

# \*NEW\* InTASC at Checkpoint 2- Fall 2016

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
<b>1. Learner Development:</b>  B. Designs instruction to meet learners' needs. (cognitive, linguistic, social, emotional, and physical)	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <b>Performance:</b> 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.				
E. Creates developmentally appropriate instruction (takes into account individuals learners' strengths, interests, and needs and accelerates his/her learning)	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <b>Performance:</b> 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.				
<b>2. Learning Differences:</b>  Plans differentiated instruction for a variety of learning needs	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <b>Performance:</b> 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. <b>Performance:</b> 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. <b>Performance:</b> 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. <b>Performance:</b> 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. <b>Performance:</b>				

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	<p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p><b>Performance:</b></p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>				
Exhibits fairness and belief that all students can learn	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
	<p><b>Standards</b></p> <p><b>USA- InTASC Model Core Teaching Standards (2011)</b></p> <p><b>Standard:</b> Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Performance:</b></p> <p>2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p><b>Performance:</b></p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p><b>Performance:</b></p> <p>2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p><b>Performance:</b></p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p><b>Performance:</b></p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p><b>Performance:</b></p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>				
<p><b>3. Learning Environments:</b></p> <p>G. Communicates verbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds of differing perspectives learners bring to the learning environment.</p>	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
<p><b>Standards</b></p> <p><b>USA- InTASC Model Core Teaching Standards (2011)</b></p> <p><b>Standard:</b> Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.</p> <p><b>Performance:</b></p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p>					

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H. Communicates nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds of differing perspectives learners bring to the learning environment.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. <b>Performance:</b> 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.					
4. Content Knowledge:  C. Promote each learner's achievement of content standards.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. <b>Performance:</b> 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.					
G. 1. Stimulates learner reflection on prior content knowledge.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. <b>Performance:</b> 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.					
G. 2. Stimulates learner reflection on linking new concepts to familiar concepts.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b>					

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p><b>Standard:</b> Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Performance:</b> 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>				
G. 3. Stimulates learner reflection on making connections to learners' experiences.	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
	<p><b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Performance:</b> 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>				
5. Applications of Content  Knows where and how to access resources, including technologies, to build global awareness and understanding	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
	<p><b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>Performance:</b> 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). <b>Performance:</b> 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). <b>Performance:</b> 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. <b>Performance:</b> 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. <b>Performance:</b> 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. <b>Performance:</b> 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. <b>Performance:</b> 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. <b>Performance:</b></p>				

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	5(h) The teacher develops and implements supports for learner literacy development across content areas.				
<b>6. Assessment:</b> B. Designs assessments that match learning objectives with assessment methods.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. <b>Performance:</b> 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.				
I. Models <i>their own</i> processes that guide learners in examining thinking and learning.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. <b>Performance:</b> 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.				
O. 2. Seeks appropriate ways to employ technology to engage learners.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. <b>Performance:</b> 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.				
Engages students in self-assessment strategies	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. <b>Performance:</b> 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. <b>Performance:</b>				

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	<p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.  <b>Performance:</b>  6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.  <b>Performance:</b>  6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.  <b>Performance:</b>  6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.  <b>Performance:</b>  6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.  <b>Performance:</b>  6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.  <b>Performance:</b>  6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.  <b>Performance:</b>  6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>				
<b>7. Planning for Instruction:</b>  A. 2. Collaboratively creates appropriate learning experiences (for curriculum goals and content standards, and are relevant to learners).	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.				
B. 2. Collaboratively selects appropriate learning experiences (for curriculum goals and content standards, and are relevant to learners).	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.				

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C. Differentiates instruction (chooses appropriate strategies and accommodations, resources, and materials).	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.				
D. Develops appropriate sequencing of learning experiences.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.				
E. Provides multiple ways to demonstrate knowledge and skill.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.				
F. 3. Plans for instruction based on prior learner knowledge.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.				



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F. 4. Plans for instruction based on learner interest.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.					
Plans and works collaboratively with others	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <b>Performance:</b> 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. <b>Performance:</b> 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. <b>Performance:</b> 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. <b>Performance:</b> 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. <b>Performance:</b> 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. <b>Performance:</b> 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.					
<b>8. Instructional Strategies:</b>  A. 2. Uses appropriate strategies and resources to adapt instruction to the needs of groups.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <b>Performance:</b> 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.					



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K. Uses a variety of instructional strategies that support communication through speaking, listening, reading, writing, and other modes.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <b>Performance:</b> 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.				
<b>9. Professional Learning and Ethical Practice:</b>  A. Engages in ongoing learning opportunities.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>Performance:</b> 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.				
E. Reflects on personal biases.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>Performance:</b> 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.				
H. 1. Advocates safe, legal, and ethical use of information and technology.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>Performance:</b>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.				
H. 2. Advocates appropriate documentation of sources.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>Performance:</b> 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.				
H. 3. Advocates respect for others in the use of social media.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>Performance:</b> 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.				
I. 1. Models safe, legal, and ethical use of information and technology.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
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I. 2. Models appropriate documentation of sources.	<b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level	<b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently	<b>Basic:</b> developing, improving, continuing, progressing	<b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p><b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Performance:</b> 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p>				
I. 3. Models respect for others in the use of social media.	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
	<p><b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>Performance:</b> 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p>				
10. Leadership and Collaboration:	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
F. Engages in professional learning.	<p><b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. <b>Performance:</b> 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p>				
J. Uses meaningful research.	<p><b>Distinguished:</b> Surpasses, superior, excels, exemplary, high level</p>	<p><b>Proficient:</b> sufficiently, appropriately, satisfactorily, consistently</p>	<p><b>Basic:</b> developing, improving, continuing, progressing</p>	<p><b>Unsatisfactory:</b> limited, lacking, ineffective, does not meet expectations</p>	
	<p><b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011)</b> <b>Standard:</b> Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. <b>Performance:</b> 10(h) The teacher uses and generates meaningful research on education issues and policies.</p>				