

# EDUC 484 Secondary Methods of Science STOT (InTASC) Evaluation

## 15 items



| <i>The teacher candidate...</i>                                                              |                                                                                                                                                                                                                                             |                                                                         |                                                                                                                                                                                                                  |                                                                         |                                                                                                                                                         |                                                   |                                                                                                                                                    |
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| Criteria                                                                                     | Distinguished (4)                                                                                                                                                                                                                           | (3.5)                                                                   | Proficient (3)                                                                                                                                                                                                   | (2.5)                                                                   | Basic (2)                                                                                                                                               | (1.5)                                             | Unsatisfactory (1)                                                                                                                                 |
| <b>Supports student learning through developmentally appropriate instruction</b><br>InTASC 1 | implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas                                                                          | In addition to rating “3” performance, partial success at rating of “4” | implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs                                                                                                    | In addition to rating “2” performance, partial success at rating of “3” | implements grade-level appropriate instruction, but does not account for individual learners’ differences                                               | With assistance, partial success at rating of “2” | implements instruction that exceeds or does not match a developmentally appropriate level for the students                                         |
| <b>Exhibits fairness and belief that all students can learn</b><br>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 |                                                                         | 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 |                                                                         | communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners |                                                   | communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners |
| <b>Creates a safe and respectful environment for learners</b><br>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                                                  |
| <b>Structures a classroom environment that promotes student engagement</b><br>InTASC 3       | develops a highly engaging learning environment, taking into account student differences and learning needs                                                                                                                                 | In addition to rating “3”                                               | develops a learning environment that is consistently engaging for most students                                                                                                                                  | In addition to rating “2”                                               | 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                                                           |

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| <b>Clearly communicates expectations for appropriate student behavior</b><br>InTASC 3                                  | communicates standards of conduct that are clear and effective                                                                                                                                                        |  | communicates clear standards of conduct                                                                                                               |  | communicates standards of conduct that may not be clear                                                                                                                |  | has minimal standards of conduct in place                                                                                                                                            |
| <b>Responds appropriately to student behavior</b><br>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                                                                                                      |
| <b>Effectively teaches subject matter</b><br>InTASC 4                                                                  | 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 |  | instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content |  | displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content     |  | displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content |
| <b>Designs activities where students engage with subject matter from a variety of perspectives</b><br>InTASC 5         | embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes                                                |  | designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections             |  | designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed                       |  | designs activities related to subject matter but does so from a singular perspective and discipline                                                                                  |
| <b>Uses relevant content to engage learners in innovative thinking &amp; collaborative problem solving</b><br>InTASC 5 | creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content                                                                                           |  | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content   |  | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content |  | instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content                                                         |

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| <b>Provides students with meaningful feedback to guide next steps in learning</b><br>InTASC 6 | provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work                                                                                   |                                                                         | provides effective feedback to learners that aids in the improvement of the quality of their work                                                                            |                                                                         | feedback provided to learners is actionable but does not necessarily improve the quality of the work                                              |                                                   | feedback provided to students is not actionable                                     |
| <b>Connects lesson goals with school curriculum and state standards</b><br>InTASC 7           | plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them                                |                                                                         | plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs                        |                                                                         | plans for learning experiences that are aligned with learning goals                                                                               |                                                   | lesson plans are not aligned with learning goals                                    |
| <b>Uses assessment data to inform planning for instruction</b><br>InTASC 7                    | assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets                                                          | In addition to rating "3" performance, partial success at rating of "4" | uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning                                                | In addition to rating "2" performance, partial success at rating of "3" | pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning | With assistance, partial success at rating of "2" | pre-assessment and/or formative assessment data are not utilized to inform planning |
| <b>Adjusts instructional plans to meet students' needs</b><br>InTASC 7                        | uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs                                                        |                                                                         | uses information gained from assessment findings to customize instructional plans to meet students' needs                                                                    |                                                                         | uses assessment findings to modify instructional plans to meet students' needs                                                                    |                                                   | plans are not adjusted to meet student learning differences or needs                |
| <b>Varies instructional strategies to engage learners</b><br>InTASC 8                         | integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers |                                                                         | varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners |                                                                         | uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals                                  |                                                   | utilizes only one instructional approach                                            |
| <b>Differentiates instruction for a</b>                                                       | differentiates instruction in the areas of content, process, product, or learning                                                                                                                                           |                                                                         | varies instruction for individuals or small groups to create learning                                                                                                        |                                                                         | varies teaching of individual or small group learning experiences, but variations                                                                 |                                                   | teaches individual or small group learning experiences                              |

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| <b>variety of learning<br/>needs</b><br><br>InTASC 8 | environment in the best<br>interests of the students |  | experiences that are well<br>matched to student needs |  | are not well-matched to<br>student needs |  | without differentiating<br>instruction |
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| Criteria                                                                              | Distinguished (4)                                                                                                                                                                                                                                                         | (3.5)                                                                       | Proficient (3)                                                                                                                                                            | (2.5)                                                                       | Basic (2)                                                                                                                                                                                                                           | (1.5)                                               | Unsatisfactory (1)                                                                                                                                                                               |
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| <b>Instructional practices reflect effective communication skills</b><br><br>InTASC 8 | articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning | In addition to rating “ 3 ” performance, partial success at rating of “ 4 ” | listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction | In addition to rating “ 2 ” performance, partial success at rating of “ 3 ” | articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others | With assistance, partial success at rating of “ 2 ” | makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens |
| <b>Uses feedback to improve teaching effectiveness</b><br><br>InTASC 9                | seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest                                                                                                              |                                                                             | accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness                                                                         |                                                                             | accepts feedback to improve teaching effectiveness                                                                                                                                                                                  |                                                     | resists feedback to improve teaching effectiveness                                                                                                                                               |
| <b>Uses self-reflection to improve teaching effectiveness</b><br><br>InTASC 9         | reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice                                                                                               |                                                                             | reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved        |                                                                             | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction                                                                 |                                                     | reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement                                                                       |
| <b>Upholds legal responsibilities as a professional educator</b><br><br>InTASC 9      | 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                                                                     |                                                                             | acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities   |                                                                             | acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies                                                         |                                                     | 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               |
| <b>Demonstrates commitment to the profession</b><br><br>InTASC 9                      | takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community                                                                                                 |                                                                             | participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects                     |                                                                             | participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects                                                                           |                                                     | purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects                                |

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| <b>Collaborates with colleagues to improve student performance</b><br><br>InTASC 10 | initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance | In addition to rating “3” | develops supportive and collaborative relationships with colleagues that improve student performance | In addition to rating “2” | develops cordial relationships with colleagues; attempts to improve student performance | With assistance, | develops relationships with colleagues that are characterized by negativity or combativeness |
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