Motivate Student Learning</p> <p>Encouraging Students to Persist through Challenges</p>
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Standard #4: Content Knowledge

The teacher candidate understands the central concepts , tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experience that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standards	4	3	2	1	Resources
CAEP 1 InTASC 4	Displays comprehensive understanding of the central concepts, tools of inquiry, and structure of the disciplines. Addresses content accurately and its focus is congruent with the big ideas and/or structure of the	Displays good understanding of the central concepts, tools of inquiry, and structure of the disciplines. Demonstrates good awareness of the big ideas and/or structure of the discipline. Addresses content accurately. Asks content relevant questions and is able	Displays limited knowledge of the central concepts, tools of inquiry, and structure of the disciplines. Content appears to be mostly accurate and its focus shows some awareness of the big ideas and/or structure of the discipline. Asks few content relevant questions.	Displays no or little knowledge of the central concepts, tools of inquiry, and/or structure of the disciplines. Addresses content inaccurately with limited information of subject content. Asks few or irrelevant questions.	Designing Leveled Questions Writing Higher Order Questions Content-specific video libraries: English Language Arts

	discipline. Asks good content relevant questions and is able to guide learners to answer accurately	to guide learners to answer accurately			Math Science Social Studies ELLs Special Education The Arts
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Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standards	4	3	2	1	Resources
CAEP 1 InTASC 5	Logically sequenced learning activities support all learners to achieve objectives. Includes meaningful, integrative, challenging, and active warm-up, main & closing activities to promote mastery of lesson objectives.	Logically sequenced learning activities support learner achievement of lesson objectives. Most activities are effective. Includes warm-up, main & closing activities to promote mastery of lesson objectives.	Learning activities support some learner achievement of lesson objectives. Some learning activities are ineffective.	Uses no or few activities to support learner achievement of lesson objectives. Learning activities are inappropriate, ineffective and disconnected.	Cross-Discipline Lesson Planning Engaging Students in Work that Matters Choosing Collaborative Groups

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Standard #6: Assessment

The teacher candidate 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 decisions making.

Standards	4	3	2	1	Resources
CAEP 1	In addition to meeting all the components of the	Provides analysis that focuses on patterns of learner errors, skills, and understandings in	Provides analysis of what learners did right or wrong in relationship to	Provides no or limited evidence of learner performance with respect to standards/objectives.	Student-to-Student Assessment

<p>InTASC 6</p>	<p>Proficient Level is able to see areas of strength in a predominantly weak sample and/or areas for improvement in a predominantly strong sample.</p>	<p>relation to standards and learning objectives. Provides constructive feedback. Provides next steps that focus on improving learner performance through new or modified strategies.</p>	<p>identified standards/objectives. Provides some feedback. Next steps follow from the analysis are provided but uses the same, unmodified strategies</p>	<p>Provides no feedback. Is not able to use assessment to inform future instruction.</p>	<p>Formative Assessment: Proportional Relationships</p> <p>Inquiry-based Discussion</p> <p>Using Stations to Review for Tests</p> <p>Quality Evidence Rubrics</p>
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Standard #7: Planning for Instruction

The candidate 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.

Standard	4	3	2	1	Resources
CAEP 1 InTASC 7	In addition to meeting all components of the Proficient Level is able to draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every learner in meeting rigorous learning goals	Lesson plan is provided with sufficient information including appropriate standards, clear objectives, detailed procedures, thoughtful assessment, various resources, and a good plan for arrangement of environment.	Lesson plan is provided but with limited information. Lesson objectives are not clear and learning activities and strategies are not explained clearly.	Lesson plan is not provided. Does not provide plan for arrangement of environment in support of learner learning.	Planning and Outcomes in Science Working Together to Reflect and Adjust Lessons Lesson Reflection: Planning the Next Step

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Standard #8: Instructional Strategies

The teacher candidate 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.

Standard	4	3	2	1	Resources
CAEP 1	Uses a variety of	Uses effective	Uses limited	No or weak instructional	

InTASC 8	effective instructional strategies to promote diverse learners' development of critical thinking, problem solving, and performance skills.	instructional strategies promote most learners' development of critical thinking, problem solving, and performance skills.	Instructional strategies to promote learners' development of critical thinking skills.	strategies to promote learners' development of critical thinking, problem solving, and performance skills.	
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Standard #9: Professional Learning and Ethical Practice

The teacher candidate 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.

Standard	4	3	2	1	Resources
CAEP 1 InTASC 9	In addition to being proficient, other educators look to the teacher as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those traditionally underserved, are	Complies fully with school or district policies, taking a leadership role in with colleagues, ensuring that such decisions are based on professional standards. The teacher interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.	Acts ethically and with integrity, whether in a situation related to his conduct or the conduct of peers or students. The teacher complies with school and district policies. The educator interacts with students, colleagues, parents, and others in a professional manner that	Acts unethically or does not follow district/school/state policies.	Implementing New Instructional Strategies Supporting Individual Professional Development

	respected in the school.		is fair and equitable.		
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Standard #10: Leadership and Collaboration

The teacher candidate 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.

Standard	4	3	2	1	Resources
CAEP 1 InTASC 10	Learning activities foster active inquiry, collaboration and supportive interaction among learners. All learners are involved in teamwork and have an opportunity to develop communication skills. The collaborative learning extends learners' understanding of subject	Provides evidence of appropriate collaboration among learners. Most learners are involved in teamwork and have an opportunity to develop communication skills. The collaborative learning extends learners' understanding of subject matter.	Limited collaboration opportunity among learners. Collaborative learning allows only a few learners to develop teamwork and communication skills.	No evidence of supporting collaboration among learners. Direct or whole-group instruction dominates learning experiences.	The ABCs of Parent Involvement New Teacher Survival Guide: The Parent-Teacher Conference A Collaboration between Artists and Educators

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