INDIANA WESLEYAN UNIVERSITY
Spanish Education Classroom Observation Form—2002 ACTFL 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 Spanish 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:
• American Council for Teachers of Foreign Language (ACTFL) 2002 standards. The IWU Spanish education program is recognized by the Indiana Department of Education; 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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INDIANA WESLEYAN UNIVERSITY
Spanish Education Classroom Observation Form—2002 ACTFL Standards[1]

Domain I: Content/Subject Matter Expertise

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Appropriateness for all students 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. ☐
Alignment with national, state, and/or local goals Data source: pre-post conference InTASC Standard 5	The candidate does not consider needs assessment data or ACTFL Standards when designing Spanish education curricula. ☐	Candidate consideration of needs assessment data or ACTFL Standards is not consistently appropriate in his or her designing of Spanish education curricula. ☐	The candidate aligns Spanish education curricula with needs assessment data and ACTFL Standards. ☐	The candidate's use of needs assessment data and ACTFL Standards results in meaningful and effective learning experiences for his or her students. ☐
Knowledge of content-related pedagogy Data source: planning documents; classroom observation 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. ☐
Understanding goal areas and standards Data source: pre- post conference; planning materials; classroom observation ACTFL Standard 4.a.i InTASC Standard 7	The candidate makes little to no effort to use state or national foreign language standards as a rationale for language study. ☐	The candidate names the goals areas and standards of the *Standards for Foreign Language Learning,* and identifies the similarities between their state and national foreign language standards. ☐	The candidate describes how the goal areas and standards (both national and state) are addressed in instructional materials and/or classroom activities. ☐	The candidate uses the national and state foreign language standards as a rationale for the significance of language study. ☐
Overall integration of standards into instruction (activities) Data source: planning documents; classroom observation ACTFL Standard 4.b.i InTASC Standard 8	Little connection is evident between instructional activities and the standards of the *Standards for Foreign Language Learning.* ☐	The candidate conducts activities that address specific goal areas and standards of the *Standards for Foreign Language Learning* to the extent that the instructional materials include a connection to standards. ☐	The candidate adapts exercises and activities as necessary to address specific goal areas and standards of the *Standards for Foreign Language Learning* and their state frameworks. ☐	The goal areas and standards of the *Standards for Foreign Language Learning* and/or the state frameworks are the focus of all classroom activities. ☐

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[1] Elements of the student teaching observation form adapted from the NCATE Assessment Library, University of Arkansas, Little Rock; retrieved from http://www.ncate.org/Portals/0/documents/SPAAssessmentLibrary/ACTFL_Uni%20Arkansas%20Little%20Rock-Assessment%204.pdf, on July 19, 2012.

Domain II: Personal Development

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Persistence 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. ☐
Enthusiasm/ energy/vitality 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. ☐
Relationships with students 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
Accepts criticism Data source: pre-post conference; classroom observation	The candidate responds defensively to constructive criticism; does not modify teaching practices to meet supervisor expectations. ☐	The candidate is polite when criticized, but does not follow though sufficiently with supervisor suggestions. ☐	The candidate accepts and responds appropriately to constructive criticism; her or she modifies teaching based on previous feedback. ☐	The candidate seeks out and embraces constructive criticism in a desire to maximize teaching ability and effectiveness. ☐
Cooperative relationships Data source: pre-post conference InTASC Standard 9	The candidate is distant and aloof from his or her classroom mentor and/or University supervisor. ☐	The candidate is sometimes moody; his or her attitude and relationships with others varies depending on outside circumstances. ☐	The candidate maintains cooperative and appropriate relationships with his or her classroom mentor and University supervisor. ☐	The candidate cultivates and develops positive relationships with colleagues and mentors as a means to further his or her personal and professional growth. ☐
Professionalism 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. ☐	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. ☐	The candidate demonstrates professionalism. Professional student teaching standards, including personal grooming and hygiene, are met consistently. ☐	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. ☐
Self-reflection Data source: planning documents; pre-post conference InTASC Standard 9.2	The candidate is not self-reflective. ☐	The candidate is self-reflective, but productive change and growth is limited by lack of planning and inconsistent follow through. ☐	The candidate uses self-reflection as a means to improve his or her personal attributes and professional performance. ☐	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. ☐
Relationships with colleagues Data source: pre-post conference InTASC Standard 10	The candidate has a negative or non-existent relationship with colleagues. ☐	The candidate demonstrates cordial relationships with colleagues. ☐	The candidate is accepted in the school community as a professional colleague. ☐	The candidate seeks out and collaborates with school colleagues to indentify and resolve student learning and behavioral difficulties. ☐

Domain III: Professional Development, con't.

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Communicating with stakeholders Data Source: pre/post conference ACTFL Standard 5.c.ii InTASC Standard 10	The candidate does not involve stakeholders in the assessment of student progress. ☐	The candidate identifies stakeholders and their roles and interests in the assessment of student progress. ☐	The candidate reports student progress to students and parents. He or she uses appropriate terminology and shares examples that illustrate student learning. ☐	The candidate communicates to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. ☐
Awareness of professional community Data Source: pre/post conference ACTFL Standard 6.a.i InTASC Standard 10	The candidate does not identify or engage in professional communities. ☐	The candidate identifies appropriate professional communities. ☐	The candidate identifies and participates in at least one professional organization. ☐	The candidate identifies and participates in multiple professional communities. ☐
Dispositions for seeking professional growth Data Source: pre/post conference ACTFL Standard 6.a.iv InTASC Standard 9	The candidate does not respond to suggestions regarding this or her professional growth. ☐	The candidate often responds to others' suggestions regarding the candidate's professional growth. ☐	The candidate seeks opportunities for professional growth. ☐	The candidate develops a plan for his or her continued professional growth. ☐
The importance of building alliances for advocacy Data Source: pre/post conference ACTFL Standard 6.b.iii InTASC Standard 10	The candidate does not understand the importance of networks and the role they play in advocacy efforts. ☐	The candidate understands the importance of networks and the role they play in advocacy efforts. ☐	The candidate provides evidence of the importance of building alliances to advocate for K-12 language learning. ☐	The candidate demonstrates evidence that he or she has initiated efforts to collaborate with colleagues and other stakeholders to advocate for K-12 foreign language learning. ☐

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 6 The Professional Environment 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 • 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.	Progression 1 *And...* The candidate • 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.	Progression 2 *And...* The candidate • Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.
		EC | C | O	EC | C | O	EC | C | O

Domain IV: Rights and Responsibilities

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Dependability Data source: Planning documents; classroom observation	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. ☐	The candidate is not consistently dependable in the completion of his or her duties; misses some submission deadlines; is sometimes tardy or departs early. ☐	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. ☐	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. ☐

Domain IV: Rights and Responsibilities

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Organizational Skills Data source: planning documents; classroom observation	The candidate's lack of organizational skills results in wasted time and submission of poor quality materials and documents. ☐	The candidate realizes the importance of efficient practices, but struggles to stay organized. ☐	The candidate demonstrates effective organizational skills and habits, resulting in on-time materials and document submission. ☐	The candidate demonstrates highly effective and efficient organizational skills, demonstrating a high degree of professionalism. ☐
Initiative Data source: planning documents; pre/post conference; classroom observation.	The candidate lacks initiative, demonstrated by submission of low-quality documents, missed deadlines, and ineffective classroom performance. ☐	The candidate takes initiative when prompted. ☐	The candidate demonstrates initiative in all personal and professional practices; documents meet quality expectations, deadlines are met. ☐	The candidate is highly motivated and takes initiative when and where appropriate to fulfill professional responsibilities ☐
Participation in school activities Data source: pre/post conference InTASC Standard 10	The candidate does not participate in school activities. ☐	The candidate meets minimum school activity participation expectations. ☐	The candidate participates regularly and appropriately in school activities. ☐	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. ☐
Compliance with school, legal, and professional requirements Data source: pre/post conference; classroom observation InTASC Standard 9	The candidate does not consistently comply with school, legal and professional requirements and directives. ☐	The candidate needs to reminded to comply with school, legal and professional requirement and directives. ☐	The candidate complies with all school, legal and professional requirements and directives. ☐	The candidate conforms his or her actions behavior to school, legal and professional requirements and directions in the desire to become a professional educator. ☐

	Needs Improvement	Progression 1			Progression 2			Progression 3		
Indiana Standard 1 Student Development and Diversity 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.	The candidate lacks understanding of developmentally appropriate learning experiences; *Or…* He or she does not engage learners or consider their interests.	The candidate • Draws upon his or her understanding of child and adolescent development to observe learners to adjust teaching; *And…* • He or she seeks out learner interests and engages them in a variety of learning experiences.			Progression 1 *And…* • 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.			Progression 2 *And…* • The candidate *r*egularly analyzes and reflects on learner's abilities in order to individualize instruction and take responsibility for the development of all learners.		
		EC	**C**	**O**	**EC**	**C**	**O**	**EC**	**C**	**O**

Domain V: Methodology

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Variety of instructional activities, assignments and resources Data source: planning documents and classroom observation InTASC Standard 5.1	The candidate develops learning activities which do not follow an organized progression and are note suitable to students and/or instructional goals. ☐	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. ☐	The candidate develops multiple learning activities suitable to students and instructional goals; progression of activities in the unit or lesson is appropriate. ☐	The candidate develops highly-relevant learning activities; unit and/or lesson activities are logically ordered and sequenced. ☐

Domain V: Methodology, con't.

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Multiple Instructional Strategies Data source: planning documents; classroom observation InTASC Standard 5.1	The candidate relies primarily on a single instructional strategy, which does not reflect effective pedagogy, or Spanish education theories or models. ☐	The candidate attempts additional instructional strategies as a means of improving instructional pedagogy in the process of communicating Spanish education theories and models to students. ☐	The candidate demonstrates multiple instructional strategies that reflect effective pedagogy, and Spanish education theories and models that facilitate learning for all students. ☐	The candidate demonstrates multiple instructional strategies, and implements and adapts them appropriately to reflect effective pedagogy, and Spanish education theories that enable all students to become successful learners. ☐
Lesson plan implementation Data source: planning documents; classroom observation InTASC Standard 5.1	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. ☐	The candidate gives too much or too little time to some lesson activities; omits or adds explanations or activities without sufficient cause. ☐	The candidate implements the written lesson plan. He or she • Instructs to specific objective(s) • Focuses students to task (anticipatory set) • Establishes and states purpose • Provides adequate, appropriate examples (modeling) which clarify text content • Demonstrates use of questions at varying levels; dignifies/ clarifies student responses • Uses closure; provides summary at end of lesson. ☐	The candidate implements the written lesson plan, making appropriate modifications and adaptations in response to the changing learning climate. ☐
Assessment integrity Data source; planning documents; classroom observation InTASC Standard 6	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 uses limited formal and informal assessment activities and instruments to develop a generally accurate understanding of lesson effectiveness and the extent to which learning outcomes were accomplished. ☐	The candidate makes an accurate assessment of lesson effectiveness and the extent to which 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. ☐	The candidate makes thoughtful and accurate assessments of each lesson's effectiveness and the extent to which 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. ☐
Language acquisition theories (methods) Data source; pre- post conference; planning documents; classroom observation ACTFL Standard 3.a.i InTASC Standard 5	The candidate exhibits little to no awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. He or she has minimal ability to connect theory with practice, and shows a limited awareness of the connection between student learning and the use of instructional strategies. ☐	The candidate exhibits an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. He or she illustrates an ability to connect theory with practice, and shows a growing awareness of the connection between student learning and the use of instructional strategies. ☐	The candidate exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. He or she draws on the knowledge of theories as they apply to K-12 learners at various developmental levels in designing teaching strategies that facilitate language acquisition. ☐	The candidate exhibits ease and flexibility in applying language acquisition theories to instructional practice. He or she uses a wide variety of strategies to meet the linguistic needs of K-12 students at various developmental levels. He or she exhibits originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories. ☐
Target language input Data source; pre- post conference; planning documents; classroom observation ACTFL Standard 3.a.ii InTASC Standard 5	The candidate uses the target language for specific parts of classroom lessons at some levels of instruction, but does not engage students in spontaneous interaction in the target language. He or she does not use strategies to help students understand oral and written input. ☐	The candidate uses the target language for specific parts of classroom lessons at all levels of instruction, but avoids spontaneous interaction with students in the target language. He or she uses some strategies to help students understand oral and written input. ☐	The candidate uses the target language to the maximum extent in classes at all levels of instruction. He or she designates certain times for spontaneous interaction with students in the target language. He or she tailors language use to students' developing proficiency levels, and uses a variety of strategies to help students understand oral and written input. He or she uses the target language to design content-based language lessons. ☐	The candidate structures classes to maximize use of the target language at all levels of instruction. He or she engages students in spontaneous interaction in the target language, and assists them in developing a repertoire of strategies for understanding oral and written input. He or she uses the target language to teach a variety of subject matter and cultural content. ☐

Domain V: Methodology, con't.

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Critical thinking and problem solving ACTFL Standard 3.b.vi InTASC Standard 8	The candidate does not plan or implement activities that engage students in critical thinking or problem solving.	The candidate implements activities that have a limited number of answers and allows little room for critical thinking and/or problem solving.	The candidate implements activities that promote critical thinking and problem solving.	The candidate implements a reward system for students who engage in critical thinking and problem solving activities.
Reflection ACTFL Standard 5.b.i InTASC Standard 6	The candidate does not analyze the results of student performance.	The candidate interprets assessments as correct/ incorrect student responses even when reflecting on holistic measures.	The candidate observes and analyzes the results of student performance to discern both global success and underlying inaccuracies.	The candidate teaches students to reflect upon their performances in both a global and analytical fashion.
Integration of Technology InTASC Standard 5 Technology Thread	The candidate does not understand how to use technologies to achieve learning goals.	The candidate understands how to use digital and interactive technologies to achieve learning goals.	The candidate uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.	The candidate skillfully integrates digital and interactive technologies into his or her teaching for the efficient and effectively achievement of specific learning goals.

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 2 Learning Processes The candidate has a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.	The candidate does not link students' learning experiences with learning objectives or content standards; *Or...* He or she does not make the learning objective(s) explicit or understandable; *Or...* He or she does not analyze or respond to individual learner needs.	The candidate • Directs students' learning experiences through instructional strategies linked to learning objectives and content standards; *And...* • Makes the learning objective(s) explicit and understandable to learners; *And...* • 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. *And.,.* • Includes visual art-specific and instructional technologies	Progression 1 *And...* The candidate • 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; *And...* • Engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction. And... • Incorporates visual art-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	Progression 2 *And...* The candidate • Serves as an advocate for learning by consciously selecting instructional roles to best meet the particular needs of learners as individuals and groups; *And...* • 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. *And...* • Incorporates differentiated instruction visual art-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
		EC	C	O	EC	C	O	EC	C	O

Criteria	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 3 Instructional Planning and Delivery 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.	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.	The candidate • Knows components that comprise the curriculum and the purposes and procedures of curriculum mapping. *And...* • Knows the characteristics, uses, benefits and limitations of various instructional approaches. *And...* • Demonstrates the ability of plan and adapt learner-centered instruction that reflects cultural competency,	Progression 1 *And...* The candidate • Knows the foundational elements of Response to Instruction (RtI); *And...* • Understands the principles of universal design for learning (UDL) and applies the UDL guidelines to maximize learning opportunities for all students *And...* • 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.	Progression 2 *And...* The candidate • Applies skills and strategies for integrating curricula, creating interdisciplinary units of study, providing students with opportunities to explore content from integrated and varied perspectives. *And...* • Enables students to use higher-order thinking and creativity skills.
		EC	C	O	EC	C	O	EC	C	O

Domain V: Methodology, con't.

Criteria	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 4 Assessment 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 • Knows the characteristics uses, advantages, and limitations of different types of formative and summative assessments. *And...* • Knows the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment.	Progression 1 *And...* The candidate • Uses appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor student progress. *And...* • 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.	Progression 2 *And...* The candidate • Applies skills and strategies for engaging students in reflection, self-assessment, and goal setting. *And...* • Applies skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback.
		EC C O	EC C O	EC C O

	Needs Improvement	Progression 1	Progression 2	Progression 3
Indiana Standard 7: Reading Instruction. 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; *Or…* He or she fails to select evidence-based reading instruction based on SBRR or RtI elements; *Or…* Does not use evidence-based instructional practices to develop students' writing skills in his or her discipline.	The candidate • 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; *And…* • Uses evidence-based instructional strategies to develop students' vocabulary and language related to content-area reading and writing in his or her discipline; *And…* • 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	Progression 1 *And…* The candidate • Uses ongoing student data to inform reading-related instruction; *And…* • Uses evidence-based skills and strategies for facilitating students' comprehension before during, and after reading content-area texts in his or her discipline. *And…* • Uses evidence-based instructional practices to develop students' writing skills in his or her discipline.	Progression 2 *And…* The candidate • Uses evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students; *And…* • Engages all students as agents in their own literacy development.
		EC C O	EC C O	EC C O

Domain VI: Classroom Management

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Management of Transitions Data source: classroom observation InTASC Standard 2	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. ☐
Expectations Data source: planning documents; classroom observation InTASC Standard 2	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
Monitoring of student behavior Data source: classroom observation	The candidate does not monitor student behavior; he or she is unaware or ignores off-task behavior. ☐	The candidate is generally aware of behavior; does not respond to off-task behavior of some students. ☐	The candidate monitors and is alert to student behavior; he or she facilitates productive learning by redirecting off-task behavior. ☐	The candidate prevents off-task behavior and encourages positive behavior in subtle and overt ways; he or she encourages students to self-monitor behavior. ☐
Classroom management Data source: classroom observation InTASC Standard 3.2	The candidate's classroom is not well managed. ☐	The candidate's plans for effective classroom management to not consistently result in a well-managed classroom. ☐	The candidate exhibits competence in classroom management. ☐	The candidate's effective management of time, materials, and student behaviors result in improved opportunities for all students to learn. ☐
Dispositions for creating a supportive classroom environment Data source: classroom observation ACTFL Standard 3.a.v InTASC Standard 6	The candidate provides inadequate feedback to students. The candidate does not encourage or reward students for taking risks. ☐	The candidate's feedback to students is primarily evaluative in nature and focuses on the accuracy of their language. The candidate encourages students to progress within the framework of instructional materials. ☐	The candidate's feedback to students is focused on meaning as well as linguistic accuracy. Students view errors as a normal part of the language acquisition process. The candidate encourages students to take risks in using the target language. ☐	The candidate engages students in monitoring their own progress and in asking for assistance from the teacher. He or she engages students in tracking their own errors and their progress and in providing feedback to their peers. The candidate rewards students for taking risks in using the target language. ☐
Grouping Data source: planning materials; classroom observation ACTFL Standard 3.b.vii InTASC Standard 8	The candidate teaches consistently with large-group instruction. ☐	The candidate teaches primarily with large-group instruction. Pair- and small-group activities generally consist of students grouped together but working individually. ☐	The candidate conducts activities in which students work collaboratively in pairs and small groups. He or she defines and models tasks, establishes time limits and expectations for follow-up, groups students, assigns student roles, monitors tasks, and conducts follow-up activities. ☐	The candidate provides regular opportunities for students to work collaboratively in pairs and small groups. He or she teaches students strategies for assuming roles, monitors their progress, and evaluates their performance. ☐

	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; *Or…* He or she does not articulate expectations for a safe, positive learning environment; *Or…* He or she is not respectful of learners; *Or…* He or she is not a responsive or supportive listener; is unaware of learners' cultural backgrounds or differing learning perspectives.	The candidate • Articulates explicit expectations for a safe, positive learning environment, respect for others, as well as responsibility for preparation and completion of work; *And…* • Demonstrates respect for learners through verbal and nonverbal communication; *And…* • Is a responsive and supportive listener.	Progression 1 *And…* The candidate • Collaborates with learners in setting learning climate expectations, including openness, mutual respect, support and inquiry; *And…* • Is respectful of and responsive to learners differing cultural backgrounds and perspectives.	Progression 2 *And…* The candidate • Collaborates with learners and colleagues in building a safe, positive learning climate; *And…* • Promotes celebration of learning by engaging learners in showcasing their learning.
		EC | C | O	EC | C | O	EC | C | O

Domain VII: Communication

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Gives directions and procedures Data source: classroom observation InTASC Standard 8	Directions and procedures are unclear; confusing. ☐	Directions and procedures are clarified after initial confusion and/or are excessively detailed. ☐	Directions and procedures are clear to students and are appropriately detailed. ☐	Directions and procedures are clear and understood by students; the candidate anticipates student misunderstandings. ☐
Oral and written language 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. ☐	The candidate uses audible language; legible written language; occasional errors occur in both. ☐	The candidate uses clear and correct spoken and written language constructs. ☐	The candidate uses correct and expressive language constructs, with well-chosen vocabulary that enriches the lesson. ☐
Communication methods and techniques Data source: classroom observation InTASC Standard 3	The candidate's variety of communication methods and techniques is excessively limited. ☐	The candidate employs a limited variety of communication techniques. ☐	The candidate applies a variety of communication methods and techniques. ☐	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. ☐
Negotiation of meaning Data source: classroom observation ACTFL Standard 3.a.iii InTASC Standard 8	The candidate does not negotiate meaning with students. ☐	Because most classroom interaction is planned, the candidate does not regularly negotiate meaning with students. He or she teaches students some expressions in the target language for negotiating meaning, such as *"could you repeat that please?"* ☐	The candidate negotiates meaning with students when spontaneous interaction occurs. He or she teaches students a variety of ways to negotiate meaning with others and provides opportunities for them to do so in classroom activities. ☐	Meaningful classroom interaction is at the heart of the candidate's language instruction. He or she engages students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts personalized to the interests of students and reflect curricular goals. ☐
Meaningful classroom interaction Data source: classroom observation ACTFL Standard 3.a.iv InTASC Standard 8	The candidate does not engage students in meaningful classroom interaction. ☐	The candidate uses communicative activities as the basis for engaging students in meaningful classroom interaction. He or she relies on instructional materials for activities and meaningful contexts. ☐	The candidate designs activities in which students have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards based and have meaningful contexts that reflect curricular themes and students' interests. ☐	Meaningful classroom interaction is at the heart of the candidate's language instruction. He or she engages students in communicative and interesting activities and tasks on a regular basis. All classroom interaction is based on learning outcomes and reflects engaging contexts that are personalized to the interests of the students. ☐

Domain VIII: Global and Multicultural Perspectives

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Students' diverse perspectives and experiences Data Source: pre/post conference; planning materials; classroom observation InTASC Standard 2 Diversity Thread	The candidate shows little understanding of students' unique family backgrounds or cultural perspectives in the planning and delivery of classroom instruction. ☐	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. ☐	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. ☐	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. ☐

Domain VIII: Global and Multicultural Perspectives, con't.

Criteria	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Planning for student differences Data Source: pre/post conference; planning materials; classroom observation InTASC Standard 1/2.2 Diversity Thread	The candidate's lesson plans show little to no understanding of how students differ in their approaches to learning. ☐	The candidate's unit and lesson plans show limited understanding of how students differ in their approaches to learning. ☐	The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. ☐	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. ☐
Lesson adjustment Data source: planning materials; classroom observation InTASC Standard 7 Diversity Thread	The candidate adheres rigidly to the instructional plan even when a change will clearly improve lesson implementation. ☐	The candidate attempts lesson adjustments with mixed results. ☐	The candidate applies his or her knowledge of how children differ by adapting and modifying instruction to meet the needs of all learners ☐	The candidate makes lesson adjustments necessary to clarify expectations and assure student mastery of learning outcomes. ☐
Adapting instruction to address students' language levels, language backgrounds, and learning styles Data source: pre- post conference; planning materials; classroom observation ACTFL Standard 3.b.iii InTASC Standard 8 Diversity Thread	The candidate does not recognize that his or her students have a wide range of language levels, language backgrounds, and learning styles. He or she does not attempt to address these differences. ☐	The candidate recognizes that his or her students have a wide range of language levels, language backgrounds, and learning styles. He or she attempts to address these differences by using a limited varied of instructional strategies. ☐	The candidate seeks out information regarding his or her students' language levels, language backgrounds, and learning styles. He or she implements a variety of instructional models and techniques to address these student differences. ☐	The candidate consistently uses information about his or her students' language levels, language backgrounds, and learning styles to plan for and implement language instruction. ☐

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.[2]

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.

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[2] Council of Chief State School Officers. 2013 INTASC Learning Progressions for Teachers, p. 12.

	Needs Improvement	Progression 1	Progression 2	Progression 3
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.	The candidate lacks understanding of second language acquisition, exceptional needs, or learner's knowledge; *Or…* He or she does not incorporate tools of language development into planning or instruction; *Or…* Does not follow a process, designated by a school or district, for identifying and addressing learner needs (e.g. Response to Intervention).	The candidate: • Identifies specific needs and responds with individualized and group support; *And…* • Incorporates multiple approaches to learning; *And…* • Incorporates tools of language development into planning and instruction *And…* • Follows a process, designated by a school or district, for identifying and addressing learner needs.	Progression 1 *And…* The candidate • continuously expands and deepens his or her understanding of differences and their impact on learning; *And…* • Responds to student learning cues by pacing and adjusting instruction; *And…* • Adapts instruction and uses modified materials, including technology, to address exceptional learner needs.	Progression 2 *And…* The candidate • Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content; *And…* • Challenges each learner by adapting, scaffolding, enriching and accelerating instruction to facilitate higher-order thinking;
		EC C O	EC C O	EC C O

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 3.1 The candidate collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.	The candidate does not set expectations for the learning environment; *Or…* He or she does not articulate expectations for a safe, positive learning environment; *Or…* He or she is not respectful of learners; *Or…* He or she is not a responsive or supportive listener; is unaware of learners' cultural backgrounds or differing learning perspectives.	The candidate • Articulates explicit expectations for a safe, positive learning environment, respect for others, as well as responsibility for preparation and completion of work; *And…* • Demonstrates respect for learners through verbal and nonverbal communication; *And…* • Is a responsive and supportive listener.	Progression 1 *And…* The candidate • Collaborates with learners in setting learning climate expectations, including openness, mutual respect, support and inquiry; *And…* • Is respectful of and responsive to learners differing cultural backgrounds and perspectives.	Progression 2 *And…* The candidate • Collaborates with learners and colleagues in building a safe, positive learning climate; *And…* • Promotes celebration of learning by engaging learners in showcasing their learning.
		EC C O	EC C O	EC C O

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 3.2 The candidate manages the learning environment to engage learners actively.	The candidate does not manage the learning environment effectively; *Or…* He or she does not vary learning activities to involve whole group, small group, or individual work; *Or…* He or she does not provide opportunities for learners to use interactive technologies responsibly.	The candidate • Promotes learner engagement by managing the learning environment effectively. *And…* • Varies learning activities to involve whole group, small group and individual work; *And…* • Provides opportunities for learners to use interactive technologies responsibly.	Progression 1 *And…* The candidate • Actively involves learners in managing the learning environment; *And…* • Provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning; *And…* • Expands options for responsible use of interactive technologies.	Progression 2 *And…* The candidate • Supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning; *And…* • Supports learners' growing ability to participate in problem-solving, exploration, and invention; *And…* • Collaborates with learners in identifying possibilities for learning through responsible use of interactive technologies.
		EC C O	EC C O	EC C O

	Needs Improvement	**Progression 1**	**Progression 2**	**Progression 3**
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; *Or…* He or she does not address common content-area misconceptions.	The candidate • Accurately and effectively communicates disciplinary concepts, processes and knowledge, and uses clear, correct and appropriate language; *And…* • Draws upon his or her initial knowledge of common content-area misconceptions, and uses available resources to address them.	Progression 1 *And…* The candidate • Expands or deepens his or her content knowledge; presents diverse perspectives to engage learners in understanding, questioning and analyzing ideas; *And…* • Analyzes group discourse and learner work to discover additional learner misconceptions; uses disciplinary processes and tools to build accurate and deep understanding.	Progression 2 *And…* The candidate • Collaborates with others to expand his or her content knowledge in order to keep up with changes in the discipline; *And…* • 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.

		EC	**C**	**O**	**EC**	**C**	**O**	**EC**	**C**	**O**

	Needs Improvement	**Progression 1**	**Progression 2**	**Progression 3**
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; *Or…* He or she fails to link new concepts to familiar concepts or connect them to prior experiences; *Or…* Does not model or provide opportunities for learners to understand academic language.	The candidate • Engages learners in applying methods of inquiry used in the discipline. *And…* • Links new concepts to familiar concepts and helps learners to connect them to prior experiences; *And…* • Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.	Progression 1 *And…* The candidate • Guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline; *And…* • Stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts; *And…* • Uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking.	Progression 2 *And…* The candidate • Facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline; *And…* • Facilitates learner autonomy in examining new concepts in relationship to their growing content knowledge base; *And…* • Engages learners in identifying diverse perspectives in discipline-specific inquiry to expand competence in the use of academic language.

		EC	**C**	**O**	**EC**	**C**	**O**	**EC**	**C**	**O**

	Needs Improvement	**Progression 1**	**Progression 2**	**Progression 3**
InTASC 5.1 The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.	The candidate does not help learners to see relationships across disciplines; *Or...* He or she does not engage learners in applying content knowledge or skills in authentic contexts.	The candidate • Helps learners see relationships across disciplines by making connections between content-area curriculum materials and related perspectives *And…* • Engages learners in applying content knowledge and skills in authentic contexts.	Progression 1 *And…* The candidate • Collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes.	Progression 2 *And…* The candidate • Engages learners in identifying real-world problems they can explore through projects, using their acquired and expanding content knowledge and skill;

		EC	**C**	**O**	**EC**	**C**	**O**	**EC**	**C**	**O**

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 5.2 The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.	The candidate does not engage learners in learning or applying the critical thinking skills used in the content area(s); *Or...* He or she does not engage learners in developing literacy or communication skills supportive of content area(s);	The candidate • Engages learners in learning and applying the critical thinking skills used in the content area(s); *And...* • Engages learners in developing literacy and communication skills that support learning in the content area(s);	Progression 1 *And...* The candidate • Uses problems or questions to guide learner practice in applying content-area critical thinking skills; *And...* • Guides learners in understanding and applying literacy and communication skills in the content area(s);	Progression 2 *And...* The candidate • Fosters learners' abilities to independently identify issues or problems of interest in or across content area(s); *And...* • Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information.
		EC	C	O	EC	C	O	EC	C	O

	Needs Improvement	Progression 1	Progression 2	Progression 3
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.	The candidate does not help learners use resources to access information related to instructional objectives; *Or...* He or she does not pose questions that elicit learning thinking about content area information or concepts.	The candidate • Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective; *And...* • 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.	Progression 1 *And...* The candidate • 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).	Progression 2 *And...* The candidate • Engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience; *And...* • Collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them.
		EC	C	O	EC	C	O	EC	C	O

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 9.1 The candidate engages in continuous professional learning to more effectively meet the needs of each learner.	The candidate does not engage in professional learning opportunities.	The candidate • 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.	Progression 1 *And...* The candidate • 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.	Progression 2 *And...* The candidate • Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.
		EC	C	O	EC	C	O	EC	C	O

	Needs Improvement	Progression 1	Progression 2	Progression 3
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.	The candidate does not observe or reflect upon learners' responses to instruction; *Or...* He or she does not seek or reflect upon feedback from colleagues.	The candidate • Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice; *And...* • He or she seeks and reflects upon feedback from colleagues to evaluate the effects of his or her actions on learners and colleagues.	Progression 1 *And...* The candidate • 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; *And...* • 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.	Progression 2 *And...* The candidate • Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.
		EC | **C** | **O**	**EC** | **C** | **O**	**EC** | **C** | **O**

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 9.3 The candidate practices the profession in an ethical manner.	The candidate does not act in accordance with ethical codes of conduct or professional standards; *Or...* He or she does not access information or use technology in safe, legal or ethical ways; *Or...* He or she does not follow established rules or policies.	The candidate • Acts in accordance with ethical codes of conduct and professional standards; *And...* • Accesses information and uses technology in safe, legal and ethical ways; *And...* • Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways.	Progression 1 *And...* The candidate • Supports colleagues in exploring and making ethical decisions and adhering to professional standards; *And...* • Anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology.	Progression 2 *And...* The candidate • Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice; *And...* • Advocates for the safe, legal and ethical use of information and technology throughout the school community;
		EC | **C** | **O**	**EC** | **C** | **O**	**EC** | **C** | **O**

	Needs Improvement	Progression 1	Progression 2	Progression 3
InTASC 10.1 The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	The candidate does not participate on instructional teams or use advice or support from colleagues; *Or...* He or she does not use technology or other forms of communication to develop professional relationships.	The candidate • Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners; *And...* • Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community.	Progression 1 And... The candidate • Collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners; *And...* • Builds ongoing communities of support for student learning through exchanging information, advice and resources with families and colleagues.	Progression 2 *And...* The candidate • Brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness; *And...* • Works collaboratively across the learning community to enhance student learning, for example by showcasing learner work physically and/or visually for critique and celebration.
		EC | **C** | **O**	**EC** | **C** | **O**	**EC** | **C** | **O**

	Needs Improvement	Progression 1			Progression 2			Progression 3		
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; *Or...* He or she does not invite observation or feedback.	The candidate • Leads in his or her own classroom, assuming responsibility for and directing student learning toward high expectations; *And...* • Makes practice transparent by sharing plans and inviting observation and feedback;			Progression 1 *And...* The candidate • Contributes to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges.			Progression 2 *And...* The candidate • Models effective instructional strategies; *And...* • Advocates for learners.		
		EC	C	O	EC	C	O	EC	C	O