

EDUC 480L General Methods Field Experience STOT (InTASC) Evaluation 8 items



<i>The teacher candidate...</i>							
Criteria	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Basic (2)	(1.5)	Unsatisfactory (1)
Exhibits fairness and belief that all students can learn InTASC 2	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners	In addition to rating “ 3” performance, partial success at rating of “ 4”	exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	In addition to rating “ 2” performance, partial success at rating of “ 3”	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of “ 2”	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners
Creates a safe and respectful environment for learners InTASC 3	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language		models safety and respect to encourage a positive classroom learning community		ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community
Structures a classroom environment that promotes student engagement InTASC 3	develops a highly engaging learning environment, taking into account student differences and learning needs	In addition to rating “ 3” performance, partial success at	develops a learning environment that is consistently engaging for most students	In addition to rating “ 2” performance, partial success at	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of “ 2”	needs assistance in developing a learning environment that is engaging for most students
Responds appropriately to student behavior InTASC 3	monitors student behavior and responds appropriately on a consistent basis		monitors and responds to student behavior effectively		inconsistently monitors and responds to student behavior		needs assistance with monitoring student behavior or in responding consistently

<p>Effectively teaches subject matter</p> <p>InTASC 4</p>	<p>displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding</p>		<p>instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content</p>		<p>displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content</p>		<p>displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content</p>
<p>Uses self-reflection to improve teaching effectiveness</p> <p>InTASC 9</p>	<p>reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice</p>	<p>In addition to rating "3" performance, partial success at rating of "4"</p>	<p>reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved</p>	<p>In addition to rating "2" performance, partial success at rating of "3"</p>	<p>reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction</p>	<p>With assistance, partial success at rating of "2"</p>	<p>reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement</p>
<p>Upholds legal responsibilities as a professional educator</p> <p>InTASC 9</p>	<p>demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities</p>		<p>acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities</p>		<p>acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies</p>		<p>does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies</p>
<p>Demonstrates commitment to the profession</p> <p>InTASC 9</p>	<p>takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community</p>		<p>participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects</p>		<p>participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects</p>		<p>purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects</p>