



General Instructions for the Development and Presentation of the Teacher Candidate Portfolio

Purpose: The primary purpose of this portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills and dispositions identified in the InTASC standards (see table 1). Teacher candidates integrate technology, experiences with diversity, and application of essential studies learning outcomes throughout the portfolio. The portfolio serves as a reflective tool for teacher candidates to use while exploring career placement opportunities.

Table 1: InTASC Standards

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Portfolio Overview

Teacher candidates are required to create a professional portfolio throughout their teacher education program as a requirement for graduation. Quality artifacts and well-written rationales are based off the InTASC Standards and other outcomes for student learning. The portfolio will be created in a TaskStream DRF. The purpose of the portfolio is for teacher candidates to demonstrate growth in knowledge and performance throughout their educator preparation program. For this assignment, teacher candidates are required to upload a variety of artifacts and rationale to demonstrate their knowledge and performance. Portfolios are reviewed at three checkpoints throughout the program:

- **Checkpoint 1** takes place in EDUC 250*. In EDUC 250 (and co-req EDUC 272) teacher candidates begin to create their portfolio. During these courses, students are introduced to the purpose of the portfolio and instructed on how to write rationale, select artifacts and work within the TaskStream system. Checkpoint 1 concludes with a self and peer evaluation of the teacher candidates' portfolio entries.
- **Checkpoint 2** is completed in students' methods courses: Early Childhood Summer Block, Elementary Block II, or Secondary General Methods. During Checkpoint 2 teacher candidates add additional artifacts and accompanied rationale as outlined in the portfolio rubric. Checkpoint 2 concludes with a self, peer and instructor evaluation of the teacher candidates' portfolio entries.
- **Checkpoint 3**, the final portfolio presentation, may be completed after 10 weeks of the Student Teaching Experience and/or at least 2 weeks of the Part-Time Student Teaching Experience. Candidates **must** present *by* the Friday *before* Final Exam Week. Checkpoint 3 concludes with a self-evaluation of the teacher candidates' portfolio entries and a presentation of the portfolio that is evaluated by 2 reviewers, one being the lead reviewer.

* If the teacher candidate did not take EDUC 250 at Mayville State University, contact [Kayla Smith](#) in the Division of Education. She will assist teacher candidates in starting the portfolio process (including orientation to TaskStream).

Checkpoint 1

- During EDUC 250* teacher candidates will purchase TaskStream and using the steps provided in class, enroll in MSU's portfolio.
- In EDUC 250, teacher candidates will be introduced to the purpose of the portfolio, instructed on how to write rationale, and how to select artifacts for corresponding standards.
- To successfully complete Checkpoint 1 in EDUC 250, teacher candidates are responsible for completing the following items (see Portfolio Appendices and Rubric for more specific information):
 - Introduction: Educational Autobiography (InTASC 9)
 - Professional looking photo (InTASC 9)
 - 1 artifact and rationale that supports 1 of the 10 InTASC Standards (InTASC 1-10)
 - 1 artifact and rationale that supports Essential Studies (InTASC 1-5)
 - 1 artifact and rationale that supports a Second Major/Minor (InTASC 1-10)
 - Small group presentation of completed components in EDUC 250 (InTASC 9)

- Checkpoint 1 concludes with a small group presentation followed by self and peer evaluation of the teacher candidates' portfolio entries, presentation, and subsequent goal setting (InTASC 9).
- The rubric used to evaluate portfolio Checkpoint 1 will be shared EDUC 250. It is also available on TaskStream in the portfolio DRF. Teacher candidates should use the rubric to not only self-assess but also to guide the creation of their portfolio.
- Additional "self-help" portfolio information is found under the "Student Self-Help" section in TaskStream.

* If the teacher candidate did not take EDUC 250 at Mayville State University or did not complete Checkpoint 1, they should contact [Kayla Smith](#), the Director of Student Placement. She will assist teacher candidates in starting the portfolio process (including orientation to TaskStream).

Checkpoint 2

- During respective methods courses (Early Childhood Summer Block-EC 316, Elementary Block II-EDUC 302, or Secondary General Methods-EDUC 480), teacher candidates will add to the portfolio components they completed in Checkpoint 1.
- In the methods courses, teacher candidates will be reminded of the purpose of the portfolio, with specific instructions for how to select appropriate artifacts and revising their written rationale. A specific focus on how to select InTASC standards that best represent both Performance and Knowledge artifacts, is articulated in class.
- To successfully, complete Checkpoint 2, teacher candidates are responsible for completing the following items (see Portfolio Appendices and Rubric for more specific information):
 - Review, update, and complete items from Checkpoint 1*
 - Philosophy of Education Paper (written in Methods courses: Early Childhood Summer Block-EC 316, Elementary Block II-EDUC 319, or Secondary General Methods-EDUC 480) and rationale (InTASC 1-10)
 - Philosophy of Diversity in Education Paper (written in EDUC 381) and rationale (InTASC 1-3, 5, and 7-10)
 - Professional Resume (InTASC 7-10)
 - Letter of Reference (InTASC 3)
 - 1 artifact and rationale that support each of the 10 InTASC Standards (InTASC 1-10)
 - For each of the 10 artifacts and rationale, teacher candidates will need to determine if the artifacts uploaded represent Performance or Knowledge.
- Checkpoint 2 concludes with small group presentation followed by a self, peer, and instructor evaluation of the teacher candidates' portfolio entries. (InTASC 9)
- The rubric used to evaluate portfolio Checkpoint 2 will be shared in class and is available on TaskStream. Teacher candidates should use the rubric to not only self-assess but also to guide the creation of their portfolio.
- Additional "self-help" portfolio information is found under the "Student Self-Help" section in TaskStream.

* If the teacher candidate did not take EDUC 250 at Mayville State University or did not complete Checkpoint 1, they should contact [Kayla Smith](#), the Director of Student Placement. She will assist teacher candidates in starting the portfolio process (including orientation to TaskStream).

Checkpoint 3

- Teacher candidates will present their completed portfolio as a graded component of EDUC 401 (taken concurrently with EDUC 400 – Student Teaching).
- This final portfolio presentation may be completed after week 10 of the Student Teaching experience and at least 2 weeks into the Part-Time Student Teaching Experience if applicable.
- Information on portfolio development is located in the EDUC 401 Moodle course.
- Candidates **must** present *by* the Friday *before* Final Exam Week. If the Portfolio presentation is not completed by this date, teacher candidates may risk delayed graduation.
- To successfully, complete Checkpoint 3, teacher candidates are responsible for completing the following items (see Portfolio Appendices and Rubric for more specific information):
 - Gain acceptance from two faculty members to be on the portfolio committee (see Portfolio Reviewer Selection List in the EDUC 401 Moodle course for available faculty members).
 - Faculty members may or may not agree to be on the teacher candidate's committee dependent upon their current portfolio review loads. If a faculty member indicates they are unable to serve on a portfolio review committee, the teacher candidate must continue to seek other faculty members until the candidate has two faculty reviewers that agree to serve.
 - Candidates *may not* request Cooperating Teachers to be portfolio reviewers. Some University Supervisors and adjunct faculty members may serve as portfolio reviewers.
 - Ask one of the two faculty members to be the Lead Reviewer. With your Lead Reviewer, decide what date works best for your portfolio presentation. Then, provide the names of your two reviewers to the Director of Student Placement and the date of your scheduled portfolio by the date indicated in the EDUC 401 Moodle course.
 - One week in advance of portfolio presentation, teacher candidates will notify reviewers that the portfolio is ready for evaluation. Before the portfolio can be released for review, teacher candidates must complete a portfolio self-evaluation through TaskStream.
 - Prior to indicating the portfolio is ready for evaluation, be sure to:
 - Review MSU Program Assessment Portfolio Rubric to guide quality submission.
 - Review goal statements from previous Checkpoints and ensure they are addressed (InTASC 9).*
 - Review, update, and complete items from Checkpoints 1 and 2 (see above).*
 - Upload artifacts and write rationale for **all portfolio sections** that have not been previously completed. Check that:
 - Each InTASC standard has one artifact and rationale written from your student teaching experience (InTASC 1-10).
 - Two Essential Studies artifacts and rationale are uploaded (InTASC 4).
 - Two Second Major/Minor artifacts and rationale, aligned to InTASC standards are uploaded (InTASC 1-10).

- Two teaching videos and accompanied critical reflections from your student teaching experience are uploaded – videos should be recorded during weeks 4 and 8, approximately (InTASC 9).
 - Two artifacts and rationale related to Diversity are uploaded (InTASC 1-10).
- Checkpoint 3 concludes with a professional presentation of the completed portfolio, followed by the reviewers' evaluation of the teacher candidates' portfolio (InTASC 9).
 - Two faculty reviewers will read through and score your entire portfolio on the portfolio rubric prior to the presentation.
 - Be prepared to succinctly discuss the areas of the portfolio that you would like to showcase (minimum of three areas).
 - Please reference and adhere to rubric criteria when preparing for your presentation.
 - Plan for a one hour presentation that includes discussion, questions, and wrap-up.
 - The Lead Reviewer will submit teacher candidate's name, portfolio date, time, and location to invite campus and community members to attend portfolio presentations. Teacher candidates are welcome to invite family and friends to attend the portfolio presentation.
- The rubric used to evaluate portfolio Checkpoint 3 is located in the EDUC 401 Moodle course and is available on TaskStream.
- Teacher candidates must earn a grade of C or higher on the portfolio and meet GPA requirements for the program (2.75) prior to graduation.
- If a candidate submits a portfolio that does not demonstrate attention to quality and assignment requirements, the reviewers have the authority to send it back to the teacher candidate and require revisions to improve the quality. This may or may not result in an Incomplete for the EDUC 401 course.
- Additional "self-help" portfolio information is found under the "Student Self-Help" section in TaskStream.

* If the teacher candidate did not complete Checkpoints 1 and 2 at Mayville State University, they should contact [Kayla Smith](#), the Director of Student Placement. She will assist teacher candidates in starting the portfolio process (including orientation to TaskStream).

Portfolio Appendices

Appendix A:

How do I write the Introduction: Educational Autobiography?

The introduction to the portfolio should be engaging and show an integration of concepts of the Reflective Experiential Teacher Model through statements of personal and professional goals. Think about how previous educational experiences have the potential to influence your future career as an educator and how that relates to MSU's framework (Reflective Experiential Teacher Model).

Teacher candidates will write the Introduction: Educational Autobiography in the first section of the TaskStream ePortfolio. Topics to be covered in the Introduction include: background information, experiences in educational settings, reasons for choosing Mayville State University, chosen degree/minor, reasons for becoming a teacher, beliefs about teaching/learning, and personal and professional goals. The Introduction should be well-written and succinctly stated in 2-3 paragraphs.

The Introduction: Educational Autobiography should include a professional looking photo. The photo needs to be embedded rather than uploaded as an attachment. Teacher candidates should choose a current, headshot of themselves in professional dress.

Instructional Video Link:

Appendix B:

How do I select artifacts for InTASC Standards 1-10?

An artifact is anything that represents a teacher candidate's knowledge or performance. Artifacts uploaded to represent the Performance component of any InTASC standard should clearly demonstrate the teacher candidate's ability to apply knowledge and skills in educational settings. The Knowledge component of any InTASC standard should clearly demonstrate the teacher candidate's understandings related to the core principles of teaching and learning. Artifacts should be quality products or documentation of significant experiences. Teacher candidates will be required to select artifacts that best represent their growth and competencies as a professional educator. Completion of the portfolio will require teacher candidates to select two artifacts to represent each of the 10 InTASC standards. Other artifacts as outlined in the assignment description and rubric will also need to be selected. Example artifacts include:

- Course assignments
- Research projects
- Research papers
- Observation reflections
- Lesson plans
- Students' work samples
- Pre- Post-test analysis
- Teaching demonstrations
- Evaluations completed by cooperating teacher or university supervisors
- Conference presentations
- Video of classroom teaching
- Professional development activities
- Copy of workshop certificate and reflection
- Assessments and rubrics
- Awards/Certificates/Grants
- Videos

How do I select artifacts for Essential Studies section?

Essential Studies courses provide a teacher candidate with foundational, interdisciplinary understandings. These understandings are used to ground their professional education studies. Assignments, projects, experiences, or presentations from Essential Studies courses should be used as uploads for the Essential Studies artifacts. If a teacher candidate is unable to locate artifacts from past Essential Studies coursework, they can reflect on their Essential Studies coursework (readings and assignments) and write a one-page, double spaced paper that indicates how that coursework supports their continued studies in professional education courses. Teacher candidates should refer to the Essential Learning Outcomes below when choosing their artifacts and writing the rationales for the Essential Studies section of the portfolio:

- ELO #1 - Students will demonstrate knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts. This is focused by engagement with big questions, both contemporary and enduring.
- ELO #2 - Students will demonstrate intellectual and practical skills, practiced extensively across the curriculum, in the context of progressively more challenging problems, projects and standards for performance.
- ELO #3 - Students will demonstrate personal and social responsibility, anchored through active involvement with diverse communities and real-world challenges.
- ELO #4 - Students will demonstrate Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

How do I select artifacts for the Minor/Second Major section?

Teacher candidates are required to select two artifacts that represent coursework related to their minor or second major. These two artifacts should demonstrate the teacher candidate's competencies in knowledge, skills, or dispositions associated with any of the 10 InTASC standards. Rationale should be written for each of the artifacts to thoroughly describe the artifact and its context. A discussion of how the artifact demonstrates the teacher candidate's knowledge of the minor/second major should be included in the rationale. Use the artifact list above to guide your selection of quality artifacts.

Instructional Video Link:

Appendix C:

How do I write rationale?

Rationale are written for each artifact to justify the teacher candidate's selection of the artifact and its alignment with the standard. To write a quality rationale, teacher candidates should keep the following points in mind:

- Rationale should be well-written and concise.
- Aim to write two paragraphs. The first paragraph should include a brief summary of the artifact. Introduce the artifact, what it is and what purpose the artifact served in your professional learning. The second paragraph should provide justification of the reason for choosing the artifact. How does the artifact demonstrate your competencies in relation to the standard? How does it represent your knowledge or performance in relation to the standard? Consider using the language found within the InTASC standards as you write your justification.

Instructional Video Link:

Appendix D:

What if I didn't write a Philosophy of Education paper or a Philosophy of Diversity in Education Paper?

Teacher candidates write the Philosophy of Education paper in the corresponding methods courses: Early Childhood Summer Block-EC 316, Elementary Block II-EDUC 319, or Secondary General Methods-EDUC 480. The Philosophy of Diversity in Education paper is written in EDUC 381-Human Relations and Cultural Diversity. Transfer students may not have written these papers if these courses were transferred. However, these philosophy papers are required artifacts for the portfolio. To meet requirements for this artifact entry, teacher candidates will need to write a philosophy of education paper and a philosophy of diversity in education paper. For more information on how to complete these components of the portfolio, contact [Kayla Smith](#), the Director of Student Placement.

Instructional Video Link:

Appendix E:

What do I upload into the ePortfolio?

Use the following information to guide your submission of artifacts and rationale for each of the three Checkpoints:

Checkpoint 1

- Introduction/Educational Autobiography
- Professional looking photo
- Artifact and rationale from an Essential Studies course to support Essential Learning Outcomes
- Artifact and rationale to support one of the 10 InTASC standards
- Artifact and rationale that supports Minor, Major, or Second Major

Checkpoint 2

- Complete all items in Checkpoint 1
- Philosophy of Education paper and rationale
- Philosophy of Diversity in Education paper and rationale
- Professional Resume
- 1 Letter of Recommendation
- 10 artifacts, rationale, and selection of specific standards that support the InTASC standards (either knowledge or performance)

Checkpoint 3

- Complete all items in Checkpoints 1 and 2
- 2 more letters of recommendation (total of 3)
- Artifact, rationale, and selection of specific standards for ALL remaining InTASC standards (both performance and knowledge)
- 1 more artifact and rationale from an Essential Studies course to support Essential Learning Outcomes (2 total)
- 1 more artifact and rationale that supports Minor, Major, or Second Major (2 total)
- 2 (10-15 minute max) teaching videos and critical reflections
- Check to ensure the portfolio has embedded evidence within artifacts and rationales of diversity and technology goals (see Portfolio Rubric)

Instructional Video Link:

Appendix F:

What can I expect at each portfolio presentation?

Checkpoint 1

The presentation for Checkpoint 1 involves a peer review process. Teacher candidates will show their portfolio and discuss artifacts and rationale to a small group of their peers. The peers will then rate them using the rubric found in TaskStream. The evaluation will end with a self-evaluation where the teacher candidate sets and records a goal for themselves to complete before Checkpoint 2.

Checkpoint 2

The presentation for Checkpoint 2 involves a peer presentation, self-evaluation and goal setting, and instructor evaluation. Teacher candidates will present their portfolio to a small group of peers. The teacher candidate will then self-evaluate by setting a goal for themselves to complete before Checkpoint 3. Methods instructors will also use the TaskStream rubric to evaluate the teacher candidate's portfolio. The rubric includes comments from the instructor to guide future work on the portfolio.

Checkpoint 3

A professional presentation of the completed portfolio is done in Checkpoint 3. The presentation is followed by the reviewers' evaluation of the teacher candidates' portfolio.

- Two faculty reviewers will read through and score your entire portfolio on the portfolio rubric prior to the presentation.
- The teacher candidate needs to be prepared to succinctly discuss the areas of the portfolio that they would like to showcase (minimum of three areas).
- Teacher candidates will reference and adhere to rubric criteria when preparing for the portfolio presentation.
- Plan for a one hour presentation that includes discussion, questions, and wrap-up.
- The Lead Reviewer will submit teacher candidate's name, portfolio date, time, and location to invite campus and community members to attend portfolio presentations. Teacher candidates are welcome to invite family and friends to attend the portfolio presentation.

Instructional Video Link:

Appendix G:

How will my portfolio be evaluated?

Teacher candidates should see portfolio rubrics for Checkpoints 1, 2, and 3 to use as a self-check and guidance for quality submission.

Instructional Video Link:

NEW Portfolio Rubric- Fall 2016

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
Presentation	The Teacher Candidate confidently presents their portfolio in an exemplary manner; arrives on time; professionally dressed	The Teacher Candidate competently presents their portfolio in an adequate manner; arrives on time; professionally dressed	The Teacher Candidate presents their portfolio in an incomplete manner	The Teacher Candidate inadequately presents their portfolio with multiple grammatical errors and unclear speech	
Introduction	The introduction is engaging and shows an integration of concepts of the Reflective Experiential Teacher Model through a statement of personal and professional goals.	The introduction is engaging and shows a connection to the Reflective Experiential Teacher Model through a statement of personal and professional goals.	The introduction provides a statement of personal and professional goals with little relation to the Reflective Experiential Teacher Model.	The introduction is lacking a personal and professional goal statement and has no relation to the Reflective Experiential Teacher Model.	
Resume	The resume is detailed, professional in appearance, and free of spelling and grammatical errors. The format is clear; comprehensively summarizes skills, abilities, and accomplishments	The resume is professional in appearance and is free of spelling and grammatical errors. The format is clear; adequately summarizes skills, abilities, and accomplishments	The resume lacks professional appearance and contains noticeable spelling and grammatical errors. The format is unclear and inadequately summarizes skills, abilities, and	The resume lacks professional appearance and contains numerous spelling and grammatical errors. The format is hard to follow and is incomplete	
Letters of Reference	NA	Met- 3 letters of recommendation who can speak to your abilities as a teacher	Does Not Meet- Less than 3 letters of recommendation.	NA	
Philosophy of Education	Rationale thoroughly provides a comprehensive summary of the Teacher Candidate's philosophy	Rationale provides an adequate summary of the Teacher Candidate's philosophy	Rationale provides an incomplete summary of the Teacher Candidate's philosophy	Rationale inadequately summarizes the Teacher Candidate's philosophy	
Philosophy of Diversity in Education	Rationale thoroughly provides a comprehensive summary of the Teacher Candidate's philosophy of diversity	Rationale provides an adequate summary of the Teacher Candidate's philosophy of diversity	Rationale provides an incomplete summary of the Teacher Candidate's philosophy of diversity	Rationale inadequately summarizes the Teacher Candidate's philosophy of diversity	
InTASC #1- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of learner development	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of learner development	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of learner development	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of learner development	
Standards USA- InTASC Model Core Teaching Standards (2011)					

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Standard: 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.</p> <p>Performance: 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>Performance: 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.</p> <p>Performance: 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>				
InTASC #1- Performance Artifact	The artifact shows the candidate can apply deep understanding of the interconnections among different areas of learner development (i.e. cognitive, linguistic, social, emotional, and physical)	The artifact shows the candidate can correctly apply understanding of learner development	The artifact shows the candidate partially applies their understanding of learner development	The artifact shows the candidate has little or no application of their understanding of learner development	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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.</p> <p>Performance: 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>Performance: 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.</p> <p>Performance: 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>				
InTASC #1- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of learner development	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of learner development	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of learner development	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of learner development	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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.</p> <p>Essential Knowledge: 1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Essential Knowledge: 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>Essential Knowledge: 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>Essential Knowledge: 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>				
InTASC #1- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of the interconnections among different areas of learner development (i.e. cognitive, linguistic, social, emotional, and physical)	The artifact shows the candidate has knowledge of learner development	The artifact shows the candidate has partial knowledge of learner development	The artifact shows the candidate has little or no knowledge of learner development	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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.</p> <p>Essential Knowledge: 1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p> <p>Essential Knowledge: 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>Essential Knowledge: 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>Essential Knowledge: 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>				
InTASC #2- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of learner differences	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of learner differences	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of learner differences	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of learner differences	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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>Performance: 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>Performance: 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>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Performance: 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>Performance: 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>Performance: 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>Performance: 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>				
InTASC #2- Performance Artifact	The artifact shows the candidate can apply deep understanding of learners commonalities and individual differences within and across diverse communities	The artifact shows the candidate can correctly apply understanding of learner differences	The artifact shows the candidate partially applies their understanding of learner differences	The artifact shows the candidate has little or no application of their understanding of learner differences	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. Performance: 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. Performance: 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. Standard: 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. Performance: 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. Performance: 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. Performance: 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. Performance: 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. Performance: 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. Performance: 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #2- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of learner differences	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of learner differences	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of learner differences	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of learner differences	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. Essential Knowledge: 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. Essential Knowledge: 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. Essential Knowledge: 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. Essential Knowledge: 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.				
InTASC #2- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of learners commonalities and individual differences within and across diverse communities	The artifact shows the candidate has knowledge of learner differences	The artifact shows the candidate has partial knowledge of learner differences	The artifact shows the candidate has little or no knowledge of learner differences	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. Essential Knowledge: 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. Essential Knowledge: 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. Essential Knowledge: 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Essential Knowledge: 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p>				
InTASC #3- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of developing safe, respectful and engaging learning environments	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates the ability to create appropriate learning environments	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates the ability to create appropriate learning environments	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates the ability to create appropriate learning environments	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Performance: 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. Performance: 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. Performance: 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. Performance: 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. Performance: 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. Performance: 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. Performance: 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>				
InTASC #3- Performance Artifact	The artifact shows the candidate can appropriately manage and collaboratively create a safe, respectful and engaging learning environment	The artifact shows the candidate can create appropriate learning environments	The artifact shows the candidate partially creates appropriate learning environments	The artifact shows the candidate has little or no ability to create appropriate learning environments	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Performance: 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>Performance: 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>Performance: 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>Performance: 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>Performance: 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>Performance: 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> <p>Performance: 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>Performance: 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>				
InTASC #3- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of safe, respectful and engaging learning environments	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of appropriate learning environments	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of appropriate learning environments	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of appropriate learning environments	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. Essential Knowledge: 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. Essential Knowledge: 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. Essential Knowledge: 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. Essential Knowledge: 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #3- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of safe, respectful and engaging learning environments and the collaboration needed to create them	The artifact shows the candidate has knowledge of appropriate learning environments	The artifact shows the candidate has partial knowledge of appropriate learning environments	The artifact shows the candidate has little or no knowledge of appropriate learning environments	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. Essential Knowledge: 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. Essential Knowledge: 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. Essential Knowledge: 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. Essential Knowledge: 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.				
InTASC #4- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of the central concepts, tools of inquiry and structures of the discipline	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of content knowledge	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of content knowledge	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of content knowledge	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 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. Performance: 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. Performance: 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. Performance: 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. Performance:				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. Performance: 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. Performance: 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. Performance: 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. Performance: 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p>				
InTASC #4- Performance Artifact	The artifact shows the candidate can apply deep understanding of the central concepts, tools of inquiry and structures of the discipline	The artifact shows the candidate can correctly apply understanding of content knowledge	The artifact shows the candidate partially applies their understanding of content knowledge	The artifact shows the candidate has little or no application of their understanding of content knowledge	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 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. Performance: 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. Performance: 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. Performance: 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. Performance: 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. Performance: 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. Performance: 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. Performance: 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. Performance: 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p>				
InTASC #4- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact	Rationale inadequately identifies the knowledge artifact; misjudges	

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	specific terms how the artifact demonstrates in- depth knowledge and personal insights of content knowledge	demonstrates knowledge of content	demonstrates knowledge of content	how the artifact demonstrates knowledge of content	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. Essential Knowledge: 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. Essential Knowledge: 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. Essential Knowledge: 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. Essential Knowledge: 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p>				
InTASC #4- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of the central concepts, tools of inquiry and structures of the discipline	The artifact shows the candidate has knowledge of content	The artifact shows the candidate has partial knowledge of content	The artifact shows the candidate has little or no knowledge of content	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. Essential Knowledge: 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. Essential Knowledge: 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. Essential Knowledge: 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. Essential Knowledge: 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p>				
InTASC #5- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights related to	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance related to application of content	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance related to application of content	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance related to application of content	

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	application of content and differing perspectives to real world context				
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 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). Performance: 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). Performance: 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. Performance: 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. Performance: 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. Performance: 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. Performance: 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. Performance: 5(h) The teacher develops and implements supports for learner literacy development across content areas.</p>				
InTASC #5- Performance Artifact	The artifact shows the candidate can apply deep understanding of content and differing perspectives of real world contexts and resources	The artifact shows the candidate can correctly apply understanding of content	The artifact shows the candidate partially applies their understanding of content	The artifact shows the candidate has little or no application of their understanding of content	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 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). Performance: 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). Performance: 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Performance: 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.</p> <p>Performance: 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.</p> <p>Performance: 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>Performance: 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.</p> <p>Performance: 5(h) The teacher develops and implements supports for learner literacy development across content areas.</p>				
InTASC #5- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of content and differing perspectives to real world context	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge related to application of content	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge related to application of content	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge related to application of content	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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>Essential Knowledge: 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>Essential Knowledge: 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>Essential Knowledge: 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>Essential Knowledge: 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>Essential Knowledge: 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>Essential Knowledge: 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>Essential Knowledge: 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>Essential Knowledge: 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #5- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of how to apply content and differing perspectives of real world contexts and resources	The artifact shows the candidate has knowledge related to application of content	The artifact shows the candidate has partial knowledge related to application of content	The artifact shows the candidate has little or no knowledge related to application of content	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. Essential Knowledge: 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. Essential Knowledge: 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. Essential Knowledge: 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. Essential Knowledge: 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. Essential Knowledge: 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. Essential Knowledge: 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. Essential Knowledge: 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>				
InTASC #6- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of multiple methods of assessment	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of multiple methods of assessment	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of multiple methods of assessment	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of multiple methods of assessment	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. Performance: 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. Performance:</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>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. Performance: 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. Performance: 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. Performance: 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. Performance: 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. Performance: 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. Performance: 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>				
InTASC #6- Performance Artifact	The artifact shows the candidate can use, design and adapt multiple methods of assessment	The artifact shows the candidate can use multiple methods of assessment	The artifact shows the candidate uses assessment	The artifact shows the candidate has little or no use of assessment	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. Performance: 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. Performance: 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. Performance: 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. Performance: 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. Performance: 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. Performance: 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. Performance: 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. Performance: 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>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #6- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of multiple methods of assessment	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of multiple methods of assessment	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of multiple methods of assessment	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of multiple methods of assessment	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. Essential Knowledge: 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. Essential Knowledge: 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. Essential Knowledge: 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. Essential Knowledge: 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. Essential Knowledge: 6(o) The teacher knows when and how to evaluate and report learner progress against standards. Essential Knowledge: 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.				
InTASC #6- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of multiple assessments and how they support learner progress	The artifact shows the candidate has knowledge of multiple methods of assessment	The artifact shows the candidate has partial knowledge of assessment methods	The artifact shows the candidate has little or no knowledge of assessment methods	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. Essential Knowledge: 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. Essential Knowledge: 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. Essential Knowledge:				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. Essential Knowledge: 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. Essential Knowledge: 6(o) The teacher knows when and how to evaluate and report learner progress against standards. Essential Knowledge: 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>				
InTASC #7- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of planning for instruction	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of planning for instruction	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of planning for instruction	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of planning for instruction	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 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. Performance: 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. Performance: 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. Performance: 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. Performance: 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. Performance: 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.</p>				
InTASC #7- Performance Artifact	The artifact shows the candidate selects, creates and sequences learning experiences that support students in reaching learning goals	The artifact shows the candidate can appropriately plan for instruction that meets learning goals	The artifact shows the candidate minimally plans for instruction	The artifact shows the candidate has little or no ability to plan for instruction	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Performance: 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.</p> <p>Performance: 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.</p> <p>Performance: 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>Performance: 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>Performance: 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.</p> <p>Performance: 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.</p>				
InTASC #7- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of planning for instruction	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of planning for instruction	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of planning for instruction	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of planning for instruction	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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.</p> <p>Essential Knowledge: 7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>Essential Knowledge: 7(h) The teacher understands how integrating crossdisciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>Essential Knowledge: 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>Essential Knowledge: 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>Essential Knowledge: 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>Essential Knowledge: 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>Essential Knowledge: 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #7- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of selecting, creating and sequencing learning experiences that support students in reaching learning goals	The artifact shows the candidate has appropriate knowledge of planning for instruction to meet learning goals	The artifact shows the candidate has partial knowledge of planning for instruction	The artifact shows the candidate has little or no knowledge of planning for instruction	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 7(g) The teacher understands content and content standards and how these are organized in the curriculum. Essential Knowledge: 7(h) The teacher understands how integrating crossdisciplinary skills in instruction engages learners purposefully in applying content knowledge. Essential Knowledge: 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. Essential Knowledge: 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. Essential Knowledge: 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. Essential Knowledge: 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. Essential Knowledge: 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>				
InTASC #8- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of a variety of instructional strategies	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates use of a variety instructional strategies	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates use of instructional strategies	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates use of instructional strategies	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. Performance: 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. Performance: 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. Performance:</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. Performance: 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. Performance: 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. Performance: 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. Performance: 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. Performance: 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>				
InTASC #8 Performance Artifact	The artifact shows the candidate uses a variety of instructional strategies that makes learning accessible and meaningful to all learners	The artifact shows the candidate can consistently use appropriate instructional strategies	The artifact shows the candidate has inconsistent use of appropriate instructional strategies	The artifact shows the candidate has inadequate use of instructional strategies	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. Performance: 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. Performance: 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. Performance: 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. Performance: 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. Performance: 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. Performance: 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. Performance: 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. Performance: 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #8- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of variety of instructional strategies	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of a variety of instructional strategies	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of instructional strategies	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of instructional strategies	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. Essential Knowledge: 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. Essential Knowledge: 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. Essential Knowledge: 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships. Essential Knowledge: 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. Essential Knowledge: 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.				
InTASC #8- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of a variety of instructional strategies that makes learning accessible and meaningful to all learners	The artifact shows the candidate has knowledge of a variety of appropriate instructional strategies	The artifact shows the candidate has partial knowledge of instructional strategies	The artifact shows the candidate has little or no knowledge of instructional strategies	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. Essential Knowledge: 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. Essential Knowledge: 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Essential Knowledge: 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>Essential Knowledge: 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>Essential Knowledge: 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>				
InTASC #9- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of professional learning and ethical practice	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of professional learning and ethical practice	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of professional learning and ethical practice	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of professional learning and ethical practice	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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>Performance: 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. Performance: 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. Performance: 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. Performance: 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. Performance: 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. Performance: 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>				
InTASC #9- Performance Artifact	The artifact shows the candidate actively engages in ongoing professional learning and/or ethical practice and continually evaluates the effects	The artifact shows the candidate engages in appropriate professional learning and/or ethical practice	The artifact shows the candidate engages in limited professional learning and/or ethical practice	The artifact shows the candidate engages in little or no professional learning and/or ethical practice	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011)</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Standard: 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>Performance: 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.</p> <p>Performance: 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>Performance: 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>Performance: 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>Performance: 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.</p> <p>Performance: 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>				
InTASC #9- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of professional learning and/or ethical practice	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of professional learning and/or ethical practice	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of professional learning and/or ethical practice	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of professional learning and/or ethical practice	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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>Essential Knowledge: 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>Essential Knowledge: 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>Essential Knowledge: 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>Essential Knowledge: 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>Essential Knowledge: 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
InTASC #9- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of professional learning and/or ethical practice and how they impact others	The artifact shows the candidate has adequate knowledge of professional learning and/or ethical practice	The artifact shows the candidate has minimal knowledge of professional learning and/or ethical practice	The artifact shows the candidate has inadequate knowledge of professional learning and/or ethical practice	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. Essential Knowledge: 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. Essential Knowledge: 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. Essential Knowledge: 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). Essential Knowledge: 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.				
InTASC #10- Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of leadership and collaboration to ensure learner growth and advance the profession	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of leadership and collaboration	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of leadership and collaboration	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of leadership and collaboration	
	Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. Performance: 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. Performance: 10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. Performance:				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. Performance: 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being. Performance: 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. Performance: 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. Performance: 10(h) The teacher uses and generates meaningful research on education issues and policies. Performance: 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. Performance: 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. Performance: 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p>				
InTASC #10- Performance Artifact	The artifact shows the candidate can apply deep understanding of leadership and collaboration to ensure learner growth and advance the profession	The artifact shows the candidate can correctly apply understanding of leadership and collaboration	The artifact shows the candidate partially applies their understanding of leadership and collaboration	The artifact shows the candidate has little or no application of their understanding of leadership and collaboration	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Performance: 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. Performance: 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. Performance: 10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. Performance: 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. Performance: 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being. Performance: 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. Performance: 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Performance: 10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>Performance: 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>Performance: 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>Performance: 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p>				
InTASC #10- Knowledge Rationale	Rationale thoroughly describes the knowledge artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of leadership and collaboration to ensure learner growth and advance the profession	Rationale describes the knowledge artifact and its context; clearly discusses how the artifact demonstrates knowledge of leadership and collaboration	Rationale identifies the knowledge artifact; explains, in general, limited terms how the artifact demonstrates knowledge of leadership and collaboration	Rationale inadequately identifies the knowledge artifact; misjudges how the artifact demonstrates knowledge of leadership and collaboration	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011) Standard: 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. Essential Knowledge: 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. Essential Knowledge: 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. Essential Knowledge: 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. Essential Knowledge: 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>				
InTASC #10- Knowledge Artifact	The artifact shows the candidate has a deep knowledge of the interconnections among different areas of leadership and collaboration to ensure learner growth and advance the profession	The artifact shows the candidate has knowledge of leadership and collaboration	The artifact shows the candidate has partial knowledge of leadership and collaboration	The artifact shows the candidate has little or no knowledge of leadership and collaboration	
	<p>Standards USA- InTASC Model Core Teaching Standards (2011)</p>				

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	<p>Standard: 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.</p> <p>Essential Knowledge: 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>Essential Knowledge: 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>Essential Knowledge: 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>Essential Knowledge: 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>				
#1 Essential Studies Rationale	Rationale thoroughly describes the artifact and its context; clearly appraises, in specific terms, how the artifact demonstrates: knowledge of multiple ELOs, personal insights of essential studies, and the impact on teacher preparation	Rationale describes the artifact and its context; adequately appraises, how the artifact demonstrates: knowledge of ELOs, personal insights of essential studies, and the impact on teacher preparation	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates minimal knowledge of ELOs and the connection to teacher preparation	Rationale inadequately identifies the artifact; demonstrates minimal knowledge of ELOs and the connection to teacher preparation	
#1 Essential Studies Artifact	The artifact shows the candidate has a deep knowledge of the interconnections among ELOs and the impact on teacher preparation	The artifact shows the candidate has knowledge of ELOs and the impact on teacher preparation	The artifact shows the candidate has partial knowledge of ELOs and the impact on teacher preparation	The artifact shows the candidate has little or no knowledge of ELOs and the impact on teacher preparation	
#2 Essential Studies Rationale	Rationale thoroughly describes the artifact and its context; clearly appraises, in specific terms, how the artifact demonstrates: knowledge of multiple ELOs, personal insights of essential studies, and the impact on teacher preparation	Rationale describes the artifact and its context; adequately appraises, how the artifact demonstrates: knowledge of ELOs, personal insights of essential studies, and the impact on teacher preparation	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates minimal knowledge of ELOs and the connection to teacher preparation	Rationale inadequately identifies the artifact; demonstrates minimal knowledge of ELOs and the connection to teacher preparation	
#2 Essential Studies Artifact	The artifact shows the candidate has a deep knowledge of the interconnections among ELOs and the impact on teacher preparation	The artifact shows the candidate has knowledge of ELOs and the impact on teacher preparation	The artifact shows the candidate has partial knowledge of ELOs and the impact on teacher preparation	The artifact shows the candidate has little or no knowledge of ELOs and the impact on teacher preparation	
#1 Minor/Second Major Rationale	Rationale thoroughly describes the artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth	Rationale describes the artifact and its context; clearly discusses how the artifact demonstrates	Rationale identifies the artifact; explains, in general, limited terms how the artifact demonstrates	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge of the minor/second major	

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
	knowledge and personal insights of the minor/second major	knowledge of the minor/second major	knowledge of the minor/second major		
#1 Minor/Second Major Artifact	The artifact shows the candidate has a deep knowledge of the minor/second major	The artifact shows the candidate has knowledge of the minor/second major	The artifact shows the candidate has partial knowledge of the minor/second major	The artifact shows the candidate has little or no knowledge of the minor/second major	
#2 Minor/Second Major Rationale	Rationale thoroughly describes the artifact and its context; clearly appraises, in specific terms how the artifact demonstrates in- depth knowledge and personal insights of the minor/second major	Rationale describes the artifact and its context; clearly discusses how the artifact demonstrates knowledge of the minor/second major	Rationale identifies the artifact; explains, in general, limited terms how the artifact demonstrates knowledge of the minor/second major	Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge of the minor/second major	
#2 Minor/Second Major Artifact	The artifact shows the candidate has a deep knowledge of the minor/second major	The artifact shows the candidate has knowledge of the minor/second major	The artifact shows the candidate has partial knowledge of the minor/second major	The artifact shows the candidate has little or no knowledge of the minor/second major	
#1 Teaching Video Reflection	The candidate provides a careful and detailed assessment of their own teaching as described in the Reflective Experiential Teacher Conceptual Framework	The candidate provides an appropriate assessment of their own teaching as described in the Reflective Experiential Teacher Conceptual Framework	The candidate provides a limited assessment of their own teaching as described in the Reflective Experiential Teacher Conceptual Framework	The candidate provides an inadequate assessment of their own teaching which does not meet the expectations of the Reflective Experiential Teacher Conceptual Framework	
#1 10-15 minute Teaching Video	NA	Met	Does Not Meet	NA	
#2 Teaching Video Reflection	The candidate provides a careful and detailed assessment of their own teaching as described in the Reflective Experiential Teacher Conceptual Framework	The candidate provides an appropriate assessment of their own teaching as described in the Reflective Experiential Teacher Conceptual Framework	The candidate provides a limited assessment of their own teaching as described in the Reflective Experiential Teacher Conceptual Framework	The candidate provides an inadequate assessment of their own teaching which does not meet the expectations of the Reflective Experiential Teacher Conceptual Framework	
#2 10-15 minute Teaching Video	NA	Met	Does Not Meet	NA	
Diversity	NA	Met- The portfolio shows the candidate has embedded evidence within their rationales and artifacts of meeting the EPP's Diversity Goals.	Does Not Meet- The portfolio shows the candidate has not embedded evidence within their rationales and artifacts of meeting the EPP's Diversity Goals.	NA	

	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
Technology	NA	Met- The portfolio shows the candidate has embedded evidence within their rationales and artifacts of meeting the EPP's Technology Goals.	Does Not Meet- The portfolio shows the candidate has not embedded evidence within their rationales and artifacts of meeting the EPP's Technology Goals.	NA	