




# \*\*Student Teaching Observation Tool

<p><b>1.0</b>  Supports student learning through developmentally appropriate instruction</p> <p><i>No Description</i></p>	<p><b>4.0 Distinguished</b> implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas</p>	<p><b>3.5 Approaching Distinguished</b> <i>No Description</i></p>	<p><b>3.0 Proficient</b> implements developmentally appropriate instruction that accounts for learners' strengths, interests, and needs.</p>	<p><b>2.5 Approaching Proficient</b> <i>No Description</i></p>	<p><b>2.0 Emerging</b> implements grade-level appropriate instruction but does not account for individual learners' differences.</p>	<p><b>1.5 Approaching Emerging</b> <i>No Description</i></p>	<p><b>1.0 Underdeveloped</b> implements instruction that exceeds or does not match a developmentally appropriate level for the students.</p>	<p><b>n/a Not Observed</b> <i>No Description</i></p>
<p><b>1.0</b>  Accounts for differences in students' prior knowledge</p> <p><i>No Description</i></p>	<p><b>4.0 Distinguished</b> accesses student readiness for learning and expands on individual students' prior knowledge</p>	<p><b>3.5 Approaching Distinguished</b> <i>No Description</i></p>	<p><b>3.0 Proficient</b> accounts for individual differences in students' prior knowledge and readiness for learning</p>	<p><b>2.5 Approaching Proficient</b> <i>No Description</i></p>	<p><b>2.0 Emerging</b> addresses students' prior knowledge as a class, but individual differences are not considered</p>	<p><b>1.5 Approaching Emerging</b> <i>No Description</i></p>	<p><b>1.0 Underdeveloped</b> does not account for differences in students' prior knowledge</p>	<p><b>n/a Not Observed</b> <i>No Description</i></p>

1.0  Uses  
knowledge of students  
socioeconomic,  
cultural and ethnic  
differences to meet  
learning needs

*No Description*

**4.0 Distinguished**  
anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance

**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs

**n/a Not Observed**  
*No Description*

1.0 Exhibits

fairness and belief that all students can learn

*No Description*

**4.0 Distinguished**  
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

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
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


**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners


**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

**n/a Not Observed**  
*No Description*

1.0  Creates a safe and respectful environment for learners

*No Description*

1.0  Structures a classroom environment that promotes student engagement

*No Description*

**4.0 Distinguished**  
collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
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

**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
models safety and respect to encourage a positive classroom learning community

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community

**n/a Not Observed**  
*No Description*

**4.0 Distinguished**  
develops a highly engaging learning environment, taking into account student differences and learning needs

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
develops a learning environment that is consistently engaging for most students



**2.5 Approaching Proficient**  
*No Description*


**2.0 Emerging**  
attempts to develop a learning environment that is engaging for most students

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
needs assistance in developing a learning environment that is engaging for most students

**n/a Not Observed**  
*No Description*

<p>1.0  Clearly communicates expectations for appropriate student behavior</p> <p><i>No Description</i></p>	<p>4.0 <b>Distinguished</b> communicates standards of conduct that are clear and effective</p>	<p>3.5 <b>Approaching Distinguished</b> <i>No Description</i></p>	<p>3.0 <b>Proficient</b> communicates clear standards of conduct</p>	<p>2.5 <b>Approaching Proficient</b> <i>No Description</i></p>	<p>2.0 <b>Emerging</b> communicates standards of conduct that may not be clear</p>	<p>1.5 <b>Approaching Emerging</b> <i>No Description</i></p>	<p>1.0 <b>Underdeveloped</b> has minimal standards of conduct in place</p>	<p>n/a <b>Not Observed</b> <i>No Description</i></p>
<p>1.0  Responds appropriately to student behavior</p> <p><i>No Description</i></p>	<p>4.0 <b>Distinguished</b> teacher candidate monitors student behavior and responds appropriately on a consistent basis</p>	<p>3.5 <b>Approaching Distinguished</b> <i>No Description</i></p>	<p>3.0 <b>Proficient</b> the teacher candidate monitors and responds to student behavior effectively</p>	<p>2.5 <b>Approaching Proficient</b> <i>No Description</i></p>	<p>2.0 <b>Emerging</b> the teacher candidate inconsistently monitors and responds to student behavior</p>	<p>1.5 <b>Approaching Emerging</b> <i>No Description</i></p>	<p>1.0 <b>Underdeveloped</b> the teacher candidate needs assistance with monitoring student behavior or in responding consistently</p>	<p>n/a <b>Not Observed</b> <i>No Description</i></p>

1.0  Guides  
learners in using  
technologies in  
appropriate, safe, and  
effective ways

*No Description*

**4.0 Distinguished**  
plans for and uses  
interactive  
technologies as a  
resource to support  
student learning;  
anticipates how  
information may be  
misused and  
develops guidelines  
for learners to use  
technology  
appropriately, safely  
and effectively

**3.5 Approaching  
Distinguished**  
*No Description*

**3.0 Proficient**  
attempts to use  
interactive  
technologies as a  
resource to support  
student learning;  
guides learners in  
using technology  
appropriately, safely  
and effectively


**2.5 Approaching  
Proficient**  
*No Description*

**2.0 Emerging**  
needs assistance to  
use interactive  
technologies as a  
resource to support  
student learning;  
rarely guides  
learners in using  
technology  
appropriately,  
safely, and  
effectively

**1.5 Approaching  
Emerging**  
*No Description*

**1.0 Underdeveloped**  
needs assistance to  
use interactive  
technologies as a  
resource to support  
student learning;  
rarely guides  
learners in using  
technology  
appropriately,  
safely, and  
effectively

**n/a Not Observed**  
*No Description*

1.0  Effectively teaches subject matter

*No Description*

**4.0 Distinguished**  
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

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content


**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content

**n/a Not Observed**  
*No Description*

1.0  Guides mastery of content through meaningful learning experiences

*No Description*

**4.0 Distinguished**  
creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content


**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
attempts to apply appropriate strategies in instructional practice to engage learners in the mastery of content


**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
applies inappropriate strategies in instructional practice to engage learners in mastery of content

**n/a Not Observed**  
*No Description*

1.0  Integrates culturally relevant content to build on learners' background knowledge


*No Description*

1.0  Connects core content to relevant, real-life experiences and learning tasks


*No Description*

<b>4.0 Distinguished</b> flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	<b>n/a Not Observed</b> <i>No Description</i>
<b>4.0 Distinguished</b> designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> designs instruction related to the students' real-life experiences and relevant core content	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	<b>n/a Not Observed</b> <i>No Description</i>




**1.0**  Designs activities where students engage with subject matter from a variety of perspectives

*No Description*


**1.0**  Accesses content resources to build global awareness

*No Description*

<b>4.0 Distinguished</b> embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> designs activities related to subject matter but does so from a singular perspective and discipline	<b>n/a Not Observed</b> <i>No Description</i>
<b>4.0 Distinguished</b> seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> uses content resources, including digital and interactive technologies, to build student awareness of local and global issues	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> accesses some content resources, including technologies, to build student awareness of local and global issues	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	<b>n/a Not Observed</b> <i>No Description</i>


1.0  Uses relevant content to engage learners in innovative thinking & collaborative problem solving

*No Description*


1.0  Uses multiple methods of assessment

*No Description*

<b>4.0 Distinguished</b> creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	<b>n/a Not Observed</b> <i>No Description</i>
<b>4.0 Distinguished</b> designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> uses multiple assessments that align with the learning targets	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> uses multiple assessments, but not all are aligned with the learning targets	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> uses limited assessment methods and items that are not aligned with learning targets	<b>n/a Not Observed</b> <i>No Description</i>


1.0  Provides students with meaningful feedback to guide next steps in learning

*No Description*

1.0  Uses appropriate data sources to identify student learning needs

*No Description*

<b>4.0 Distinguished</b> provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> provides effective feedback to learners that aids in the improvement of the quality of their work	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> feedback provided to learners is actionable but does not necessarily improve the quality of the work	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> feedback provided to students is not actionable	<b>n/a Not Observed</b> <i>No Description</i>
<b>4.0 Distinguished</b> documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> uses assessment data to guide planning and identify student learning needs	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> uses assessments solely to determine a grade	<b>n/a Not Observed</b> <i>No Description</i>

**1.0**  Engages students in self-assessment strategies

**No Description**

**1.0**  Connects lesson goals with school curriculum and state standards

**No Description**

**4.0 Distinguished**  
engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment

**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
engages learners in understanding and identifying quality work

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
learners are not engaged in understanding and identifying quality work

**n/a Not Observed**  
*No Description*

**4.0 Distinguished**  
plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs


**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
plans for learning experiences that are aligned with learning goals


**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
lesson plans are not aligned with learning goals

**n/a Not Observed**  
*No Description*

1.0  Uses  
assessment data to  
inform planning for  
instruction


*No Description*

1.0  Adjusts  
instructional plans to  
meet students' needs


*No Description*

<b>4.0 Distinguished</b> assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> pre-assessment and/or formative assessment data are not utilized to inform planning	<b>n/a Not Observed</b> <i>No Description</i>
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<b>4.0 Distinguished</b> uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> uses information gained from assessment findings to customize instructional plans to meet students' needs	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> uses assessment findings to modify instructional plans to meet students' needs	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> plans are not adjusted to meet student learning differences or needs	<b>n/a Not Observed</b> <i>No Description</i>
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1.0  Collaboratively designs instruction

*No Description*

1.0  Varies instructional strategies to engage learners

*No Description*

**4.0 Distinguished**  
proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning

**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
plans instruction individually

**n/a Not Observed**  
*No Description*

**4.0 Distinguished**  
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

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners



**2.5 Approaching Proficient**  
*No Description*


**2.0 Emerging**  
uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
utilizes only one instructional approach

**n/a Not Observed**  
*No Description*

<p><b>1.0</b>  Uses technology appropriately to enhance instruction</p> <p><i>No Description</i></p>	<p><b>4.0 Distinguished</b> engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction</p>	<p><b>3.5 Approaching Distinguished</b> <i>No Description</i></p>	<p><b>3.0 Proficient</b> uses technology effectively to enhance instruction</p>	<p><b>2.5 Approaching Proficient</b> <i>No Description</i></p>	<p><b>2.0 Emerging</b> uses limited instructional strategies that involve technology</p>	<p><b>1.5 Approaching Emerging</b> <i>No Description</i></p>	<p><b>1.0 Underdeveloped</b> identifies instructional strategies without involving technology</p>	<p><b>n/a Not Observed</b> <i>No Description</i></p>
<p><b>1.0</b>  Differentiates instruction for a variety of learning needs</p> <p><i>No Description</i></p>	<p><b>4.0 Distinguished</b> differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students</p>	<p><b>3.5 Approaching Distinguished</b> <i>No Description</i></p>	<p><b>3.0 Proficient</b> varies instruction for individuals or small groups to create learning experiences that are well matched to student needs</p>	<p><b>2.5 Approaching Proficient</b> <i>No Description</i></p>	<p><b>2.0 Emerging</b> varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs</p>	<p><b>1.5 Approaching Emerging</b> <i>No Description</i></p>	<p><b>1.0 Underdeveloped</b> teaches individual or small group learning experiences without differentiating instruction</p>	<p><b>n/a Not Observed</b> <i>No Description</i></p>

1.0  Instructional practices reflect effective communication skills

*No Description*

**4.0 Distinguished**  
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

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction

**2.5 Approaching Proficient**  
*No Description*



**2.0 Emerging**  
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

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
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

**n/a Not Observed**  
*No Description*



<p>1.0  Uses feedback to improve teaching effectiveness</p> <p><i>No Description</i></p>	<p>4.0 <b>Distinguished</b></p> <p>seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest</p>	<p>3.5 <b>Approaching Distinguished</b></p> <p><i>No Description</i></p>	<p>3.0 <b>Proficient</b></p> <p>accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness</p>	<p>2.5 <b>Approaching Proficient</b></p> <p><i>No Description</i></p>	<p>2.0 <b>Emerging</b></p> <p>accepts feedback to improve teaching effectiveness</p>	<p>1.5 <b>Approaching Emerging</b></p> <p><i>No Description</i></p>	<p>1.0 <b>Underdeveloped</b></p> <p>resists feedback to improve teaching effectiveness</p>	<p>n/a <b>Not Observed</b></p> <p><i>No Description</i></p>
<p>1.0  Uses self-reflection to improve teaching effectiveness</p> <p><i>No Description</i></p>	<p>4.0 <b>Distinguished</b></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>3.5 <b>Approaching Distinguished</b></p> <p><i>No Description</i></p>	<p>3.0 <b>Proficient</b></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>2.5 <b>Approaching Proficient</b></p> <p><i>No Description</i></p>	<p>2.0 <b>Emerging</b></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>1.5 <b>Approaching Emerging</b></p> <p><i>No Description</i></p>	<p>1.0 <b>Underdeveloped</b></p> <p>reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement</p>	<p>n/a <b>Not Observed</b></p> <p><i>No Description</i></p>

**1.0** Upholds legal responsibilities as a professional educator

*No Description*

**1.0** Demonstrates commitment to the profession

*No Description*

**4.0 Distinguished**  
demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities

**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
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

**n/a Not Observed**  
*No Description*

**4.0 Distinguished**  
takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community

**3.5 Approaching Distinguished**  
*No Description*

**3.0 Proficient**  
participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects

**2.5 Approaching Proficient**  
*No Description*

**2.0 Emerging**  
participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects

**1.5 Approaching Emerging**  
*No Description*

**1.0 Underdeveloped**  
purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects

**n/a Not Observed**  
*No Description*

<p>1.0 Collaborates with colleagues to improve student performance</p> <p><i>No Description</i></p>	<p>4.0 <b>Distinguished</b></p> <p>initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance</p>	<p>3.5 <b>Approaching Distinguished</b></p> <p><i>No Description</i></p>	<p>3.0 <b>Proficient</b></p> <p>develops supportive and collaborative relationships with colleagues that improve student performance</p>	<p>2.5 <b>Approaching Proficient</b></p> <p><i>No Description</i></p>	<p>2.0 <b>Emerging</b></p> <p>develops cordial relationships with colleagues; attempts to improve student performance</p>	<p>1.5 <b>Approaching Emerging</b></p> <p><i>No Description</i></p>	<p>1.0 <b>Underdeveloped</b></p> <p>develops relationships with colleagues that are characterized by negativity or combativeness</p>	<p>n/a <b>Not Observed</b></p> <p><i>No Description</i></p>
<p>1.0 Collaborates with parent/guardian/advocate to improve student performance</p> <p><i>No Description</i></p>	<p>4.0 <b>Distinguished</b></p> <p>guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms</p>	<p>3.5 <b>Approaching Distinguished</b></p> <p><i>No Description</i></p>	<p>3.0 <b>Proficient</b></p> <p>collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms</p>	<p>2.5 <b>Approaching Proficient</b></p> <p><i>No Description</i></p>	<p>2.0 <b>Emerging</b></p> <p>maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms</p>	<p>1.5 <b>Approaching Emerging</b></p> <p><i>No Description</i></p>	<p>1.0 <b>Underdeveloped</b></p> <p>makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication</p>	<p>n/a <b>Not Observed</b></p> <p><i>No Description</i></p>

## Outcomes Linked to Criteria

## Criterion: Supports student learning through developmentally appropriate instruction

### InTASC Standards 2013

Section	Description
Standard #1: Learner Development	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.

## Criterion: Accounts for differences in students' prior knowledge

### InTASC Standards 2013

Section	Description
Standard #1: Learner Development	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.

## Criterion: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs

### InTASC Standards 2013

Section	Description
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.

## Criterion: Exhibits fairness and belief that all students can learn

### InTASC Standards 2013

Section	Description
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.

## Criterion: Creates a safe and respectful environment for learners

### InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	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.

## Criterion: Structures a classroom environment that promotes student engagement

### InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	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.

## Criterion: Clearly communicates expectations for appropriate student behavior

### InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	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.

## Criterion: Responds appropriately to student behavior

### InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	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.

## Criterion: Guides learners in using technologies in appropriate, safe, and effective ways

### InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	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.

### **Criterion: Effectively teaches subject matter**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Guides mastery of content through meaningful learning experiences**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Integrates culturally relevant content to build on learners' background knowledge**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Connects core content to relevant, real-life experiences and learning tasks**

#### **InTASC Standards 2013**

Section	Description

Section	Description
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.

**Criterion: Designs activities where students engage with subject matter from a variety of perspectives**

**InTASC Standards 2013**

Section	Description
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.

**Criterion: Accesses content resources to build global awareness**

**InTASC Standards 2013**

Section	Description
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.

**Criterion: Uses relevant content to engage learners in innovative thinking & collaborative problem solving**

**InTASC Standards 2013**

Section	Description
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.

**Criterion: Uses multiple methods of assessment**

**InTASC Standards 2013**

Section	Description
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.

### **Criterion: Provides students with meaningful feedback to guide next steps in learning**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Uses appropriate data sources to identify student learning needs**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Engages students in self-assessment strategies**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Connects lesson goals with school curriculum and state standards**

#### **InTASC Standards 2013**

Section	Description
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



Section	Description
	knowledge of learners and the community context.

### Criterion: Uses assessment data to inform planning for instruction

#### InTASC Standards 2013

Section	Description
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.

### Criterion: Adjusts instructional plans to meet students' needs

#### InTASC Standards 2013

Section	Description
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.

### Criterion: Collaboratively designs instruction

#### InTASC Standards 2013

Section	Description
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.

### Criterion: Varies instructional strategies to engage learners

#### InTASC Standards 2013

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Section	Description
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.

### **Criterion: Uses technology appropriately to enhance instruction**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Differentiates instruction for a variety of learning needs**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Instructional practices reflect effective communication skills**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Uses feedback to improve teaching effectiveness**

#### **InTASC Standards 2013**

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Section	Description
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.

### **Criterion: Uses self-reflection to improve teaching effectiveness**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Upholds legal responsibilities as a professional educator**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Demonstrates commitment to the profession**

#### **InTASC Standards 2013**

Section	Description
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.

### **Criterion: Collaborates with colleagues to improve student performance**

#### **InTASC Standards 2013**

Section	Description
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.

**Criterion: Collaborates with parent/guardian/advocate to improve student performance**

**InTASC Standards 2013**

Section	Description
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.