

Student Teaching Performance Profile (STPP) Rubric

This rubric details the levels of performance for each objective in the first four sections of the Student Teaching Performance Profile. This rubric is to be used to determine the student teacher's performance in these sections. The fifth section is content specific. The Cooperating Teacher will use his/her content expertise to evaluate the fifth section. Consultation with the University Supervisor is suggested with this section.

A. Planning and Preparation		Levels of Performance			
<i>Alignment</i> <i>Danielson</i> <i>InTASC</i>	<i>Performance Indicators</i>	Target Consistently & Extensively meets the criteria as defined. 3 Points	Acceptable Usually & Substantially meets the criteria as defined. 2 Points	Developing Sometimes & Basically meets the criteria as defined. 1 Points	Unacceptable Rarely or Superficially meets the criteria as defined. 0 Points
Danielson 1.A InTASC 4	1. Understands content knowledge.	Teacher candidate: <ul style="list-style-type: none"> ▪ Displays extensive content knowledge. ▪ Plans reflect content appropriate pedagogy. ▪ Plans build on pre-requisite knowledge 	Teacher candidate: <ul style="list-style-type: none"> ▪ Displays substantial content knowledge. ▪ Plans reflect content appropriate pedagogy 	Teacher candidate: <ul style="list-style-type: none"> ▪ Displays basic content knowledge. ▪ Plans reflect a minimal understanding of content specific pedagogy. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Displays little content knowledge ▪ Plans reflect a lack of knowledge of content specific pedagogy
Danielson 1.B InTASC 1	2. Knowledge of students – Learner Development	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans reflect a knowledge of adolescent development. ▪ Plans incorporate developmentally appropriate yet challenging materials reflecting an understanding that learners vary across cognitive, linguistic, social, emotional, and physical areas. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans reflect a knowledge of adolescent development. ▪ Plans incorporate developmentally appropriate materials reflecting a basic understanding that learners vary across cognitive, linguistic, social, emotional, and physical areas. Not all areas are considered. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans incorporate developmentally appropriate materials but reflect no variety based on learner differences. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans are not developmentally appropriate and reflect no knowledge of learner differences.

<p>Danielson 1.B</p> <p>InTASC 2</p>	<p>3. Knowledge of students cont'd – Student needs</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect differentiation based on learner differences including culture, interests, and proficiencies. ▪ Prepares highly effective materials & resources reflecting appropriate accommodations for all students to learn. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect differentiation based on learner differences but focus on one area such as interest of the students without cultural or ethnic consideration. ▪ Prepares effective materials and resources reflecting appropriate accommodations enabling all students to learn. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect an attempt at differentiation but strategies are not appropriate for the differences of these particular students. ▪ Prepares materials and resources reflecting appropriate accommodations enabling some students to learn. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect no attempt at differentiation for learner differences. ▪ Prepares materials and resources that do not reflect appropriate accommodations enabling all students to learn.
<p>Danielson 1.C</p> <p>InTASC 1</p>	<p>4. Selecting Instructional Outcomes</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Identifies and selects clear, measurable, and realistic objectives consistently reflecting a balance of key concepts and skills and taking into account individual differences and learner needs <p>(e.g. gender, culture, socioeconomic, diversity).</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Identifies and selects clear, measurable, and realistic objectives frequently reflecting balance of key concepts and skills, taking into account individual differences and learner needs <p>(e.g. gender, culture, socioeconomic, diversity).</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Identifies and selects objectives that are only moderately clear, measurable, and realistic usually reflecting a minimal balance of key concepts and skills, little attention to individual differences and learner needs <p>(e.g. gender, culture, socioeconomic, diversity).</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Identifies and selects objectives that are not clear, measurable or realistic reflecting no balance of key concepts and skills and no attention to individual differences and learner needs <p>(e.g. gender, culture, socioeconomic, diversity).</p>

Danielson 1.C InTASC 1	5. Selecting Instructional Outcomes.	Teacher Candidate: <ul style="list-style-type: none"> ▪ Designs well organized, logically sequenced, coherent, developmentally appropriate instructional plans reflecting creativity and originality. 	Teacher Candidate: <ul style="list-style-type: none"> ▪ Designs well organized, logically sequenced, coherent, developmentally appropriate instructional plans. 	Teacher Candidate: <ul style="list-style-type: none"> ▪ Designs organized, sequenced, developmentally appropriate instructional plans. 	Teacher Candidate: <ul style="list-style-type: none"> ▪ Designs disorganized, developmentally inappropriate instructional plans. There is no apparent sequence to planning.
Danielson 1.E InTASC 7	6. Demonstrate understanding of instructional planning.	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans for a wide variety of strategies to facilitate active engagement in the learning-teaching process. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans for a variety of strategies to facilitate active engagement in the learning- teaching process. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans a few strategies to facilitate active engagement in the learning-teaching process. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans strategies in which learners are passive in the learning-teaching process.
Danielson 1.E InTASC 7	7. Demonstrates understanding of instructional planning	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans using appropriate lesson models including problem based learning, cooperative learning, concept attainment, and other models of student centered teaching. ▪ Plans reflect appropriate lesson structure depending on model. ▪ Plans reflect deliberate grouping and instructional groups depending on model. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans using a limited variety lesson models including problem based learning, cooperative learning, concept attainment, and other models of student centered teaching. ▪ Plans reflect appropriate lesson structure depending on model. ▪ Instructional grouping is attempted but may not be deliberate or appropriate for model. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Some variety in teaching models attempted but revert back to teacher-centered models for main source of instruction. ▪ Lesson structure is appropriate for the model but is mainly teacher centered. ▪ Grouping is random or student directed. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Plans mainly using teacher centered models. ▪ Lesson structure is appropriate for the model. ▪ No grouping is attempted.
Danielson 1.D	8. Incorporates outside resources into instructional plans.	Teacher candidate: <ul style="list-style-type: none"> ▪ Extensively draws upon educational research in the planning process. ▪ Integrates a wide-range of appropriate print, nonprint, and multimedia and 	Teacher candidate: <ul style="list-style-type: none"> ▪ Usually draws upon educational research in the planning process. ▪ Integrates appropriate print, non-print, multi- 	Teacher candidate: <ul style="list-style-type: none"> ▪ Recognizes the need for research but does not draw upon educational research in the planning process. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Recognizes little or no need for drawing upon educational research in the planning process.

		<p>technological resources to facilitate learner understanding.</p> <ul style="list-style-type: none"> ▪ Incorporates highly interesting and motivating material to enhance learning. 	<p>media, and technological resources to facilitate learner understanding.</p> <ul style="list-style-type: none"> ▪ Incorporates interesting and motivating material to enhance learning. 	<ul style="list-style-type: none"> ▪ Integrates limited appropriate print, non-print, and multi-media and technological resources to facilitate learner understanding. ▪ Incorporates some material to enhance learning. 	<ul style="list-style-type: none"> ▪ Integrates little or no print, nonprint, and multi-media and technological resources to facilitate learner understanding. ▪ Incorporates little or no interesting and motivating material to enhance learning.
<p>Danielson 1.F InTASC 6</p>	<p>9. Selects/determines assessment strategies – Congruence with outcomes</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Aligns highly effective assessment strategies with the learning goals and objectives of a teaching episode and clearly specifies the alignment within the instructional plan. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Aligns effective assessment strategies with the learning goals and objectives of a teaching episode and specifies the alignment within the instructional plan. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Aligns basic assessment strategies with the learning goals and objectives of a teaching episode but does not specify the alignment within the instructional plan. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Aligns little or no assessment strategies with the learning goals and objectives of a teaching episode and does not specify the alignment within the instructional plan.
<p>Danielson 1.F InTASC 6</p>	<p>10. Selects/determines assessment strategies.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect extensive understanding of authentic assessment. ▪ Incorporates a wide variety of formative and summative assessment techniques. ▪ Designs challenging assessment strategies that effectively accommodate learners' interests and preferences. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect substantial understanding of authentic assessment. ▪ Incorporates a variety of formative and summative assessment techniques. ▪ Designs assessment strategies that effectively accommodate learners' interests and preferences. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Plans reflect basic understanding of authentic assessment ▪ Incorporates some formative and summative assessment techniques. ▪ Designs assessment strategies that accommodate learners' interests and preferences. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Displays little understanding of authentic assessment. ▪ Incorporates few formative and summative assessment techniques. ▪ Designs assessment strategies that do not accommodate learners' interests and preferences.
<p>Danielson 1.F InTASC 6</p>	<p>11. Use of data for planning</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Analyzes learner data from both formative and summative assessment; ▪ Appropriately uses the data to plan instruction and assessments. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Analyzes learner data from both formative and summative assessment; ▪ Does not effectively use data to plan instruction and assessments 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Attempts to analyze data from either formative or summative assessments but does not use this data for planning. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Does not analyze learner data and does not use the data to plan assessments

B. Classroom Environment		Levels of Performance			
<i>Alignment</i>	<i>Performance Indicators</i>	Consistently & Extensively 3 Points	Usually & Substantially 2 Points	Sometimes & Basic 1 Points	Rarely or Superficially 0 Points
<i>Danielson</i>					
<i>InTASC</i>					
Danielson 2.A InTASC 3	1. Creating an Environment of Respect and Rapport	Teacher candidate: <ul style="list-style-type: none"> ▪ Uses highly appropriate verbal and nonverbal responses to promote a positive learning environment. ▪ Constructs positive rapport consistently with learners using class greetings, positive feedback, and encouragement. ▪ Models and encourages appropriate interactions between students. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Uses appropriate verbal and nonverbal responses to promote a positive learning environment. ▪ Attempts to construct positive rapport with all learners using class greetings, positive feedback, and encouragement; rapport building is effective only with specific learners. ▪ Encourages appropriate interactions between students. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Uses appropriate verbal and nonverbal responses. ▪ Constructs rapport with learners using positive feedback and encouragement only with particular individuals. ▪ Is unaware of student interactions. 	Teacher candidate: <ul style="list-style-type: none"> ▪ Uses inappropriate verbal and nonverbal responses. ▪ Does not construct positive rapport with learners. ▪ Ignores or encourages inappropriate student interactions.
Danielson 2.A InTASC 3	2. Creating a culture for learning	<ul style="list-style-type: none"> ▪ Consistently shows genuine enthusiasm for learning while building excitement and generating interest in subject matter. ▪ Consistently builds and sustains an instructional environment of acceptance, encouraging creativity, inquisitiveness, and risktaking. 	<ul style="list-style-type: none"> ▪ Usually shows genuine enthusiasm for learning while building excitement and generating interest in subject matter. ▪ Frequently builds and sustains an instructional environment of acceptance, encouraging creativity, inquisitiveness, and risktaking. 	<ul style="list-style-type: none"> ▪ Shows some enthusiasm for learning but does not build excitement or generate interest in subject matter. ▪ Sometimes builds and sustains an instructional environment of acceptance, encouraging creativity. ▪ Sets expectations for student learning that may prove to be challenging or too low for particular students. 	<ul style="list-style-type: none"> ▪ Lacks enthusiasm for learning and does not build excitement or generate interest in subject matter. <ul style="list-style-type: none"> ▪ Does not build or sustain an instructional environment of acceptance, encouraging creativity. ▪ Does not communicate expectations for learning.

		<ul style="list-style-type: none"> ▪ Sets appropriately differentiated yet challenging expectations for student learning. 	<ul style="list-style-type: none"> ▪ Sets appropriately differentiated expectations for student learning. 		
Danielson 2.D	3. Manages classroom behaviors.	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Communicates rules, procedures, and expectations clearly, convincingly, consistently, and appropriately to the situation. ▪ Maintains a consistent, high state of awareness of the total environment. ▪ Circulates consistently to monitor on-task and engaged-time behaviors. ▪ Consistently holds learners accountable for unacceptable behavior and follows through with classroom management procedures clearly and convincingly. Uses proximity, eye contact, voice quality, and/or body language appropriate to the situation in a clear, convincing, and consistent manner. ▪ Utilizes positive reinforcement for appropriate behavior clearly, convincingly, and consistently. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Communicates rules, procedures, and expectations clearly, convincingly, and appropriately to the situation. <ul style="list-style-type: none"> ▪ Maintains a consistent state of awareness of the total environment. Circulates frequently to monitor on-task and engaged-time behaviors. ▪ Frequently holds learners accountable for unacceptable behavior and follows through with classroom management and procedures clearly. ▪ Uses proximity, eye contact, voice quality, and/or body language appropriate to the situation in a clear manner. Utilizes positive reinforcement for appropriate behavior clearly and frequently. <ul style="list-style-type: none"> ▪ Responds to the management of classroom 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Communicates rules, procedures, and expectations clearly and appropriately to some situations. ▪ Maintains an awareness of the environment some of the time. ▪ Circulates sometimes to monitor on-task and engaged-time behaviors. ▪ Sometimes holds learners accountable for unacceptable behavior and follows through with classroom management procedures. ▪ Uses proximity, eye contact, voice quality, and/or body language appropriate to the situation in a limited manner. ▪ Utilizes positive reinforcement for appropriate behavior sometimes. ▪ Responds to the management of classroom behaviors with limited sensitivity. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Demonstrates little or no evidence of communicating rules, procedures, and expectations. <ul style="list-style-type: none"> ▪ Lacks an awareness of the environment. ▪ Does not circulate to monitor on-task and engaged-time behaviors ▪ Does not hold learners accountable for unacceptable behaviors and does not follow through with classroom management procedures. ▪ Demonstrates little or no evidence of proximity, eye contact, voice quality, and/or body language. <ul style="list-style-type: none"> ▪ Does not utilize positive reinforcement for appropriate behavior. ▪ Responds to the management of classroom behaviors with little or no sensitivity.

		<ul style="list-style-type: none"> Responds to the management of classroom behaviors with a high level of sensitivity. 	behaviors with sensitivity.		
Danielson 2.F	4. Organizes physical space and materials.	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Arranges physical environment in a highly skillful manner to provide accessibility to learning materials and the use of physical resources for all students. Maintains safety and health standards of the school (lighting, heating and ventilation, traffic flow, and organization of equipment). Organizes materials in advance of instruction to enhance the classroom environment in a highly effective manner. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Arranges physical environment skillfully to provide accessibility to learning materials and the use of physical resources for all students. Maintains safety and health standards of the school. Organizes materials in advance of instruction to enhance the classroom environment in an effective manner. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Arranges physical environment adequately to provide accessibility to learning materials and the use of physical resources for all students. Maintains safety and health standards of the school. Organizes materials in advance of instruction to enhance the classroom environment in an adequate manner. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Arranges the physical environment poorly and does not provide accessibility to learning materials and the use of physical resources for all students. Does not maintain safety and health standards of the school. Does not organize materials in advance of instruction to enhance the classroom environment.

C. Instruction		Levels of Performance			
<i>Alignment</i>	<i>Performance Indicators</i>	Consistently & Extensively 3 Points	Usually & Substantially 2 Points	Sometimes & Basic 1 Points	Rarely or Superficially 0 Points
<i>Danielson</i>					
<i>InTASC</i>					

<p>Danielson 3.A InTASC 5</p>	<p>1. Demonstrates understanding of pedagogical content knowledge.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Links content with learners' prior knowledge, experiences, and diverse backgrounds ▪ Facilitates learners' contributions to the presentation of content. ▪ Presents content skillfully by providing effective and appropriate examples/non-examples and illustrations. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Links content with learners' prior knowledge, experiences, and diverse backgrounds. ▪ Represents content frequently by providing appropriate examples/nonexamples and illustrations. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Links content inconsistently with learners' prior knowledge, experiences, and diverse backgrounds. ▪ Represents content by sometimes providing examples/non-examples and illustrations. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Does not link content with learners' prior knowledge, experiences, and diverse backgrounds. ▪ Does not represent content and provides inappropriate and unclear examples/nonexamples and illustrations.
<p>Danielson 3.A InTASC 5</p>	<p>2. Communicates directions and expectations.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Articulates clearly and accurately specific instructional and procedural outcomes to learners and anticipates possible learner misunderstanding. ▪ Clearly, consistently, and convincingly models the skills, concepts, attributes, and/or thinking processes to be learned. ▪ Communicates high expectations and challenges learners in a 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Articulates clearly and accurately specific instructional and procedural outcomes to learners. ▪ Models the skills, concepts and attributes to be learned clearly and consistently. ▪ Communicates expectations and challenges learners in a positive manner. ▪ Checks learners' understanding of directions and expectations during and after every instructional episode. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Articulates specific instructional and procedural outcomes to learners after initial learner confusion. ▪ Models skills, concepts, and attributes, to be learned clearly. ▪ Communicates expectations. ▪ Checks learners' understanding of directions and expectations during and after most instructional episodes 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Articulates confusing instructional and procedural outcomes to learners and does not clarify the directions and expectations. ▪ Does not model the skills, concepts, attributes, and/or thinking processes to be learned. ▪ Does not communicate expectations and does not challenge learners. ▪ Checks learners' understanding of directions and expectations during and after some or none of the instructional episodes.

		<p>positive and supportive manner.</p> <ul style="list-style-type: none"> Checks learners’ understanding of directions and expectations during and after every instructional episode and uses that information in planning future instruction. 			
<p>Danielson 3.A</p> <p>InTASC 5</p>	<p>3. Expresses oral and written language.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Consistently uses voice inflections and tone to enhance instruction effectively. Consistently models correct grammar and expressive, well-chosen vocabulary to enrich instruction. Consistently avoids annoying, distracting speaking habits (e.g. “um”, “okay”, etc.). Consistently uses language that is clearly appropriate for the age, background, and ability of learners. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Frequently uses voice inflections and tone to enhance instruction effectively. Frequently models correct grammar and expressive vocabulary to enrich instruction. Frequently avoids annoying, distracting speaking habits frequently. Frequently uses language that is consistently appropriate for the age, background, and ability of learners. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Sometimes uses voice and tone to enhance instruction. Sometimes models correct grammar and vocabulary to enrich instruction. Sometimes avoids annoying, distracting speaking habits. Sometimes uses language that is appropriate for the age, background, and ability of learners. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Does not use voice inflections and tone to enhance instruction. Does not model correct grammar and vocabulary. Frequently uses language that includes annoying, distracting speaking habits. Does not use language appropriate for the age, background, and ability of the learners.
<p>Danielson 3.B</p> <p>InTASC 8</p>	<p>4. Demonstrates questioning skills.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Consistently asks clear and purposeful questions, redirecting and 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Frequently asks clear and purposeful questions, redirecting and prompting as necessary. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Sometimes asks clear and purposeful questions, sometimes redirecting and 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Asks some clear and purposeful questions, but does not redirect and prompt.

		<p>prompting as necessary.</p> <ul style="list-style-type: none"> ▪ Consistently uses logical questioning sequences that elicit thoughtful responses from learners. ▪ Consistently uses questioning to clearly and convincingly identify misconceptions or confusions and to monitor learner work. ▪ Consistently uses higher order questions to engage learners in creative and evaluative thinking. ▪ Consistently uses adequate wait time to encourage higher-order, reflective thinking. ▪ Stimulates and promotes critical thinking and learner questions using a wide variety of teaching strategies and inquiry approaches. ▪ Motivates, encourages, and supports high levels of individual and group inquiry. ▪ Consistently capitalizes on learner questions 	<ul style="list-style-type: none"> ▪ Frequently uses logical questioning sequences that elicit thoughtful responses from learners. ▪ Frequently uses questioning to identify misconceptions or confusion and to monitor learner work. ▪ Frequently uses higher-order questions to engage learners in creative and evaluative thinking. ▪ Frequently uses adequate wait time to encourage higher-order, reflective thinking. ▪ Stimulates and promotes critical thinking and learner questions using a variety of teaching strategies and inquiry approaches. ▪ Motivates, encourages, and supports moderate levels of individual group inquiry. ▪ Frequently capitalizes of learner questions and gives complete, targeted, and effective responses. 	<p>prompting as necessary.</p> <ul style="list-style-type: none"> ▪ Sometimes uses logical questioning sequences that elicit thoughtful responses from learners. ▪ Sometimes uses questioning to identify misconceptions or confusion and to monitor learner work. ▪ Sometimes uses higher-order questions to engage learning in creative and evaluative thinking. ▪ Sometimes uses adequate wait time to encourage higher-order thinking. ▪ Stimulates and promotes critical thinking and learner questions using little variety of teaching strategies and inquiry approaches. ▪ Motivates, encourages, and supports minimal levels of individual and group inquiry. ▪ Sometimes capitalizes on learner questions and gives completes, targeted, and effective responses. 	<ul style="list-style-type: none"> ▪ Does not use logical questioning sequences that elicit thoughtful responses from learners. ▪ Does not use questioning to identify misconceptions or confusion and to monitor learner work. ▪ Uses limited or no higherorder questions to engage learners. ▪ Does not use adequate wait time. ▪ Does not stimulate or promote critical thinking and learner questions. ▪ Motivates, encourages, and supports limited or no individual and group inquiry. ▪ Does not capitalize on learner questions and gives incomplete, non-targeted, and ineffective responses.
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		and gives complete, targeted, and effective responses.			
Danielson 3.C InTASC 1	5. Engage students in learning	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Actively involves the learner in challenging and motivating experiences. ▪ Guides the learner to effectively apply knowledge, skills, and critical thinking processes to similar and new situations. <ul style="list-style-type: none"> ▪ Consistently integrates skills, content, and thinking processes across disciplines clearly, appropriately, and accurately. <ul style="list-style-type: none"> ▪ Consistently enhances learning through effective collaboration generated by students' interests and aspirations. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Frequently involves the learner in challenging and motivating experiences. ▪ Guides the learner to effectively apply knowledge, skills, and critical thinking processes to similar, but not new, situations. <ul style="list-style-type: none"> ▪ Frequently integrates skills and content, but not thinking processes, across disciplines clearly, appropriately, and accurately. ▪ Frequently facilitates discussions that use multiple perspectives and differing viewpoints that are primarily teacher-initiated. ▪ Frequently enhances learning through effective collaboration designed by the teacher. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Attempts to involve the learner actively in experiences. ▪ Guides the learner to apply knowledge, skills, and critical thinking processes to the present situation only. ▪ Sometimes integrates skills and content across disciplines clearly. ▪ Sometimes attempts teacher initiated discussions that use multiple perspectives and differing viewpoints with limited success. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Mainly utilizes recitation in teacher directed instruction. ▪ Does not guide the learner to apply knowledge, skills, and critical thinking processes. ▪ Does not integrate skills and content across disciplines. ▪ Does not facilitate learner initiated or teacher initiated discussions. ▪ Does not enhance learning through collaboration.
Danielson 3.C InTASC 1	6. Utilizes dimensions of classroom time – structure and pacing	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Consistently adheres to school and/or cooperating professional specifications of allocated time for content area or topic. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Frequently adheres to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Completes routines and administrative tasks efficiently to provide 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Sometimes adheres to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Requires prompting to complete routines and 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Does not adhere to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Does not complete routines and administrative tasks

		<ul style="list-style-type: none"> ▪ Completes routines and administrative tasks efficiently and creatively to provide maximum use of instructional time. ▪ Organizes instruction to provide maximum amounts of engaged time in which learners are attending and involved successfully. ▪ Consistently displays high levels of flexibility to modify instructional processes and procedures maximizing the use of classroom time. ▪ Consistently provides appropriate transitions within instructional procedures and between instructional episodes. 	<p>maximum use of instructional time.</p> <ul style="list-style-type: none"> ▪ Organizes instruction to provide adequate amounts of engaged time in which learners are attending and involved successfully. ▪ Frequently displays flexibility to modify instructional processes and procedures maximizing the use of classroom time. ▪ Frequently provides appropriate transitions within instructional procedures and between instructional episodes. 	<p>administrative tasks to provide adequate use of instructional time.</p> <ul style="list-style-type: none"> ▪ Organizes instruction to provide minimal amounts of engaged time in which learners are attending and involved successfully some of the time. ▪ Sometimes displays flexibility to modify instructional processes and procedures to adequately use classroom time. ▪ Sometimes provides transitions within instructional procedures and between instructional episodes. 	<p>Efficiently to provide adequate use of instructional time.</p> <ul style="list-style-type: none"> ▪ Organizes instruction that does not provide engaged time in which learners are attending and involved. ▪ Does not display flexibility to modify instructional processes and procedures. ▪ Does not provide transitions within instructional procedures and between instructional episodes.
<p>Danielson 3.D</p> <p>InTASC 6</p>	<p>7. Using assessment in instruction</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Designs multiple assessment tools that match objectives and are challenging and authentic. ▪ Alters multiple assessment tools after reflection to 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Designs assessment tools that match objectives and are challenging. ▪ Alters assessment tools after reflection to better meet learner needs and to more effectively match objectives. ▪ Correlates formative and summative assessments 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Designs assessment tools that match objectives. ▪ Alters assessment tools after reflection to more effectively match objectives. ▪ Correlates formative and summative 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Designs assessment tools that do not match objectives. ▪ Does not alter assessment tools after reflection to more effectively match objectives. ▪ Does not correlate formative and summative

		<p>better meet learners needs and to more effectively match objectives.</p> <ul style="list-style-type: none"> Aligns formative and summative assessments consistently with national, state, and/or local standards. Consistently adapts formative and summative assessment tools to meet the needs of exceptional learners. 	<p>frequently with national, state, and/or local standards.</p> <ul style="list-style-type: none"> Frequently adapts formative and summative assessment tools to meet the needs of exceptional learners. 	<p>assessments in a limited manner with national, state, and/or local standards.</p> <ul style="list-style-type: none"> Sometimes adapts formative and summative assessment tools to meet the needs of exceptional learners. 	<p>assessments manner with national, state, and/or local standards.</p> <ul style="list-style-type: none"> Does not adapt formative and summative assessment tools to meet the needs of exceptional learners.
<p>Danielson 3.E</p> <p>InTASC 6</p>	<p>8. Reflects on learner progress and adapts instruction.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Collects and maintains data about learner progress in a systematic manner and uses the data to improve learning and teaching. Consistently communicates progress clearly to learners and to cooperating professionals in a timely manner. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Collects and maintains data about learner progress in a systematic manner. Frequently communicates progress clearly to learners and to cooperating professionals. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Collects and maintains data about learner progress. Sometimes communicates progress to learners and to cooperating professionals. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Does not collect and maintain data about learner progress. Does not communicate progress to learners and to cooperating professionals.
	<p>9. Integration of technology.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Explores, evaluates, and uses a wide range of technological resources in a highly effective, student centered 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Explores, evaluates, and uses a variety of technological resources in a student centered, effective for individual, small group, and large group learning activities. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Explores, evaluates, and uses few technological resources for individual, small group, and large group learning activities – 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Does not use technological resources for individual, small group, and large group learning activities. <ul style="list-style-type: none"> Does not model, instruct, and supervise

		<p>manner for individual, small group, and large group learning activities.</p> <ul style="list-style-type: none"> ▪ Consistently, explicitly models, instructs, and supervises learners in the equitable, ethical, and legal use of technology ▪ Facilitates life-long learning through the highly consistent use of technology. ▪ Consistently uses a wide range of technology to effectively support multiple assessments of learners. 	<ul style="list-style-type: none"> ▪ Explicitly models, instructs, and supervises learners in the equitable, ethical, and legal use of technology. ▪ Facilitates life-long learning through the consistent use of technology. ▪ Frequently uses a variety of technologies to support multiple assessments of learners. 	<p>usually teacher centered.</p> <ul style="list-style-type: none"> ▪ Implicitly models, instructs learners in the equitable, ethical, and legal use of technology. ▪ Technology used mainly as novel instructional tool but not used in assessment of student learning. 	<p>learners in the equitable, ethical, and legal use of technology.</p> <ul style="list-style-type: none"> ▪ Uses limited or no technology to support assessments of learners.
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D. Professionalism		Levels of Performance			
<i>Alignment</i>	<i>Performance Indicators</i>	Consistently & Extensively 3 Points	Usually & Substantially 2 Points	Sometimes & Basic 1 Points	Rarely or Superficially 0 Points
<i>Danielson</i>					
<i>InTASC</i>					
Danielson 4.C InTASC 10	1. Communicates professionally with learners and their families.	Teacher candidate: <ul style="list-style-type: none"> Values and encourages multiple modes of communication in the classroom (verbal, nonverbal, written, etc.) Consistently listens thoughtfully and responsively to learners. Consistently seeks to foster culturally sensitive communication and gender differences with and among all learners in the class. 	Teacher candidate: <ul style="list-style-type: none"> Values and encourages some modes of communication in the classroom (verbal, nonverbal, written, etc.) Frequently listens thoughtfully and responsively to learners. Frequently seeks to foster culturally sensitive communication and gender differences with and among all learners in the class. 	Teacher candidate: <ul style="list-style-type: none"> Values and encourages limited modes of communication in the classroom (verbal, nonverbal, written, etc.) Sometimes listens thoughtfully and responsively to learners. Sometimes seeks to foster culturally sensitive communication and gender differences by and among all learners in the class. 	Teacher candidate: <ul style="list-style-type: none"> Minimally values or encourages modes of communication in the classroom (verbal, nonverbal, written, etc.) Rarely listens thoughtfully and responsively to learners rarely or not at all. Does not foster culturally sensitive communication and gender differences with and among learners in the class.
Danielson 4.E InTASC 9	2. Communicates professionally within the educational community.	Teacher candidate: <ul style="list-style-type: none"> Demonstrates highly effective interpersonal skills. Consistently seeks opportunities to build positive relationships within the educational community. Consistently shares information about situations, events, 	Teacher candidate: <ul style="list-style-type: none"> Demonstrates effective interpersonal skills Frequently seeks opportunities to build positive relationships within the educational community. Frequently shares information about situations, events, and persons in the school or agency with careful regard to confidentiality. 	Teacher candidate: <ul style="list-style-type: none"> Demonstrates basic interpersonal skills Sometimes seeks opportunities to build positive relationships within the educational community. Sometimes shares information about situations, events, and persons in the school 	Teacher candidate: <ul style="list-style-type: none"> Demonstrates limited or no interpersonal skills. Does not seek opportunities to build positive relationships within the educational community. Shares information about situations, events, and persons in the school or

		and persons in the school or agency with careful regard to confidentiality.		or agency with careful regard to confidentiality.	agency without careful regard to confidentiality.
Danielson 4.D InTASC 10	3. Collaborates with other professionals as instructional partners.	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Recognizes that the practice of teaching is a collaborative effort and consistently seeks resources available within the educational community. ▪ Demonstrates highly effective skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues in the planning process. ▪ Develops and sustains relationships and networks with vested stakeholders – families, teachers, administrators, teacher educators and/or support personnel – to share information and develop strategies to resolve issues. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Recognizes that the practice of teaching is a collaborative effort and usually seeks resources available within the educational community. ▪ Demonstrates effective skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues. ▪ Develops relationships and networks with vested stakeholders- families, teachers, teacher educators and/or support personnel – to share information and develop strategies to resolve issues 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Recognize that the practice of teaching is collaborative effort and sometimes seeks resources available within the educational community. ▪ Demonstrates basic skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues. ▪ Develops relationships with vested stakeholders – teachers, teacher educators and/or support personnel – to share information and develop strategies to resolve issues. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Does not recognize that the practice of teaching is a collaborative effort and does not seek resources available within the educational community. ▪ Demonstrates ineffective skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues. ▪ Does not develop relationships with vested stakeholders to share information and develop strategies to resolve issues
Danielson 4.B,F InTASC 10	4. Meets professional responsibilities.	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Consistently dresses appropriately for the school/agency community. ▪ Consistently is punctual – arrives in plenty of time for 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Frequently dresses appropriately for the school/agency community. ▪ Is generally punctual – arrives in adequate time for classes to begin. ▪ Frequently communicates tardiness and absenteeism to 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Sometimes dresses appropriately for the school/agency community. ▪ Arrives on time but does not leave time for preparation. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> ▪ Dresses inappropriately for the school/agency community. ▪ Is frequently late. ▪ Does not communicate tardiness and absenteeism to the Cooperating

		<p>preparation for classes to begin.</p> <ul style="list-style-type: none"> Consistently communicates tardiness and absenteeism to the Cooperating Teacher and University Supervisor. Consistently completes all university requirements in a timely manner. Consistently organizes a high quality instructional materials file. Maintains accurate records and uses them for future teaching. 	<p>the Cooperating Teacher and University Supervisor.</p> <ul style="list-style-type: none"> Frequently demonstrates professional behavior at all times. Frequently completes university requirements in timely manner. <ul style="list-style-type: none"> Frequently organizes a quality instructional materials file. Maintains accurate records. 	<ul style="list-style-type: none"> Sometimes communicates tardiness and absenteeism to the Cooperating Teacher and University Supervisor. <ul style="list-style-type: none"> Sometimes completes all university requirements in a timely manner. Sometimes organizes a basic instructional materials file. Maintains records with limited organization or frequent inaccuracies. 	<p>Teacher and University Supervisor.</p> <ul style="list-style-type: none"> Is late in completing or does not complete University requirements. Does not organize an instructional materials file. Does not maintain necessary records.
<p>Danielson 4.A</p> <p>InTASC 9</p>	<p>5. Accepts constructive feedback.</p>	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Consistently displays a highly appropriate openness to new ideas and a sincere willingness to implement suggestions of qualified individuals. Consistently appreciates and highly values the reflective dialogues with cooperating professionals and University Supervisors. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Frequently displays an appropriate openness to new ideas and a sincere willingness implement suggestions of qualified individuals. Frequently appreciates and values the reflective dialogues with cooperating professionals and University Supervisors. Asks clarifying questions to ensure a sound understanding of constructive feedback. Frequently, professionally, thoughtfully, and ethically articulates differences of opinion about constructive feedback. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Displays an openness to new ideas but lacks the ability to appropriately implement the suggestions from qualified individuals. Sometimes appreciates and values the reflective dialogues with cooperating professionals and University Supervisors. Asks clarifying questions to ensure a basic understanding of constructive feedback. Sometimes professionally, 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> Displays limited openness to new ideas and is not willing to implement suggestions of qualified individuals. Does not appreciate or value the reflective dialogues with cooperating professionals and University Supervisors. Does not ask clarifying questions to ensure an understanding of constructive feedback. Does not professionally, thoughtfully, and ethically articulate differences of opinion about constructive feedback.

		<ul style="list-style-type: none"> ▪ Asks clarifying questions to ensure an extensive understanding of constructive feedback. ▪ Consistently, professionally, thoughtfully, and ethically articulates differences of opinion about constructive feedback. <ul style="list-style-type: none"> ▪ Consistently recognizes opportunities for growth and development . 	<ul style="list-style-type: none"> ▪ Frequently recognizes opportunities for growth and development. 	<p>thoughtfully, and ethically articulates differences of opinion about constructive feedback.</p> <ul style="list-style-type: none"> ▪ Sometimes recognizes opportunities for growth and development. 	<ul style="list-style-type: none"> ▪ Rarely Recognizes opportunities for growth and development.
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