



**INDIANA WESLEYAN UNIVERSITY**  
**Social Studies Classroom Observation Form—2004 NCSS Standards**

**Administration and Purpose.** This assessment is administered during the student teaching semester. You will be observed 5-6 times during your student teaching placements, twice by your social studies content supervisor, and three or four times by your teacher education supervisor. Both supervisors will assess your teaching using this form.

This assessment has three related purposes. The first and perhaps most obvious is to document your ability to teach effectively. Teaching effectively is the minimum expectation for an Indiana Wesleyan teacher candidate. The second is to set a standard of excellence that you are expected to achieve. Each element within the eight domains of this assessment is an attribute or skill that successful teachers employ to enable students to become successful learners. We expect you to strive to reach the level of consistent excellence described in this assessment every day in every class you teach. The third purpose of this assessment is to create a space in which you can join with expert teachers in a collegial team, the purpose of which is to help you learn your craft by providing you with expert guidance and counsel in a supportive, nurturing environment. In addition to your cooperating teacher who will host and mentor you during your student teaching experience, your team also includes specialists from your content area and the teacher education faculty. Using this assessment document, your University content supervisor and teacher education supervisor will assist you in developing your teaching ability to the expected level of excellence.

**Content of Assessment.** The Student Teaching Observation Assessment is divided into eight sections that correspond to the eight domains of the Teacher as Decision Maker conceptual framework. This conceptual model emphasizes a strong knowledge base, and is composed of eight interdependent domains: content/subject matter expertise, personal development (morals and ethics), professional development, rights and responsibilities, methodology, management of time/classroom/behaviors, communication, and global/multicultural perspectives. The rubric elements within each of the eight domains describe the knowledge, skills and dispositions that we believe are highly correlated with teaching effectiveness and student learning and achievement.

In addition to being organized by the conceptual framework, this assessment also includes the following alignments:

- National Council for the Social Studies (NCSS) 2004 standards. The IWU social studies education program is recognized by NCSS; this assessment is one of several used to affirm the strength of our program by that organization.
- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
  - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
  - ✓ Content (InTASC Standards 4 and 5)
  - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
  - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

**Criterion for Success.** *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement.*



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**Domain I: Content/Subject Matter Expertise**

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<b>Appropriateness for all students</b>  Data source: pre-post conference and observation  InTASC Standard 5	Candidate selected class goals are inappropriate.	Candidate selected course goals are appropriate, but fail to meet the needs of the majority of students.	The candidate demonstrates that all class goals are appropriate for a majority of students, but may fail to meet learning needs of individual students.	The candidate demonstrates that goals take into account the varying learning needs of individuals and groups of students.
<b>Alignment with national, state, and/or local goals</b>  Data source: pre-post conference  NCSS Standard 3.1a InTASC Standard 5	The candidate does not consider needs assessment data or NCSS Standards when designing social studies curricula.	Candidate consideration of needs assessment data or NCSS Standards is not consistently appropriate in his or her designing of social studies curricula.	The candidate aligns social studies curricula with needs assessment data and NCSS Standards.	The candidate's use of needs assessment data and NCSS Standards results in meaningful and effective learning experiences for his or her students.
<b>Knowledge of content-related pedagogy</b>  Data source: planning documents; classroom observation  NCSS Standard 3.1c InTASC Standard 4.2	The candidate displays little understanding of pedagogical issues involved in students' content learning.	The candidate displays basic pedagogical knowledge but does not anticipate student misconceptions.	The candidate displays pedagogical practices reflecting current research on best pedagogical practices within the discipline but without anticipating student misconceptions.	The candidate uses suitable pedagogical practices anticipating student misconceptions and providing necessary corrections.

**Domain II: Personal Development**

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<b>Persistence</b>  Data Source: pre-post conference; classroom observation	The candidate gives up and/or blames students or the environment for lack of student success.	The candidate accepts responsibility for the success of all students; implements a limited repertoire of instructional strategies in that process.	The candidate persists in seeking approaches for students who have difficulty learning; employs a moderate number of instructional strategies for that purpose.	The candidate persists in seeking effective strategies for students in need of instructional support.
<b>Enthusiasm/energy/vitality</b>  Data source: classroom observation	The candidate appears tired and listless; interactions with students are lifeless and uninspired.	The candidate has difficulty sustaining the energy required for effective teaching; he or she shows little enthusiasm for the lesson or student learning.	The candidate sustains his or her enthusiasm and energy throughout the lesson and school day.	The candidate's enthusiasm for lesson content and support for student learning results in an engaging, vibrant learning environment.
<b>Relationships with students</b>  Data source: Classroom observation	The candidate's relationship with students is awkward and strained. Students are wary and suspicious of him or her.	The candidate's relationship with students is indifferent. Students are apathetic.	The candidate's relationship with students is amiable and warm. Students are responsive to the candidate's instruction.	The candidate's positive and productive relationships with students leads them into deeper engagement with lesson content.

### Domain III: Professional Development

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<b>Accepts criticism</b>  Data source: pre-post conference; classroom observation	The candidate responds defensively to constructive criticism; does not modify teaching practices to meet supervisor expectations. <input type="checkbox"/>	The candidate is polite when criticized, but does not follow through sufficiently with supervisor suggestions. <input type="checkbox"/>	The candidate accepts and responds appropriately to constructive criticism; her or she modifies teaching based on previous feedback. <input type="checkbox"/>	The candidate seeks out and embraces constructive criticism in a desire to maximize teaching ability and effectiveness. <input type="checkbox"/>
<b>Cooperative relationships</b>  Data source: pre-post conference InTASC Standard 9	The candidate is distant and aloof from his or her classroom mentor and/or University supervisor. <input type="checkbox"/>	The candidate is sometimes moody; his or her attitude and relationships with others varies depending on outside circumstances. <input type="checkbox"/>	The candidate maintains cooperative and appropriate relationships with his or her classroom mentor and University supervisor. <input type="checkbox"/>	The candidate cultivates and develops positive relationships with colleagues and mentors as a means to further his or her personal and professional growth. <input type="checkbox"/>
<b>Professionalism</b>  Data source: Classroom observation	The candidate is unprofessional. His or her teaching practices are disorganized; his or her dress is unkempt or sloppy; personal grooming and/or hygiene is not representative of a professional educator. <input type="checkbox"/>	The candidate's actions and behaviors sometimes fall below professional expectations. His or her teaching practices do not consistently meet professional standards. Personal grooming and hygiene could be improved. <input type="checkbox"/>	The candidate demonstrates professionalism. Professional student teaching standards, including personal grooming and hygiene, are met consistently. <input type="checkbox"/>	The candidate exhibits professional behavior in all areas of his or her teaching practices: relationships with others, planning practices and work habits, attitudes and beliefs, all meet the highest professional standards. The candidate's dress and grooming is an exemplar for his or her colleagues and students. <input type="checkbox"/>
<b>Self-reflection</b>  Data source: planning documents; pre-post conference InTASC Standard 9.2	The candidate is not self-reflective. <input type="checkbox"/>	The candidate is self-reflective, but productive change and growth is limited by lack of planning and inconsistent follow through. <input type="checkbox"/>	The candidate uses self-reflection as a means to improve his or her personal attributes and professional performance. <input type="checkbox"/>	The candidate regularly and systematically evaluates the factors that contribute to his or her teaching effectiveness, and engages in productive change to improve student-learning outcomes. <input type="checkbox"/>
<b>Relationships with colleagues</b>  Data source: pre-post conference InTASC Standard 10	The candidate has a negative or non-existent relationship with colleagues. <input type="checkbox"/>	The candidate demonstrates cordial relationships with colleagues. <input type="checkbox"/>	The candidate is accepted in the school community as a professional colleague. <input type="checkbox"/>	The candidate seeks out and collaborates with school colleagues to identify and resolve student learning and behavioral difficulties. <input type="checkbox"/>

	Needs Improvement	Progression 1	Progression 2	Progression 3
<b>Indiana Standard 6 The Professional Environment</b> The candidate has a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.	The candidate does not engage in professional learning opportunities.	The candidate <ul style="list-style-type: none"> <li>Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him or her to provide all learners with engaging curriculum and learning experiences.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Takes responsibility for his or her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.</li> </ul>
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## Domain IV: Rights and Responsibilities

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>Dependability</p> <p>Data source: Planning documents; classroom observation</p>	<p>The candidate is not dependable in the completion of his or her responsibilities; frequently tardy; completion of planning documents, ST portfolio elements, and assignment grading is not consistently timely. <input type="checkbox"/></p>	<p>The candidate is not consistently dependable in the completion of his or her duties; misses some submission deadlines; is sometimes tardy or departs early. <input type="checkbox"/></p>	<p>The candidate is dependable in the completion of his or her responsibilities. Planning documents, ST portfolio elements, and assignment assessment deadlines are met consistently. The candidate arrives and departs when expected. <input type="checkbox"/></p>	<p>The candidate anticipates all submission deadlines, allowing time for changes and adaptations when necessary; he or she arrives early and/or stays late when necessary to fulfill responsibilities. <input type="checkbox"/></p>
<p>Organizational Skills</p> <p>Data source: planning documents; classroom observation</p>	<p>The candidate's lack of organizational skills results in wasted time and submission of poor quality materials and documents. <input type="checkbox"/></p>	<p>The candidate realizes the importance of efficient practices, but struggles to stay organized. <input type="checkbox"/></p>	<p>The candidate demonstrates effective organizational skills and habits, resulting in on-time materials and document submission. <input type="checkbox"/></p>	<p>The candidate demonstrates highly effective and efficient organizational skills, demonstrating a high degree of professionalism. <input type="checkbox"/></p>
<p>Initiative</p> <p>Data source: planning documents; pre/post conference; classroom observation.</p>	<p>The candidate lacks initiative, demonstrated by submission of low-quality documents, missed deadlines, and ineffective classroom performance. <input type="checkbox"/></p>	<p>The candidate takes initiative when prompted. <input type="checkbox"/></p>	<p>The candidate demonstrates initiative in all personal and professional practices; documents meet quality expectations, deadlines are met. <input type="checkbox"/></p>	<p>The candidate is highly motivated and takes initiative when and where appropriate to fulfill professional responsibilities <input type="checkbox"/></p>
<p>Participation in school activities</p> <p>Data source: pre/post conference</p> <p>InTASC Standard 10.1</p>	<p>The candidate does not participate in school activities. <input type="checkbox"/></p>	<p>The candidate meets minimum school activity participation expectations. <input type="checkbox"/></p>	<p>The candidate participates regularly and appropriately in school activities. <input type="checkbox"/></p>	<p>The candidate attends school activities as a means to get to know students, their families, and colleagues as a means of improving classroom learning opportunities. <input type="checkbox"/></p>
<p>Compliance with school, legal, and professional requirements</p> <p>Data source: pre/post conference; classroom observation</p> <p>InTASC Standard 9</p>	<p>The candidate does not consistently comply with school, legal and professional requirements and directives. <input type="checkbox"/></p>	<p>The candidate needs to be reminded to comply with school, legal and professional requirement and directives. <input type="checkbox"/></p>	<p>The candidate complies with all school, legal and professional requirements and directives. <input type="checkbox"/></p>	<p>The candidate conforms his or her actions behavior to school, legal and professional requirements and directions in the desire to become a professional educator. <input type="checkbox"/></p>

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Indiana Standard 1 Student Development and Diversity</p> <p>The candidate has a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.</p>	<p>The candidate lacks understanding of developmentally appropriate learning experiences;</p> <p><i>Or...</i></p> <p>He or she does not engage learners or consider their interests.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Draws upon his or her understanding of child and adolescent development to observe learners to adjust teaching; </li></ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>He or she seeks out learner interests and engages them in a variety of learning experiences.</li> </ul>	<p>Progression 1 <i>And...</i></p> <ul style="list-style-type: none"> <li>The candidate identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development.</li> </ul>	<p>Progression 2 <i>And...</i></p> <ul style="list-style-type: none"> <li>The candidate regularly analyzes and reflects on learner's abilities in order to individualize instruction and take responsibility for the development of all learners.</li> </ul>
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## Domain V: Methodology

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>Variety of instructional activities, assignments and resources</p> <p>Data source: planning documents and classroom observation NCSS Standard 3.1d InTASC Standard 5.1</p>	<p>The candidate develops learning activities which do not follow an organized progression and are not suitable to students and/or instructional goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some, but not all, learning activities are suitable for students and/or instructional goals, but progression of activities within the unit or lesson is uneven.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate develops multiple learning activities suitable to students and instructional goals; progression of activities in the unit or lesson is appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate develops highly-relevant learning activities; unit and/or lesson activities are logically ordered and sequenced. Instruction is appropriate to the nature of the social studies content and lesson goals</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Multiple Instructional Strategies</p> <p>Data source: planning documents; classroom observation InTASC Standard 5.1</p>	<p>The candidate relies primarily on a single instructional strategy, which does not reflect effective pedagogy, or social studies theories or models.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate attempts additional instructional strategies as a means of improving instructional pedagogy in the process of communicating social studies theories and models to students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate demonstrates multiple instructional strategies that reflect effective pedagogy, and social studies education theories and models that facilitate learning for all students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate demonstrates multiple instructional strategies, and implements and adapts them appropriately to reflect effective pedagogy, and social studies education theories that enable all students to become successful learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Lesson plan implementation</p> <p>Data source: planning documents; classroom observation InTASC Standard 5.1</p>	<p>The candidate deviates from the written lesson plan in illogical or inappropriate ways, for reasons not related to the modification of instruction to improve student learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate gives too much or too little time to some lesson activities; omits or adds explanations or activities without sufficient cause.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate implements the written lesson plan. He or she</p> <ul style="list-style-type: none"> <li>• Instructs to specific objective(s)</li> <li>• Focuses students to task (anticipatory set)</li> <li>• Establishes and states purpose</li> <li>• Provides adequate, appropriate examples (modeling) which clarify text content</li> <li>• Demonstrates use of questions at varying levels; dignifies/ clarifies student responses</li> <li>• Uses closure; provides summary at end of lesson.</li> </ul> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate implements the written lesson plan, making appropriate modifications and adaptations in response to the changing learning climate.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Assessment integrity</p> <p>Data source; planning documents; classroom observation NCSS Standard 3.1b InTASC Standard 6</p>	<p>The candidate does not know if students accomplished social studies learning outcomes or profoundly misjudges the success of a lesson. The lesson outcome indicates a failure to use formal and/or informal assessment activities and instruments to evaluate students' work.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate uses limited formal and informal assessment activities and instruments to develop a generally accurate understanding of lesson effectiveness and the extent to which social studies learning outcomes were accomplished.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate makes an accurate assessment of lesson effectiveness and the extent to which social studies learning goals were accomplished; he or she can cite general references in support of judgments, thereby demonstrating a more advanced understanding of formal and informal assessment activities and instruments in the evaluation of student work and learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate makes thoughtful and accurate assessments of each lesson's effectiveness and the extent to which social studies learning outcomes were achieved, thereby demonstrating an advanced understanding and application of formal and informal assessment activities and instruments to evaluate students' work and learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Integration of Technology InTASC Standard 5 Technology Thread</p>	<p>The candidate does not understand how to use technologies to achieve learning goals.</p>	<p>The candidate understands how to use digital and interactive technologies to achieve learning goals.</p>	<p>The candidate uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p>	<p>The candidate skillfully integrates digital and interactive technologies into his or her teaching for the efficient and effectively achievement of specific learning goals.</p>

**Domain V: Methodology, con't.**

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>
<p>Indiana Standard 2 Learning Processes</p> <p>The candidate has a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.</p>	<p>The candidate does not link students' learning experiences with learning objectives or content standards; <i>Or...</i> He or she does not make the learning objective(s) explicit or understandable; <i>Or...</i> He or she does not analyze or respond to individual learner needs.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>• Directs students' learning experiences through instructional strategies linked to learning objectives and content standards;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Makes the learning objective(s) explicit and understandable to learners;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Includes visual art-specific and instructional technologies</li> </ul>	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• Varies his or her role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Incorporates visual art-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</li> </ul>	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• Serves as an advocate for learning by consciously selecting instructional roles to best meet the particular needs of learners as individuals and groups;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Engages learners in the design and implementation of higher order learning experiences that are aligned with learning objectives, result in a variety of products and performances, and build on learner's interests.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Incorporates differentiated instruction visual art-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

<b>Criteria</b>	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>
<p>Indiana Standard 3 Instructional Planning and Delivery</p> <p>The candidate has a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.</p>	<p>The candidate deviates from the written lesson plan in illogical or inappropriate ways, for reasons not related to the modification of instruction to improve student learning.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>• Knows components that comprise the curriculum and the purposes and procedures of curriculum mapping.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Knows the characteristics, uses, benefits and limitations of various instructional approaches.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Demonstrates the ability of plan and adapt learner-centered instruction that reflects cultural competency,</li> </ul>	<p>Progression 1 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• Knows the foundational elements of Response to Instruction (RtI);</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Understands the principles of universal design for learning (UDL) and applies the UDL guidelines to maximize learning opportunities for all students</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitates students' use of the tools of the information age.</li> </ul>	<p>Progression 2 <i>And...</i></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• Applies skills and strategies for integrating curricula, creating interdisciplinary units of study, providing students with opportunities to explore content from integrated and varied perspectives.</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>• Enables students to use higher-order thinking and creativity skills.</li> </ul>
		EC   C   O	EC   C   O	EC   C   O

Criteria	Needs Improvement	Progression 1			Progression 2			Progression 3		
<b>Indiana Standard 4 Assessment</b>  The candidate has a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.	The candidate does not know if students accomplished learning outcomes or profoundly misjudges the success of a lesson. The lesson outcome indicates a failure to use formal and/or informal assessment activities and instruments to evaluate students' work.	The candidate <ul style="list-style-type: none"> <li>Knows the characteristics uses, advantages, and limitations of different types of formative and summative assessments.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Knows the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment.</li> </ul>			Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Uses appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor student progress.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Understands fundamental assessment concepts (e.g., reliability, validity, bias), and demonstrates the ability to use these concepts to design and select student assessments that are aligned to instructional goals.</li> </ul>			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Applies skills and strategies for engaging students in reflection, self-assessment, and goal setting.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Applies skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback.</li> </ul>		
		EC	C	O	EC	C	O	EC	C	O

	Needs Improvement	Progression 1			Progression 2			Progression 3		
<b>Indiana Standard 7: Reading Instruction.</b> The candidate has a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrates the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.	The candidate does not incorporate foundations of content-area or disciplinary literacy in his or her lesson planning or instructional delivery; <i>Or...</i> He or she fails to select evidence-based reading instruction based on SBRR or RtI elements; <i>Or...</i> Does not use evidence-based instructional practices to develop students' writing skills in his or her discipline.	The candidate <ul style="list-style-type: none"> <li>Employs skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including evidence-based instructional strategies that are aligned to learning goals and student needs;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based instructional strategies to develop students' vocabulary and language related to content-area reading and writing in his or her discipline;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based instructional practices to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies in his or her discipline</li> </ul>			Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Uses ongoing student data to inform reading-related instruction;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based skills and strategies for facilitating students' comprehension before during, and after reading content-area texts in his or her discipline.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses evidence-based instructional practices to develop students' writing skills in his or her discipline.</li> </ul>			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Uses evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Engages all students as agents in their own literacy development.</li> </ul>		
		EC	C	O	EC	C	O	EC	C	O

### Domain VI: Classroom Management

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<b>Management of Transitions</b>  Data source: classroom observation <a href="#">InTASC Standard 2</a>	Excessive time lost during transitions.	The candidate allows sporadically-efficient transitions, resulting in some loss of instructional time.	The candidate plans for transitions between lesson segments; little time is lost.	Skillfully planned transitions enable students to move seamlessly between lesson segments with no loss of instructional time.
<b>Expectations</b>  Data source: planning documents; classroom observation <a href="#">InTASC Standard 2</a>	The candidate has not established standards of conduct and/or lacks consistent standards.	The candidate has established standards of conduct for most situations; most students understand expectations.	The candidate has established standards of conduct; standards are clear to all students.	The candidate has established standards of conduct that are clearly understood by all students; standards are developed with student participation.

**Domain VI: Classroom Management, con't.**

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<b>Monitoring of student behavior</b>  Data source: classroom observation	The candidate does not monitor student behavior; he or she is unaware or ignores off-task behavior.  <input type="checkbox"/>	The candidate is generally aware of behavior; does not respond to off-task behavior of some students.  <input type="checkbox"/>	The candidate monitors and is alert to student behavior; he or she facilitates productive learning by redirecting off-task behavior.  <input type="checkbox"/>	The candidate prevents off-task behavior and encourages positive behavior in subtle and overt ways; he or she encourages students to self-monitor behavior.  <input type="checkbox"/>
<b>Classroom management</b>  Data source: classroom observation  InTASC Standard 3.2	The candidate's classroom is not well managed.  <input type="checkbox"/>	The candidate's plans for effective classroom management to not consistently result in a well-managed classroom.  <input type="checkbox"/>	The candidate exhibits competence in classroom management.  <input type="checkbox"/>	The candidate's effective management of time, materials, and student behaviors result in improved opportunities for all students to learn.  <input type="checkbox"/>

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 5 Learning Environment The candidate has a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.	The candidate does not set expectations for the learning environment; <i>Or...</i> He or she does not articulate expectations for a safe, positive learning environment; <i>Or...</i> He or she is not respectful of learners; <i>Or...</i> He or she is not a responsive or supportive listener; is unaware of learners' cultural backgrounds or differing learning perspectives.	The candidate <ul style="list-style-type: none"> <li>Articulates explicit expectations for a safe, positive learning environment, respect for others, as well as responsibility for preparation and completion of work;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Demonstrates respect for learners through verbal and nonverbal communication;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Is a responsive and supportive listener.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with learners in setting learning climate expectations, including openness, mutual respect, support and inquiry;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Is respectful of and responsive to learners differing cultural backgrounds and perspectives.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with learners and colleagues in building a safe, positive learning climate;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Promotes celebration of learning by engaging learners in showcasing their learning.</li> </ul>
		EC    C    O	EC    C    O	EC    C    O

**Domain VII: Communication**

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<b>Gives directions and procedures</b>  Data source: classroom observation InTASC Standard 8	Directions and procedures are unclear; confusing.  <input type="checkbox"/>	Directions and procedures are clarified after initial confusion and/or are excessively detailed.  <input type="checkbox"/>	Directions and procedures are clear to students and are appropriately detailed.  <input type="checkbox"/>	Directions and procedures are clear and understood by students; the candidate anticipates student misunderstandings.  <input type="checkbox"/>
<b>Oral and written language</b>  Data source: pre- post conference; planning materials; classroom observation  InTASC Standard 8	The candidate uses spoken language which is inaudible; written language is illegible; spoken or written language contains many grammar and syntax errors.  <input type="checkbox"/>	The candidate uses audible language; legible written language; occasional errors occur in both.  <input type="checkbox"/>	The candidate uses clear and correct spoken and written language constructs.  <input type="checkbox"/>	The candidate uses correct and expressive language constructs, with well-chosen vocabulary that enriches the lesson.  <input type="checkbox"/>
<b>Communication methods and techniques</b>  Data source: classroom observation  InTASC Standard 3	The candidate's variety of communication methods and techniques is excessively limited.  <input type="checkbox"/>	The candidate employs a limited variety of communication techniques.  <input type="checkbox"/>	The candidate applies a variety of communication methods and techniques.  <input type="checkbox"/>	The candidate applies a variety of communication techniques and methods to specific situations to improve relations with students, peers, and parents to meet students' needs.  <input type="checkbox"/>

### Domain VIII: Global and Multicultural Perspectives

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>Students' diverse perspectives and experiences</p> <p>Data Source: pre/post conference; planning materials; classroom observation</p> <p>InTASC Standard 2 Diversity Thread</p>	<p>The candidate shows little understanding of students' unique family backgrounds or cultural perspectives in the planning and delivery of classroom instruction.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate demonstrates a general understanding of students' diverse perspectives and experiences; incorporation of his or her understanding is not consistently reflected in classroom instruction.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate takes into account unique family needs affecting student learning; he or she connects instruction to students' experiences and brings diverse perspectives to classroom discussions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate demonstrates understanding of his or her students' family backgrounds and experiences, and plans and implements instruction to improve learning outcomes for all students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Planning for student differences</p> <p>Data Source: pre/post conference; planning materials; classroom observation</p> <p>InTASC Standard 1/2.2 Diversity Thread</p>	<p>The candidate's lesson plans show little to no understanding of how students differ in their approaches to learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate's unit and lesson plans show limited understanding of how students differ in their approaches to learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate's development and implementation of lesson plans that include instructional opportunities adapted to diverse learners result in improved learning experiences for all students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Lesson adjustment</p> <p>Data source: planning materials; classroom observation</p> <p>InTASC Standard 7 Diversity Thread</p>	<p>The candidate adheres rigidly to the instructional plan even when a change will clearly improve lesson implementation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate attempts lesson adjustments with mixed results.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate applies his or her knowledge of how children differ by adapting and modifying instruction to meet the needs of all learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate makes lesson adjustments necessary to clarify expectations and assure student mastery of learning outcomes.</p> <p style="text-align: right;"><input type="checkbox"/></p>

#### Directions for the following section

##### To the assessor:

While you are unlikely to observe more than one or two of the NCSS Interdisciplinary Thematic Standards in any given lesson observation, a social studies student teacher should reasonably be expected to demonstrate competency in all of them. Accordingly, your task is to determine the degree to which the candidate not only knows and understands, but also guides learners to develop the required knowledge and skills contained within the following NCSS Standards by assessing his or her work over the course of the entire semester. In order to make that judgment, you will not only consider the candidate's classroom teaching, but also his or her unit and lesson plans, Teacher Work Sample, artifacts from the student teaching portfolio, as well as other documents appropriate for this purpose.

Record your NCSS standards' assessments on the form provided for that purpose on the last page of this document.

## NCSS Interdisciplinary Thematic Standards<sup>1</sup>

### Matrix Item 1.1 Culture and Cultural Diversity

**Description:** The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>The candidate is unable to assist learners in deepening their comprehension and increasing their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. He or she fails to introduce new concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Learners are unable to engage independently in the analysis of cultural groups or subgroups or the comparison of two or more cultural groups or subgroups. They are unable to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.</p>	<p>The candidate is somewhat successful in helping learners deepen their comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. He or she attempts to introduce limited concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Learners engage somewhat independently in analyses of most cultural groups or subgroups and in comparisons of two or more cultural groups or subgroups. They can somewhat connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.</p>	<p>The candidate helps learners comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. He or she introduces limited concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Learners engage independently in analyses of most cultural groups or subgroups and in comparisons of two or more cultural groups or subgroups. They can connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.</p>	<p>The candidate is successful in helping learners deepen their comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within social groups. He or she also successfully introduces new concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change. Learners are able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups. They are able to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.</p>

### Matrix Item 1.2 Time, Continuity and Change

**Description:** The study of time, continuity, and change allows the student to apply key concepts from the study of history such as causality, change, and conflict, and to examine the connections among patterns of historical change. It provides the tools to investigate, interpret, and analyze historical and contemporary issues and viewpoints, and to describe historical periods and patterns of change in cultures and civilizations.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>The candidate is unable to engage learners in an analysis and reconstruction of the past or help them to examine the relationship of the past to the present. He or she does not facilitate learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which</p>	<p>The candidate engages learners in an analysis and reconstruction of the past. He or she attempts to facilitate learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across</p>	<p>The candidate engages learners in an analysis and reconstruction of the past, helping them to examine the relationship of the past to the present. He or she facilitates learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which</p>	<p>The candidate engages learners in a sophisticated analysis and reconstruction of the past, helping them to examine in detail the relationship of the past to the present. He or she facilitates learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are</p>

<sup>1</sup> This section is adapted from Henderson State University assessment materials generously shared by Dr. Brandie Benton via email attachment, May 27, 2016.

**Matrix Item 1.2 Time, Continuity and Change, con't.**

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
continuity and change are linked in time and across cultures. The candidate cannot help learners to draw on their knowledge of history to make informed choices and decisions in the present.	cultures. The candidate attempts to help learners to draw on their knowledge of history to make informed choices and decisions in the present.	continuity and change are linked in time and across cultures. The candidate helps learners to draw on their knowledge of history to make informed choices and decisions in the present.	linked in time and across cultures. The candidate helps learners to draw on their knowledge of history to make informed choices and decisions in the present.

**Matrix Item 1.3 People, Places and Environments**

Description: The study of people, places, and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by “region?” How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units or courses dealing with area studies and geography.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not guide learners in the application of geographic understandings. He or she does not facilitate understanding of diverse cultures, both historical and contemporary, or help learners to use geographic concepts to comprehend global connections. The candidate does not help learners recognize the importance of core geographic concepts.	The candidate attempts to guide learners in the application of geographic understandings across a range of fields in the sciences, and humanities. He or she facilitates some understanding of diverse cultures, both historical and contemporary, and helps learners to use some geographic concepts to comprehend global connections. The candidate also attempts to help learners recognize the importance of core geographic concepts for the analysis of public policy issues and helps learners to address issues of domestic and international significance, but without much reflection.	The candidate guides learners in the application of geographic understandings across a range of fields in the sciences, and humanities. He or she facilitates understanding of diverse cultures, both historical and contemporary, and helps learners to use some geographic concepts to comprehend global connections. The candidate also helps learners recognize the importance of core geographic concepts for the analysis of public policy issues and helps learners to address issues of domestic and international significance.	The candidate guides learners in the application of geographic understandings across a broad range of fields in the sciences, and humanities. He or she facilitates deep understanding of diverse cultures, both historical and contemporary, and helps learners to use sophisticated geographic concepts to comprehend global connections. The candidate also helps learners recognize and understand the importance of core geographic concepts for the analysis of public policy issues and helps learners to address issues of domestic and international significance reflectively.

**Matrix Item 1.4 Individual Development and Identity**

Description: Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions such as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units or courses dealing with psychology and anthropology.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior.	The candidate provides learners with limited opportunities to comprehend and apply discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own selves and identities as well as their own behavior and the behavior of others. He or she provides limited help to learners as they analyze, interpret, and assess personality and individual differences and	The candidate provides learners with opportunities to comprehend and apply discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own selves and identities as well as their own behavior and the behavior of others. He or she helps learners analyze, interpret, and assess personality and individual differences and	Through example and realistic scenarios, the candidate provides learners with multiple opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own selves and identities as well as their own behavior and the behavior of others. He or she helps learners deeply analyze, interpret, and assess personality and individual

**Matrix Item 1.4 Individual Development and Identity, con't.**

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	commonalities, and consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior.	commonalities, and consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior.	differences and commonalities, and consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior.

**Matrix Item 1.5 Individuals, Groups and Institutions**

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units or courses dealing with sociology, anthropology, psychology, political science, and history.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not help learners understand the paradigms and traditions that undergird social and political institutions. He or she does not provide opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory.	The candidate attempts to help learners understand the paradigms and traditions that undergird social and political institutions. He or she provides some opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory.	The candidate helps learners understand the paradigms and traditions that undergird social and political institutions. He or she provides opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.	The intern guides learners into a deep understanding of the paradigms and traditions that undergird social and political institutions. He or she can provide abundant opportunities for learners to examine, use, and add to the body of knowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.

**Matrix Item 1.6 Power, Authority and Governance**

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals’ rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate cannot or does not help learners develop their abilities in the use of abstract principles.	The candidate offers and/or attempts to help learners as they develop their abilities in the use of abstract principles.	The candidate helps learners develop their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote.	The candidate actively helps learners develop their abilities in the use of abstract principles by creating scenarios that allow them to engage in problem-based learning. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote.

### Matrix Item 1.7 Production, Distribution and Consumption

**Description:** Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units or courses dealing with economic concepts and issues.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not attempt to help learners develop economic concepts and processes. He or she does not challenge learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate does not assist learners in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics.	The candidate provides minimal help to learners in their development of economic concepts and processes. He or she asks learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate also assists some but not all learners in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics.	The intern helps learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. He or she asks learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate also assists most learners in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics.	The candidate actively engages learners in the development of economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. He or she challenges learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. The candidate enables all learners to clarify and examine the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics.

### Matrix Item 1.8 Science, Technology and Society

**Description:** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not provide opportunities for learners to deepen their understanding of the roles that science and technology have played in transforming the physical world and human society. He or she does not provide opportunities for learners to confront issues involving science and technology or guide them as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. The candidate does not ask learners to evaluate policies or propose strategies for influencing public discussion of science and technology issues.	The candidate provides limited opportunities for learners to deepen their understanding of the roles that science and technology have played in transforming the physical world and human society. He or she provides limited opportunity for learners to confront issues involving science and technology. The candidate asks learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues. He or she asks learners to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or	The candidate provides opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we need to manage change rather than be controlled by it. He or she provides opportunities for learners to confront issues involving science and technology and in so doing, guide them as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. The candidate assists learners in the policy evaluation and guides them	The intern actively engages learners in the deepening of their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and the necessity of managing rather than being controlled by change. He or she challenges learners to confront issues involving science and technology and in so doing, guides them as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. The candidate enables all learners to evaluate policies and propose strategies for influencing public

### Matrix Item 1.8 Science, Technology and Society, con't.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	findings and social norms or religious beliefs come into conflict.	through the process of proposing strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. He or she challenge learners to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or findings and social norms or religious beliefs come into conflict.	discussion of science and technology issues or ways of dealing with social changes resulting from new technologies. He or she also challenges them to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or findings and social norms or religious beliefs come into conflict.

### Matrix Item 1.9 Global Connections

**Description:** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues such as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not assist learners in thinking about personal, national, and global decisions, interactions, and consequences. He or she does not ask learners to formulate policy statements that demonstrate an understanding of issues related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems.	The candidate attempts to assist learners in thinking about personal, national, and global decisions, interactions, and consequences. He or she asks learners to formulate policy statements that demonstrate an understanding of issues and related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems, but does so in a shallow or ineffectual way.	The candidate assists learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. He or she asks learners to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems.	The candidate actively engages learners in deep, systematic thinking about personal, national, and global decisions, interactions, and consequences, including such critical issues as peace, human rights, trade, and global ecology. He or she guides learners into active formulations of policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, and the illustration of how individual behaviors and decisions connect with global systems.

### Matrix Item 1.10 Civic Ideals and Practices

**Description:** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How as the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate does not help learners recognize the rights and responsibilities of citizens. He or she provides no opportunities for learners to experience participation in community service or political activities. The candidate does not guide learners through the processes of responsible citizenship participation.	The candidate attempts to help learners recognize the rights and responsibilities of citizens. He or she provides limited opportunities for learners to experience participation in community service or political activities. The intern attempts to guide learners through the processes of responsible citizenship participation.	The intern helps learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual rights and the common good. He or she provides opportunities for learners to experience participation in community service and political activities	The intern actively engages learners in recognizing the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual rights and the common good. In addition, he or she provides opportunities for learners to participate in community service and political activities

**Matrix Item 1.10 Civic Ideals and Practices, con't.**

Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
		and develop skill in using the democratic process to influence public policy. The candidate guides learners through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age.	and develop skill in using the democratic process to influence public policy. The candidate enables learners to become responsible citizens as they face political issues as they approach voting age.

**Summary Assessment of NCSS Standards**

	Needs Improvement	Emerging Competence	Competent	Outstanding
NCSS Standard 3.1a Alignment with national, state, and/or local goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NCSS Standard 3.1b Assessment integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NCSS Standard 3.1c Knowledge of content-related pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NCSS Standard 3.1d Variety of instructional activities, assignments and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.1 Culture and Cultural Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.2 Time, Continuity and Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.3 People, Places and Environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.4 Individual Development and Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.5 Individuals, Groups and Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.6 Power, Authority and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.7 Production, Distribution and Consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.8 Science, Technology and Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.9 Global Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matrix Item 1.10 Civic Ideals and Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**InTASC Progressions**

The intended use of these progressions is as a support tool for improving instruction. Their purpose is to provide descriptions of graduated levels of sophistication of teaching practice. Used in this way, they can be a formative assessment tool. The word “assessment” is derived from the Latin *ad sedere*, meaning “to sit down beside.” As the etymology implies, assessment (in contrast to evaluation) is primarily concerned with providing guidance and feedback for growth. The progressions provide a pathway and common language from which teachers can talk about their practice. The purpose of the progressions is to generate information for teachers to self-assess against and reflect upon, and for mentors and coaches to use to provide feedback in order to improve professional practice.

As a tool that provides a common language about how to develop and grow effective teaching practice, the progressions can be used by a range of stakeholders at different stages of a teacher’s career. For instance, **Preparation program providers and cooperating PK-12 teachers** can use the progressions to inform the preparation curriculum, including what content focus is included and how coursework is sequenced, how experiences during clinical practice should be scaffolded, and what should be included in a “bridge plan” for

continued growth for pre-service teachers as they move to in-service and their induction period.<sup>2</sup>

**NOTE:** The following InTASC progressions have been added to this pedagogical assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels. Even though the InTASC Progressions are included in what is normally a summative assessment, their use is to be formative only. Assessors and teacher mentors should point candidates to these standards, in the process helping them both understand where their current practice places them against these expectations, and also what yet must be accomplished to improve their instructional practices.

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 1/2.2 The candidate uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</p>	<p>The candidate lacks understanding of second language acquisition, exceptional needs, or learner's knowledge; <i>Or...</i> He or she does not incorporate tools of language development into planning or instruction; <i>Or...</i> Does not follow a process, designated by a school or district, for identifying and addressing learner needs (e.g. Response to Intervention).</p>	<p>The candidate:  <ul style="list-style-type: none"> <li>Identifies specific needs and responds with individualized and group support;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Incorporates multiple approaches to learning;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Incorporates tools of language development into planning and instruction</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Follows a process, designated by a school or district, for identifying and addressing learner needs.</li> </ul> </p>	<p>Progression 1 <i>And...</i> The candidate  <ul style="list-style-type: none"> <li>continuously expands and deepens his or her understanding of differences and their impact on learning;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Responds to student learning cues by pacing and adjusting instruction;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Adapts instruction and uses modified materials, including technology, to address exceptional learner needs.</li> </ul> </p>	<p>Progression 2 <i>And...</i> The candidate  <ul style="list-style-type: none"> <li>Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Challenges each learner by adapting, scaffolding, enriching and accelerating instruction to facilitate higher-order thinking;</li> </ul> </p>				
					EC	C	O	EC
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 3.1 The candidate collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.</p>	<p>The candidate does not set expectations for the learning environment; <i>Or...</i> He or she does not articulate expectations for a safe, positive learning environment; <i>Or...</i> He or she is not respectful of learners; <i>Or...</i> He or she is not a responsive or supportive listener; is unaware of learners' cultural backgrounds or differing learning perspectives.</p>	<p>The candidate  <ul style="list-style-type: none"> <li>Articulates explicit expectations for a safe, positive learning environment, respect for others, as well as responsibility for preparation and completion of work;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Demonstrates respect for learners through verbal and nonverbal communication;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Is a responsive and supportive listener.</li> </ul> </p>	<p>Progression 1 <i>And...</i> The candidate  <ul style="list-style-type: none"> <li>Collaborates with learners in setting learning climate expectations, including openness, mutual respect, support and inquiry;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Is respectful of and responsive to learners differing cultural backgrounds and perspectives.</li> </ul> </p>	<p>Progression 2 <i>And...</i> The candidate  <ul style="list-style-type: none"> <li>Collaborates with learners and colleagues in building a safe, positive learning climate;</li> </ul> <i>And...</i>  <ul style="list-style-type: none"> <li>Promotes celebration of learning by engaging learners in showcasing their learning.</li> </ul> </p>				
					EC	C	O	EC

<sup>2</sup> Council of Chief State School Officers. 2013 INTASC Learning Progressions for Teachers, p. 12.

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
InTASC 3.2 The candidate manages the learning environment to engage learners actively.	The candidate does not manage the learning environment effectively; <i>Or...</i> He or she does not vary learning activities to involve whole group, small group, or individual work; <i>Or...</i> He or she does not provide opportunities for learners to use interactive technologies responsibly.	The candidate <ul style="list-style-type: none"> <li>Promotes learner engagement by managing the learning environment effectively.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Varies learning activities to involve whole group, small group and individual work;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Provides opportunities for learners to use interactive technologies responsibly.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Actively involves learners in managing the learning environment;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Expands options for responsible use of interactive technologies.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Supports learners' growing ability to participate in problem-solving, exploration, and invention;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Collaborates with learners in identifying possibilities for learning through responsible use of interactive technologies.</li> </ul>				
		EC	C	O	EC	C	O	EC
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
InTASC 4.1 The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	The candidate presents incorrect information; <i>Or...</i> He or she does not address common content-area misconceptions.	The candidate <ul style="list-style-type: none"> <li>Accurately and effectively communicates disciplinary concepts, processes and knowledge, and uses clear, correct and appropriate language;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Draws upon his or her initial knowledge of common content-area misconceptions, and uses available resources to address them.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Expands or deepens his or her content knowledge; presents diverse perspectives to engage learners in understanding, questioning and analyzing ideas;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Analyzes group discourse and learner work to discover additional learner misconceptions; uses disciplinary processes and tools to build accurate and deep understanding.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Collaborates with others to expand his or her content knowledge in order to keep up with changes in the discipline;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his or her learners.</li> </ul>				
		EC	C	O	EC	C	O	EC
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
InTASC 4.2 The candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	The candidate does not engage learners in applying methods of inquiry used in the discipline; <i>Or...</i> He or she fails to link new concepts to familiar concepts or connect them to prior experiences; <i>Or...</i> Does not model or provide opportunities for learners to understand academic language.	The candidate <ul style="list-style-type: none"> <li>Engages learners in applying methods of inquiry used in the discipline.</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Links new concepts to familiar concepts and helps learners to connect them to prior experiences;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Facilitates learner autonomy in examining new concepts in relationship to their growing content knowledge base;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Engages learners in identifying diverse perspectives in discipline-specific inquiry to expand competence in the use of academic language.</li> </ul>				
		EC	C	O	EC	C	O	EC

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 5.1 The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.</p>	<p>The candidate does not help learners to see relationships across disciplines; <i>Or...</i> He or she does not engage learners in applying content knowledge or skills in authentic contexts.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Helps learners see relationships across disciplines by making connections between content-area curriculum materials and related perspectives</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Engages learners in applying content knowledge and skills in authentic contexts.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in identifying real-world problems they can explore through projects, using their acquired and expanding content knowledge and skill;</li> </ul>				
		EC	C	O	EC	C	O	EC
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 5.2 The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.</p>	<p>The candidate does not engage learners in learning or applying the critical thinking skills used in the content area(s); <i>Or...</i> He or she does not engage learners in developing literacy or communication skills supportive of content area(s);</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in learning and applying the critical thinking skills used in the content area(s);</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Engages learners in developing literacy and communication skills that support learning in the content area(s);</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Uses problems or questions to guide learner practice in applying content-area critical thinking skills;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Guides learners in understanding and applying literacy and communication skills in the content area(s);</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Fosters learners' abilities to independently identify issues or problems of interest in or across content area(s);</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information.</li> </ul>				
		EC	C	O	EC	C	O	EC
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</p>	<p>The candidate does not help learners use resources to access information related to instructional objectives; <i>Or...</i> He or she does not pose questions that elicit learning thinking about content area information or concepts.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s).</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them.</li> </ul>				
		EC	C	O	EC	C	O	EC
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 9.1 The candidate engages in continuous professional learning to more effectively meet the needs of each learner.</p>	<p>The candidate does not engage in professional learning opportunities.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him or her to provide all learners with engaging curriculum and learning experiences.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Takes responsibility for his or her self- assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.</li> </ul>				
		EC	C	O	EC	C	O	EC

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 9.2 The candidate uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.</p>	<p>The candidate does not observe or reflect upon learners' responses to instruction; <i>Or...</i> He or she does not seek or reflect upon feedback from colleagues.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>He or she seeks and reflects upon feedback from colleagues to evaluate the effects of his or her actions on learners and colleagues.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Collaborates with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners and colleagues and to apply it to improve practice.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.</li> </ul>				
		<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 9.3 The candidate practices the profession in an ethical manner.</p>	<p>The candidate does not act in accordance with ethical codes of conduct or professional standards; <i>Or...</i> He or she does not access information or use technology in safe, legal or ethical ways; <i>Or...</i> He or she does not follow established rules or policies.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Acts in accordance with ethical codes of conduct and professional standards;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Accesses information and uses technology in safe, legal and ethical ways;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Supports colleagues in exploring and making ethical decisions and adhering to professional standards;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Advocates for the safe, legal and ethical use of information and technology throughout the school community;</li> </ul>				
		<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>
	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
<p>InTASC 10.1 The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p>	<p>The candidate does not participate on instructional teams or use advice or support from colleagues; <i>Or...</i> He or she does not use technology or other forms of communication to develop professional relationships.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community.</li> </ul>	<p>Progression 1 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Builds ongoing communities of support for student learning through exchanging information, advice and resources with families and colleagues.</li> </ul>	<p>Progression 2 <i>And...</i> The candidate</p> <ul style="list-style-type: none"> <li>Brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness;</li> </ul> <p><i>And...</i></p> <ul style="list-style-type: none"> <li>Works collaboratively across the learning community to enhance student learning, for example by showcasing learner work physically and/or visually for critique and celebration.</li> </ul>				
		<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>			<b>Progression 3</b>		
InTASC 10.2 The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.	The candidate does not assume responsibility for directing student learning toward high expectations; <i>Or...</i> He or she does not invite observation or feedback.	The candidate <ul style="list-style-type: none"> <li>Leads in his or her own classroom, assuming responsibility for and directing student learning toward high expectations;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Makes practice transparent by sharing plans and inviting observation and feedback;</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Contributes to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges.</li> </ul>			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>Models effective instructional strategies;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>Advocates for learners.</li> </ul>		
		<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>

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 2004 NCSS Standards  
 2010 Indiana Pedagogical Standards  
 2013 InTASC Standards