

**EDI 330/ EDI 331/ EDS 332/ EDI 430/ EDI 431/ EDI 685**  
**Practicum Performance Evaluation Tool**

The College of Education at GVSU uses the Interstate Teacher Assessment and Support Consortium 2013 standards (InTASC) as the foundation for teacher preparation. Adherence to InTASC standards is required by both the Michigan Department of Education and our national accreditation agency, the Council for the Accreditation of Educator Preparation (CAEP). The InTASC standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. Each of the ten InTASC standards includes indicators specific to performance, essential knowledge, and critical dispositions. The list below is a summary of the InTASC standards (2013).

**The Learner and Learning:**

**InTASC STANDARD ONE: 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.

**InTASC STANDARD TWO: 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.

**InTASC STANDARD THREE: 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.

**Content:**

**InTASC STANDARD FOUR: CONTENT KNOWLEDGE** - The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**InTASC STANDARD FIVE: 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.

**Instructional Practice:**

**InTASC STANDARD SIX: 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.

**InTASC STANDARD SEVEN: 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.

**InTASC STANDARD EIGHT: 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.

**Professional Responsibility:**

**InTASC STANDARD NINE: 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.

**InTASC STANDARD TEN: LEADERSHIP AND COLLABORATION** - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

The following pages of this document are GVSU's interpretations of how the InTASC standards could be used when observing student teachers in the field. Sub components of each InTASC standard are listed in the Elements column. They were selected based on feedback GVSU received from cooperating teachers, principals, teacher educators, and content experts who identified the sub components of each InTASC standard they deemed critical for novice teachers to possess. The numbers and letters are for internal purposes.

#### **Directions for University Coordinator and Cooperating Teacher:**

At the mid-term and final, please evaluate the candidate's level of performance based on the indicators provide. The teacher candidate completes a self-evaluation. If a particular skill was not observed, please mark **N/A** for Not Applicable or Not Observed. Please be sure to share this evaluation form with the candidate at the beginning of the term. Use it to have discussions about effective pedagogy and goal setting. Please retain this form until the end of the candidate's experience. The Practicum Performance Evaluation is used primarily to assist the College of Education with assessing its program. It is one piece of evidence used to assign the candidate's final letter grade for the practicum. Please ignore the percentage figures that are automatically computed in our electronic assessment system.

#### **Levels of Performance:**

- **Proficient** – The candidate at this level **frequently/consistently** demonstrates the descriptors represented by the standard.
- **Developing** – The candidate at this level **periodically** demonstrates the descriptors represented by the standard.
- **Unsatisfactory** – The candidate at this level **seldom** demonstrates the descriptors represented by the standard.
- **N/A (Not Applicable)** – The candidate was **not observed** demonstrating the descriptors represented by the standard.

#### **Some Guiding Principles:**

**NOTE:** The “Proficient” level is reserved for outstanding and consistent performance at the beginner level and therefore should not be selected commonly. A candidate should not expect to receive the “Proficient” rating unless his or her performance is or has been exceptional, at his/her particular level of practicum.

**Remember the percentage score generated by the rubric is NOT indicative of the candidate's final grade.**

**Rubric for Practicum Performance Evaluation:**

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
InTASC 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	<b>Regularly</b> assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	<b>Periodically</b> assesses individual and group performance in order to design and modify instruction to meet <b>most</b> learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	<b>Seldom</b> assesses individual performance in order to design and modify instruction to meet learners' needs in areas of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	N/A
InTASC 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	<b>Consistently</b> creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	<b>Periodically</b> creates developmentally appropriate instruction that takes into account <b>most</b> learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.	<b>Seldom</b> creates instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.	N/A
InTASC 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	<b>Consistently</b> collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	<b>Periodically</b> collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	<b>Seldom</b> collaborates with families, communities, colleagues, and other colleagues to promote learner growth and development.	N/A

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
InTASC 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	<b>Frequently</b> designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	<b>Periodically</b> designs, adapts, and delivers instruction to address most students' diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	<b>Seldom</b> designs, adapts, and delivers instruction to address students' diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	N/A
InTASC 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	<b>Frequently</b> makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	<b>Periodically</b> makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	<b>Seldom</b> makes appropriate and timely provisions (e.g. pacing for individual rates of growth, communication, assessment, and response modes) for individual students with particular learning differences or needs.	N/A
InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<b>Frequently</b> designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<b>Periodically</b> designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<b>Seldom</b> designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	N/A

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
InTASC 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	<b>Frequently</b> collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	<b>Periodically</b> collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	<b>Seldom</b> collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	N/A
InTASC 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	<b>Frequently</b> manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	<b>Periodically</b> manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	<b>Seldom</b> manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	N/A
InTASC 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	<b>Frequently</b> uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	<b>Periodically</b> uses a variety of methods to engage learners in evaluating the learning environment and collaborates with most learners to make appropriate adjustments.	<b>Seldom</b> uses a variety of methods to engage learners in evaluating the learning environment and collaborates with <b>few</b> learners to make appropriate adjustments.	N/A

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	<b>Frequently</b> uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	<b>Periodically</b> uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote <b>most</b> learners' achievement of content standards.	<b>Seldom</b> uses representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote learners' achievement of content standards.	N/A
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	<b>Frequently</b> engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	<b>Periodically</b> engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	<b>Seldom</b> engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	N/A
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	<b>Frequently</b> stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	<b>Periodically</b> stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	<b>Seldom</b> stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	N/A

**InTASC Performance Standard 5: Application of Content**

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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	<b>Frequently</b> engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	<b>Periodically</b> engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	<b>Seldom</b> engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	N/A
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	<b>Frequently</b> engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	<b>Periodically</b> engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	<b>Seldom</b> engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	N/A
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	<b>Frequently</b> engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	<b>Periodically</b> engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	<b>Seldom</b> engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	N/A

### InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	<b>Frequently</b> balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	<b>Periodically</b> balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	<b>Seldom</b> balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	N/A
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	<b>Frequently</b> engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	<b>Periodically</b> engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	<b>Seldom</b> engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	N/A
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	<b>Frequently</b> uses multiple and appropriate types of assessment data to identify <b>each student's</b> learning needs and to develop differentiated learning experiences.	<b>Periodically</b> uses multiple and appropriate types of assessment data to identify <b>most students'</b> learning needs and to develop differentiated learning experiences.	<b>Seldom</b> uses multiple and appropriate types of assessment data to identify students' learning needs and to develop differentiated learning experiences.	N/A

### InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Individually and collaboratively <b>frequently</b> selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Individually and collaboratively <b>periodically</b> selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to most learners.	Individually and collaboratively <b>seldom</b> selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	N/A
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	<b>Frequently</b> plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	<b>Periodically</b> plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for <b>most</b> individuals and groups of learners.	<b>Seldom</b> plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	N/A
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	<b>Frequently</b> plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	<b>Periodically</b> plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	<b>Seldom</b> plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	N/A

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	<b>Continuously</b> monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	<b>Periodically</b> monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	<b>Seldom</b> monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	N/A
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	<b>Frequently</b> engages all learners in developing higher order questioning skills and metacognitive processes.	<b>Periodically</b> engages all learners in developing higher order questioning skills and metacognitive processes.	<b>Seldom</b> engages all learners in developing higher order questioning skills and metacognitive processes.	N/A
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	<b>Frequently</b> uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	<b>Periodically</b> uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	<b>Seldom</b> uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	N/A

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	<b>Frequently</b> engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	<b>Periodically</b> engages in ongoing learning opportunities to develop knowledge and skills in order to provide <b>most</b> learners with engaging curriculum and learning experiences based on local and state standards.	<b>Seldom</b> engages in ongoing learning opportunities to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences based on local and state standards.	N/A
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	<b>Frequently</b> engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	<b>Periodically</b> engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	<b>Seldom</b> engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	N/A
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, <b>frequently</b> uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, <b>periodically</b> uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	Independently and in collaboration with colleagues, <b>seldom</b> uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	N/A

**InTASC Performance 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.

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	<b>Frequently</b> Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for <b>each student's</b> learning.	<b>Periodically</b> takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for <b>most students'</b> learning.	<b>Seldom</b> takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for <b>students'</b> learning.	N/A
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	<b>Frequently</b> works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Works collaboratively with learners and <b>periodically</b> with their families to establish mutual expectations and ongoing communication to support learner development and achievement.	<b>Seldom</b> works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	N/A
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	<b>Frequently</b> engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	<b>Periodically</b> engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	<b>Seldom</b> engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	N/A



## Critical Dispositions (CD) and Professional Dispositions (PD)

### Critical Dispositions (CD)

Elements	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
<b>InTASC: 4 (r) (CD) Content Knowledge</b>	Committed to work toward each learner's mastery of disciplinary content and skills.	<b>Periodically</b> works toward each learner's mastery of disciplinary content and skills.	<b>Seldom</b> works toward each learner's mastery of disciplinary content and skills.	N/A
<b>InTASC: 5 (r) (CD) Application of Content</b>	Values knowledge outside his/her own content area and how such knowledge enhances student learning.	<b>Periodically</b> values knowledge outside his/her own content area and how such knowledge enhances student learning.	<b>Seldom</b> values knowledge outside his/her own content area and how such knowledge enhances student learning.	N/A
<b>InTASC: 6 (r) (CD) Assessment</b>	Takes responsibility for aligning instruction and assessment with learning goals.	<b>Periodically</b> takes responsibility for aligning instruction and assessment with learning goals.	<b>Seldom</b> takes responsibility for aligning instruction and assessment with learning goals.	N/A
<b>InTASC: 7 (p) (CD) Planning for Instruction</b>	Takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	<b>Periodically</b> takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	<b>Seldom</b> takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	N/A
<b>InTASC: 8 (q) (CD) Instructional Strategies</b>	Values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	<b>Periodically</b> values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	<b>Seldom</b> values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	N/A

## Professional Dispositions (PD)

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)	N/A (-)
<b>COE PD: 1 Attendance/Punctuality</b>	Follows required attendance policies.	<b>Periodically</b> follows required attendance policies.	<b>Seldom</b> follows required attendance policies.	N/A
<b>COE PD: 2 Timeliness</b>	Completes assignments and turns them in on time.	<b>Periodically</b> completes assignments and turns them in on time.	<b>Seldom</b> completes assignments and turns them in on time.	N/A
<b>COE PD: 3 University/College Policies</b>	Demonstrates adherence to University/College and school district policies on student conduct, professional behavior, academic integrity, ethics and confidentiality.	<b>Periodically</b> demonstrates adherence to University/College and school district policies on student conduct, professional behavior, academic integrity, ethics and confidentiality.	<b>Seldom</b> demonstrates adherence to University/College and school district policies on student conduct, professional behavior, academic integrity, ethics and confidentiality.	N/A
<b>COE PD: 4 Professional Appearance</b>	Dresses in an appropriate manner.	<b>Periodically</b> dresses in an appropriate manner.	<b>Seldom</b> dresses in an appropriate manner.	N/A
<b>COE PD: 5 Initiative and Responsibility</b>	Displays inquisitiveness, volunteers, participates readily, and assumes added responsibilities willingly.	<b>Periodically</b> displays inquisitiveness, volunteers, participates readily, and assumes added responsibilities willingly.	<b>Seldom</b> displays inquisitiveness, volunteers, participates readily, and assumes added responsibilities willingly.	N/A
<b>COE PD: 6 Attitude/Poise</b>	Displays professional behaviors, appears confident, composed and has a positive attitude.	<b>Periodically</b> displays professional behaviors, appears confident, composed and has a positive attitude.	<b>Seldom</b> displays professional behaviors, appears confident, composed and has a positive attitude.	N/A
<b>COE PD: 7 Accepts Constructive Criticism</b>	Accepts feedback about his/her performance openly and in a non-defensive manner and uses feedback to improve/refine his/her practice.	<b>Periodically</b> accepts feedback about his/her performance openly and in a non-defensive manner and uses feedback to improve/refine his/her practice.	<b>Seldom</b> accepts feedback about his/her performance openly and in a non-defensive manner and uses feedback to improve/refine his/her practice.	N/A
<b>COE PD: 8 Rapport</b>	Establishes a rapport with others and exhibits an appropriate level of caring and respect.	<b>Periodically</b> establishes a rapport with others and exhibits an appropriate level of caring and respect.	<b>Seldom</b> establishes a rapport with others and exhibits an appropriate level of caring and respect.	N/A