

Assessment Report: EDI 431 - Student Teaching, Secondary

GVSU Student Teaching Practicum Performance Evaluation (PPE) Rubric (updated 6/2/2017)

Report Criteria

Semesters (bolded if contributing data)

- **Fall 2017**
- **Winter 2018**

Course

- EDI 431 - Student Teaching, Secondary

Assignment

- GVSU Student Teaching Practicum Performance Evaluation (PPE) Rubric (updated 6/2/2017)

Assessment Type

- COE Instructor

GVSU Student Teacher Practicum Performance Evaluation Rubric

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
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. INTASC-2013.1.a INTASC-2013.1	60.87 % (70 / 115)	39.13 % (45 / 115)	0.00 % (0 / 115)	2.679	2.609	0.488
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. INTASC-2013.1.b INTASC-2013.1	59.48 % (69 / 116)	40.52 % (47 / 116)	0.00 % (0 / 116)	2.659	2.595	0.491
InTASC 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. INTASC-2013.1.c INTASC-2013.1	53.70 % (58 / 108)	46.30 % (50 / 108)	0.00 % (0 / 108)	2.569	2.537	0.499

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
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. INTASC-2013.2.a INTASC-2013.2	45.69 % (53 / 116)	54.31 % (63 / 116)	0.00 % (0 / 116)	2.421	2.457	0.498
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. INTASC-2013.2.b INTASC-2013.2	49.14 % (57 / 116)	50.86 % (59 / 116)	0.00 % (0 / 116)	2.483	2.491	0.500
InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. INTASC-2013.2.c INTASC-2013.2	80.17 % (93 / 116)	19.83 % (23 / 116)	0.00 % (0 / 116)	2.876	2.802	0.399
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. INTASC-2013.3.a INTASC-2013.3	65.77 % (73 / 111)	34.23 % (38 / 111)	0.00 % (0 / 111)	2.740	2.658	0.474
InTASC 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. INTASC-2013.3 INTASC-2013.3.c	60.87 % (70 / 115)	39.13 % (45 / 115)	0.00 % (0 / 115)	2.679	2.609	0.488

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
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. INTASC-2013.3.d INTASC-2013.3	74.14 % (86 / 116)	25.00 % (29 / 116)	0.86 % (1 / 116)	2.826	2.733	0.462
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. INTASC-2013.4.a INTASC-2013.4	67.24 % (78 / 116)	32.76 % (38 / 116)	0.00 % (0 / 116)	2.756	2.672	0.469
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. INTASC-2013.4.b INTASC-2013.4	55.45 % (61 / 110)	44.55 % (49 / 110)	0.00 % (0 / 110)	2.598	2.555	0.497
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. INTASC-2013.4 INTASC-2013.4.d	78.26 % (90 / 115)	21.74 % (25 / 115)	0.00 % (0 / 115)	2.861	2.783	0.412
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). INTASC-2013.5.b INTASC-2013.5	33.65 % (35 / 104)	66.35 % (69 / 104)	0.00 % (0 / 104)	2.254	2.337	0.473

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
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. INTASC-2013.5 INTASC-2013.5.d	42.99 % (46 / 107)	57.01 % (61 / 107)	0.00 % (0 / 107)	2.377	2.430	0.495
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. INTASC-2013.5 INTASC-2013.5.f	46.85 % (52 / 111)	53.15 % (59 / 111)	0.00 % (0 / 111)	2.441	2.468	0.499
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. INTASC-2013.6 INTASC-2013.6.a	59.13 % (68 / 115)	40.87 % (47 / 115)	0.00 % (0 / 115)	2.654	2.591	0.492
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. INTASC-2013.6.e INTASC-2013.6	64.35 % (74 / 115)	35.65 % (41 / 115)	0.00 % (0 / 115)	2.723	2.643	0.479
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. INTASC-2013.6 INTASC-2013.6.g	38.26 % (44 / 115)	60.87 % (70 / 115)	0.87 % (1 / 115)	2.307	2.374	0.501
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. INTASC-2013.7 INTASC-2013.7.a	80.87 % (93 / 115)	19.13 % (22 / 115)	0.00 % (0 / 115)	2.882	2.809	0.393

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
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. INTASC-2013.7.b INTASC-2013.7	41.74 % (48 / 115)	57.39 % (66 / 115)	0.87 % (1 / 115)	2.356	2.409	0.509
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. INTASC-2013.7 INTASC-2013.7.d	53.45 % (62 / 116)	46.55 % (54 / 116)	0.00 % (0 / 116)	2.565	2.534	0.499
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. INTASC-2013.8 INTASC-2013.8.b	62.93 % (73 / 116)	37.07 % (43 / 116)	0.00 % (0 / 116)	2.705	2.629	0.483
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. INTASC-2013.8 INTASC-2013.8.f	50.00 % (57 / 114)	50.00 % (57 / 114)	0.00 % (0 / 114)	2.500	2.500	0.500
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. INTASC-2013.8 INTASC-2013.8.h	70.43 % (81 / 115)	28.70 % (33 / 115)	0.87 % (1 / 115)	2.790	2.696	0.479
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. INTASC-2013.9 INTASC-2013.9.a	75.44 % (86 / 114)	24.56 % (28 / 114)	0.00 % (0 / 114)	2.837	2.754	0.430

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
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. INTASC-2013.9.b INTASC-2013.9	80.00 % (92 / 115)	20.00 % (23 / 115)	0.00 % (0 / 115)	2.875	2.800	0.400
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. INTASC-2013.9 INTASC-2013.9.c	47.22 % (51 / 108)	52.78 % (57 / 108)	0.00 % (0 / 108)	2.447	2.472	0.499
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. INTASC-2013.10 INTASC-2013.10.a	61.76 % (63 / 102)	38.24 % (39 / 102)	0.00 % (0 / 102)	2.690	2.618	0.486
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. INTASC-2013.10 INTASC-2013.10.d	55.96 % (61 / 109)	44.04 % (48 / 109)	0.00 % (0 / 109)	2.607	2.560	0.496
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. INTASC-2013.10 INTASC-2013.10.f	72.41 % (84 / 116)	27.59 % (32 / 116)	0.00 % (0 / 116)	2.810	2.724	0.447

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
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Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>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.</p> <p>INTASC-2013.1.a INTASC-2013.1</p>	<p>Can describe and apply methods for assessing individual and group performance and uses results to independently 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.</p>	<p>Can describe and apply methods for assessing individual and group performance and with guided support uses results 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.</p>	<p>Can describe and apply methods for assessing individual and group performance 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, but instruction does not meet learners' needs.</p>
<p>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.</p> <p>INTASC-2013.1.b INTASC-2013.1</p>	<p>Can describe and apply 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.</p>	<p>Can describe and name models and approaches and needs support of cooperating teacher or field coordinator to create developmentally appropriate instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning.</p>	<p>Can describe and name models and approaches for creating instruction that takes into account learners' strengths, interests, and needs that enables each learner to advance and accelerate his/her learning but is unable to apply this knowledge to classroom situations.</p>
<p>InTASC 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>INTASC-2013.1.c INTASC-2013.1</p>	<p>Can describe and apply independently ways to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>Can describe and apply, with guided support, ways to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>Can describe approaches or steps for collaborating with families, communities, colleagues, and other colleagues to promote learner growth and development but collaboration has little effect on candidate.</p>
<p>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.</p> <p>INTASC-2013.2.a INTASC-2013.2</p>	<p>Can name and apply processes for designing, adapting, and delivering instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p>	<p>Can name and with support apply processes for designing, adapting, and delivering instruction to address students' diverse learning strengths and needs and Can co-create with a mentor opportunities for students to demonstrate their learning in different ways.</p>	<p>Can name processes for designing, adapting, and delivering instruction to address students' diverse learning strengths and needs and but is unable to create opportunities for students to demonstrate their learning in different ways.</p>
<p>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.</p> <p>INTASC-2013.2.b INTASC-2013.2</p>	<p>Can describe and apply 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.</p>	<p>Can describe and with support apply appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for students with particular learning differences or needs.</p>	<p>Can describe methods for making 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.</p>

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>InTASC 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>INTASC-2013.2.c INTASC-2013.2</p>	<p>Can explain and independently apply methods for designing instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>	<p>Can explain how to and with support design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>	<p>Can explain how to design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p>
<p>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.</p> <p>INTASC-2013.3.a INTASC-2013.3</p>	<p>Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and independently apply this knowledge.</p>	<p>Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and with support can apply this knowledge.</p>	<p>Can describe how to collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p>
<p>InTASC 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>INTASC-2013.3 INTASC-2013.3.c</p>	<p>Can describe how to and independently apply methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p>	<p>Can describe how to and with support can apply methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p>	<p>Can describe methods for collaborating with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p>
<p>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.</p> <p>INTASC-2013.3.d INTASC-2013.3</p>	<p>Can describe how to and independently apply methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p>	<p>Can describe how to and with support can apply methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p>	<p>Can describe methods for managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p>
<p>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.</p> <p>INTASC-2013.4.a INTASC-2013.4</p>	<p>Can describe how to and independently apply methods for using multiple representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting each learner's achievement of content standards.</p>	<p>Can describe how to and with support can apply methods for using multiple representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting learners' achievement of content standards.</p>	<p>Can describe methods for using representations and explanations that capture key ideas in the discipline, guiding learners through learning progressions, and promoting learners' achievement of content standards.</p>
<p>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.</p> <p>INTASC-2013.4.b INTASC-2013.4</p>	<p>Can describe how to and independently apply methods for engaging 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.</p>	<p>Can describe how to and with support can apply methods for engaging 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.</p>	<p>Can describe methods for engaging 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.</p>

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>INTASC-2013.4 INTASC-2013.4.d</p>	<p>Can describe how to and independently apply methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.</p>	<p>Can describe how to and with support can apply methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.</p>	<p>Can describe methods for stimulating learner reflection on prior content knowledge, linking new concepts to familiar concepts, and making connections to learners' experiences.</p>
<p>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).</p> <p>INTASC-2013.5.b INTASC-2013.5</p>	<p>Can describe how to and independently apply methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>	<p>Can describe how to and with support can apply methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>	<p>Can describe methods for engaging learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p>
<p>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.</p> <p>INTASC-2013.5 INTASC-2013.5.d</p>	<p>Can describe how to and independently apply methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p>Can describe how to and with support can apply methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p>Can describe methods for engaging learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>
<p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>INTASC-2013.5 INTASC-2013.5.f</p>	<p>Can describe how to and independently apply methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>	<p>Can describe how to and with support can apply methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>	<p>Can describe methods for engaging learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>
<p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>INTASC-2013.6 INTASC-2013.6.a</p>	<p>Can describe how to and independently apply methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>Can describe how to and with support can apply methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>Can describe methods for balancing the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>
<p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>INTASC-2013.6.e INTASC-2013.6</p>	<p>Can describe how to and independently apply methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<p>Can describe how to and with support can apply methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>	<p>Can describe methods for engaging learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p>

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>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.</p> <p>INTASC-2013.6 INTASC-2013.6.g</p>	<p>Can describe how to and independently apply methods for using multiple and appropriate types of assessment data to identify each student's learning needs and for developing differentiated learning experiences.</p>	<p>Can describe how to and with support can apply methods for using multiple and appropriate types of assessment data to identify most students' learning needs and for developing differentiated learning experiences.</p>	<p>Can describe methods for using multiple and appropriate types of assessment data to identify students' learning needs and for developing differentiated learning experiences.</p>
<p>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.</p> <p>INTASC-2013.7 INTASC-2013.7.a</p>	<p>Can describe how to and independently apply methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p>	<p>Can describe how to and with support can apply methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to most learners.</p>	<p>Can describe methods for individually and collaboratively selecting and creating learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p>
<p>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.</p> <p>INTASC-2013.7.b INTASC-2013.7</p>	<p>Can describe how to and independently apply methods for planning 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.</p>	<p>Can describe how to and with support can apply methods for planning 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.</p>	<p>Can describe methods for planning 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.</p>
<p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>INTASC-2013.7 INTASC-2013.7.d</p>	<p>Can describe how to and independently apply methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>	<p>Can describe how to and with support can apply methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>	<p>Can describe methods for planning for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>
<p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>INTASC-2013.8 INTASC-2013.8.b</p>	<p>Can describe how to and independently apply methods for monitoring student learning, engages learners in assessing their progress, and adjusting instruction in response to student learning needs.</p>	<p>Can describe how to and with support can apply methods for monitoring student learning, engaging learners in assessing their progress, and adjusting instruction in response to student learning needs.</p>	<p>Can describe methods for monitoring student learning, engages learners in assessing their progress, and adjusting instruction in response to student learning needs.</p>
<p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>INTASC-2013.8 INTASC-2013.8.f</p>	<p>Can describe how to and independently apply methods for engaging all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>Can describe how to and with support can apply methods for engaging all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>Can describe methods for engaging all learners in developing higher order questioning skills and metacognitive processes.</p>

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>INTASC-2013.8 INTASC-2013.8.h</p>	<p>Can describe how to and independently apply methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>	<p>Can describe how to and with support can apply methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>	<p>Can describe methods for using a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>
<p>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.</p> <p>INTASC-2013.9 INTASC-2013.9.a</p>	<p>Can describe how to and independently apply methods for engaging 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.</p>	<p>Can describe how to and with support can apply methods for engaging 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.</p>	<p>Can describe methods for engaging 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.</p>
<p>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.</p> <p>INTASC-2013.9.b INTASC-2013.9</p>	<p>Can describe how to and independently apply methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>	<p>Can describe how to and with support can apply methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>	<p>Can describe methods for engaging in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>
<p>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.</p> <p>INTASC-2013.9 INTASC-2013.9.c</p>	<p>Can describe how to and independently apply methods for independently and in collaboration with colleagues, using 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.</p>	<p>Can describe how to and with support can apply methods for collaborating with colleagues, 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.</p>	<p>Can describe methods for independently and in collaboration with colleagues, using 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.</p>
<p>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.</p> <p>INTASC-2013.10 INTASC-2013.10.a</p>	<p>Can describe how to and independently apply methods for taking 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.</p>	<p>Can describe how to and with support can apply methods for taking 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.</p>	<p>Can describe methods for taking 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.</p>

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. INTASC-2013.10 INTASC-2013.10.d	Can describe how to and independently apply methods for working collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Can describe how to and with support can apply methods for working collaboratively with learners and with their families to establish mutual expectations and ongoing communication to support learner development and achievement.	Can describe methods for working collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. INTASC-2013.10 INTASC-2013.10.f	Can describe how to and independently apply methods for engaging in professional learning, contributes to the knowledge and skill of others, and working collaboratively to advance professional practice.	Can describe how to and with support can apply methods for engaging in professional learning, contributing to the knowledge and skill of others, and working collaboratively to advance professional practice.	Can describe methods for engaging in professional learning, contributing to the knowledge and skill of others, and working collaboratively to advance professional practice.

Standards

INTASC-2013.1

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.

INTASC-2013.1.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.

INTASC-2013.1.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.

INTASC-2013.1.c

The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

INTASC-2013.10

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.

INTASC-2013.10.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.

INTASC-2013.10.d

The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

INTASC-2013.10.f

The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

INTASC-2013.2

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.

INTASC-2013.2.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.

INTASC-2013.2.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.

INTASC-2013.2.c

The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

INTASC-2013.3

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.

INTASC-2013.3.a

The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

INTASC-2013.3.c

The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

INTASC-2013.3.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.

INTASC-2013.4

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 the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.4.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.

INTASC-2013.4.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.

INTASC-2013.4.d

The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

INTASC-2013.5

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.

INTASC-2013.5.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).

INTASC-2013.5.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.

INTASC-2013.5.f

The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

INTASC-2013.6

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.

INTASC-2013.6.a

The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

INTASC-2013.6.e

The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

INTASC-2013.6.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.

INTASC-2013.7

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.

INTASC-2013.7.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

INTASC-2013.7.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.

INTASC-2013.7.d

The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

INTASC-2013.8

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.

INTASC-2013.8.b

The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

INTASC-2013.8.f

The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

INTASC-2013.8.h

The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

INTASC-2013.9

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.

INTASC-2013.9.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.

INTASC-2013.9.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.

INTASC-2013.9.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.

Assessment Report: EDI 431 - Student Teaching, Secondary

GVSU Folio C Rubric (updated 11/14/17)

Report Criteria

Semesters (bolded if contributing data)

- **Fall 2017**
- **Winter 2018**

Course

- EDI 431 - Student Teaching, Secondary

Assignment

- GVSU Folio C Rubric (updated 11/14/17)

Assessment Type

- COE Instructor

GVSU Folio C

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
INTASC: 9 Professional Learning & Ethical Practice - The teacher candidate engages in ongoing professional learning. INTASC-2013.9	85.84 % (97 / 113)	14.16 % (16 / 113)	0.00 % (0 / 113)	2.918	2.858	0.349
INTASC: 9 Professional Learning & Ethical Practice - The teacher candidate 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). INTASC-2013.9	79.65 % (90 / 113)	20.35 % (23 / 113)	0.00 % (0 / 113)	2.872	2.796	0.403
INTASC: 9 Professional Learning & Ethical Practice - The teacher candidate adapts practice to meet the needs of each learner. INTASC-2013.9	62.28 % (71 / 114)	37.72 % (43 / 114)	0.00 % (0 / 114)	2.697	2.623	0.485
INTASC: 10 Leadership and Collaboration - The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning. INTASC-2013.10	65.49 % (74 / 113)	34.51 % (39 / 113)	0.00 % (0 / 113)	2.736	2.655	0.475

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
INTASC: 10 Leadership and Collaboration - The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. INTASC-2013.10	47.75 % (53 / 111)	52.25 % (58 / 111)	0.00 % (0 / 111)	2.457	2.477	0.499
INTASC: 10 Leadership and Collaboration - The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to advance the profession. INTASC-2013.10	61.26 % (68 / 111)	38.74 % (43 / 111)	0.00 % (0 / 111)	2.684	2.613	0.487

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
INTASC: 9 Professional Learning & Ethical Practice - The teacher candidate engages in ongoing professional learning. INTASC-2013.9	Evidence presented demonstrated candidate's engagement in ONGOING professional learning that DIRECTLY RELATED to his/her classroom instruction.	Evidence presented demonstrated candidate's engagement in professional learning that MAY OR MAY NOT RELATE to classroom instruction.	Evidence presented DID NOT demonstrate candidate's engagement in professional learning.
INTASC: 9 Professional Learning & Ethical Practice - The teacher candidate 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). INTASC-2013.9	Evidence presented demonstrated candidate's use of evidence to CONTINUALLY evaluate his/her practice.	Evidence presented demonstrated candidate's use of evidence to PERIODICALLY evaluate his/her practice.	Evidence presented DID NOT demonstrate candidate's use of evidence to evaluate his/her practice.
INTASC: 9 Professional Learning & Ethical Practice - The teacher candidate adapts practice to meet the needs of each learner. INTASC-2013.9	Evidence presented demonstrated candidate adapted practice to meet the needs of EACH learner.	Evidence presented demonstrated candidate adapted practice to meet the needs of SOME learners.	Evidence presented DID NOT demonstrate candidate adapted practice to meet the needs of learners.
INTASC: 10 Leadership and Collaboration - The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning. INTASC-2013.10	Evidence presented demonstrated candidate SOUGHT appropriate and MEANINGFUL LEADERSHIP ROLES leading to student learning.	Evidence presented demonstrated candidate PARTICIPATED in a leadership role.	Evidence presented DID NOT demonstrate candidate SOUGHT OR PARTICIPATED IN a leadership role.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>INTASC: 10 Leadership and Collaboration - The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p> <p>INTASC-2013.10</p>	<p>Evidence presented demonstrated candidate COLLABORATED WITH learners, families/community members, AND colleagues/other school professionals to ENSURE LEARNER GROWTH.</p>	<p>Evidence presented demonstrated candidate collaborated with AT LEAST TWO of the following: learners, families/community members, or colleagues/ other school professionals to ENSURE LEARNER GROWTH.</p>	<p>Evidence presented DID NOT demonstrate candidate collaborated with learners, families/community members, or colleagues/ other school professionals to ENSURE LEARNER GROWTH.</p>
<p>INTASC: 10 Leadership and Collaboration - The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to advance the profession.</p> <p>INTASC-2013.10</p>	<p>Evidence presented clearly demonstrated candidate's COLLABORATION WITH learners, families, colleagues, other school professionals, AND community members to ADVANCE THE PROFESSION.</p>	<p>Evidence presented demonstrated candidate's collaboration with AT LEAST TWO of the following (learners, families, colleagues, other school professionals, and/or community members) that MAY OR MAY NOT AFFECT THE PROFESSION.</p>	<p>Evidence presented DID NOT demonstrate candidate's collaboration with learners, families, colleagues, other school professionals, and community members to ADVANCE THE PROFESSION.</p>

Standards

INTASC-2013.10

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.

INTASC-2013.9

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.

Assessment Report: EDI 431 - Student Teaching, Secondary

GVSU Dispositions Assessment Rubric (updated 2/26/18)

Report Criteria

Semesters (bolded if contributing data)

- Fall 2017
- **Winter 2018**

Course

- EDI 431 - Student Teaching, Secondary

Assignment

- GVSU Dispositions Assessment Rubric (updated 2/26/18)

Assessment Type

- COE Instructor

GVSU Dispositions Assessment

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	96.30 % (78 / 81)	3.70 % (3 / 81)	0.00 % (0 / 81)	2.981	2.963	0.189
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t INTASC-2013.9 INTASC-2013.10 INTASC-2013.9.n INTASC-2013.10.t	79.01 % (64 / 81)	19.75 % (16 / 81)	1.23 % (1 / 81)	2.867	2.778	0.444
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9l INTASC-2013.9 INTASC-2013.9.l	79.01 % (64 / 81)	20.99 % (17 / 81)	0.00 % (0 / 81)	2.867	2.790	0.407

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l INTASC-2013.9 INTASC-2013.10 INTASC-2013.10.r INTASC-2013.9.l	65.43 % (53 / 81)	34.57 % (28 / 81)	0.00 % (0 / 81)	2.736	2.654	0.476
Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n INTASC-2013.10 INTASC-2013.2 INTASC-2013.8 INTASC-2013.2.n INTASC-2013.10.p INTASC-2013.8.p	88.89 % (72 / 81)	11.11 % (9 / 81)	0.00 % (0 / 81)	2.938	2.889	0.314
Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r INTASC-2013.4.r INTASC-2013.4 INTASC-2013.2 INTASC-2013.2.l	81.48 % (66 / 81)	18.52 % (15 / 81)	0.00 % (0 / 81)	2.886	2.815	0.388
Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m INTASC-2013.2.m INTASC-2013.9.m INTASC-2013.9 INTASC-2013.2	77.78 % (63 / 81)	22.22 % (18 / 81)	0.00 % (0 / 81)	2.857	2.778	0.416

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	45.57 % (36 / 79)	54.43 % (43 / 79)	0.00 % (0 / 79)	2.419	2.456	0.498

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity. INTASC standard: 9o; 6v INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	Models ethical and responsible behavior while abiding by local, state and federal rules and laws, university and school district policies and procedures, and professional standards.	Demonstrates awareness of local, state and federal rules and laws, university and school district policies and procedures, and professional standards.	Violates local, state or federal rules or laws, or university or school district policies or procedures, or professional standards.
Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning. INTASC standard: 9n; 10t INTASC-2013.9 INTASC-2013.10 INTASC-2013.9.n INTASC-2013.10.t	Critically evaluates professional practice using theory-, research-, or data-based evidence; regularly seeks opportunities for professional learning.	Recognizes approaches to professional practice that are supported by theory-, research-, or data-based evidence; attends required opportunities for professional learning.	Dismisses the importance of using theory-, research-, or data-based evidence to support professional practice; does not attend required opportunities for professional learning.
Reflective: Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness. INTASC standard: 9l INTASC-2013.9 INTASC-2013.9.l	Generates and implements improvements or revisions to professional practice based on accurate self-assessments.	Recognizes areas of professional practice that need improvement.	Does not evaluate own professional practice or makes inaccurate self-assessments and resists or ignores feedback.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver. INTASC standard: 10r; 9l</p> <p>INTASC-2013.9 INTASC-2013.10 INTASC-2013.10.r INTASC-2013.9.l</p>	<p>Models initiative, perseverance and self-efficacy by being a proactive, persistent, and engaged problem solver.</p>	<p>Recognizes problems and tries to address them using available resources.</p>	<p>Fails to recognize or address problems, acting helpless or passive.</p>
<p>Student Centered: Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy. INTASC standard: 10p; 8p; 10p; 2n</p> <p>INTASC-2013.10 INTASC-2013.2 INTASC-2013.8 INTASC-2013.2.n INTASC-2013.10.p INTASC-2013.8.p</p>	<p>Models sensitivity to the needs of individual students, builds positive relationships with them, and is willing to serve as an advocate when needed.</p>	<p>Recognizes students' needs and understands the importance of positive teacher-student relationships.</p>	<p>Demonstrates little or no understanding of individual students' needs, or interest in developing positive teacher-student relationships.</p>
<p>Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn. INTASC standard: 2l; 4r</p> <p>INTASC-2013.4.r INTASC-2013.4 INTASC-2013.2 INTASC-2013.2.l</p>	<p>Sets high expectations for all students.</p>	<p>Recognizes the need to set high expectations for all students.</p>	<p>Expresses low expectations for certain students.</p>
<p>Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives. INTASC standard: 9m; 2m</p> <p>INTASC-2013.2.m INTASC-2013.9.m INTASC-2013.9 INTASC-2013.2</p>	<p>Models equitable and unbiased behavior; integrates diverse perspectives.</p>	<p>Recognizes the need for being equitable and unbiased and for incorporating diverse perspectives.</p>	<p>Is biased, ignores diverse perspectives, or promotes stereotypes.</p>

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs. INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	Designs or differentiates instruction to engage students' background experiences, thinking processes, strengths, or needs.	Recognizes the students' background experiences, thinking processes, strengths, or needs.	Ignores students' background experiences, thinking processes, strengths, or needs.

Standards

INTASC-2013.1

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.

INTASC-2013.1.h

The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

INTASC-2013.1.i

The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

INTASC-2013.1.j

The teacher takes responsibility for promoting learners' growth and development.

INTASC-2013.1.k

The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

INTASC-2013.10

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.

INTASC-2013.10.p

The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

INTASC-2013.10.r

The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

INTASC-2013.10.t

The teacher embraces the challenge of continuous improvement and change.

INTASC-2013.2

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.

INTASC-2013.2.l

The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

INTASC-2013.2.m

The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

INTASC-2013.2.n

The teacher makes learners feel valued and helps them learn to value each other.

INTASC-2013.3

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.

INTASC-2013.3.r

The teacher is a thoughtful and responsive listener and observer.

INTASC-2013.4

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 the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.4.r

The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

INTASC-2013.6

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.

INTASC-2013.6.u

The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

INTASC-2013.6.v

The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

INTASC-2013.7

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.

INTASC-2013.7.n

The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

INTASC-2013.7.q

The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

INTASC-2013.8

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.

INTASC-2013.8.p

The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

INTASC-2013.8.s

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

INTASC-2013.9

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.

INTASC-2013.9.l

The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

INTASC-2013.9.m

The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

INTASC-2013.9.n

The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

INTASC-2013.9.o

The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Assessment Report: EDI 431 - Student Teaching, Secondary

OLD GVSU Dispositions Rubric (updated 6/1/17- deleted 2/26/18)

Report Criteria

Semesters (bolded if contributing data)

- **Fall 2017**
- Winter 2018

Course

- EDI 431 - Student Teaching, Secondary

Assignment

- OLD GVSU Dispositions Rubric (updated 6/1/17- deleted 2/26/18)

Assessment Type

- COE Instructor

GVSU Dispositions

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Ethical: Laws and Policies INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	97.06 % (33 / 34)	2.94 % (1 / 34)	0.00 % (0 / 34)	2.985	2.971	0.169
Ethical: Professional Standards for Technology INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	94.12 % (32 / 34)	5.88 % (2 / 34)	0.00 % (0 / 34)	2.969	2.941	0.235
Ethical: Assessments and Data INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	100.00 % (34 / 34)	0.00 % (0 / 34)	0.00 % (0 / 34)	3.000	3.000	0.000
Ethical: Professional Practice INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	94.29 % (33 / 35)	5.71 % (2 / 35)	0.00 % (0 / 35)	2.970	2.943	0.232
Fair: School Practices INTASC-2013.9.m INTASC-2013.9	51.43 % (18 / 35)	48.57 % (17 / 35)	0.00 % (0 / 35)	2.528	2.514	0.500
Fair: Diverse Perspective INTASC-2013.9.m INTASC-2013.9	76.47 % (26 / 34)	23.53 % (8 / 34)	0.00 % (0 / 34)	2.846	2.765	0.424

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Fair: Decision Making INTASC-2013.9.m INTASC-2013.9	79.41 % (27 / 34)	20.59 % (7 / 34)	0.00 % (0 / 34)	2.870	2.794	0.404
Resourceful: Problem Solving INTASC-2013.10 INTASC-2013.10.r	54.29 % (19 / 35)	45.71 % (16 / 35)	0.00 % (0 / 35)	2.579	2.543	0.498
Resourceful: Resource Management INTASC-2013.10 INTASC-2013.10.r	60.00 % (21 / 35)	40.00 % (14 / 35)	0.00 % (0 / 35)	2.667	2.600	0.490
Student Centered: Students' Needs INTASC-2013.10 INTASC-2013.10.p	84.85 % (28 / 33)	15.15 % (5 / 33)	0.00 % (0 / 33)	2.911	2.848	0.359
Student Centered: Care and Respect INTASC-2013.10 INTASC-2013.10.p	97.14 % (34 / 35)	2.86 % (1 / 35)	0.00 % (0 / 35)	2.985	2.971	0.167
Student Centered: Classroom Interactions INTASC-2013.10 INTASC-2013.10.p	94.29 % (33 / 35)	5.71 % (2 / 35)	0.00 % (0 / 35)	2.970	2.943	0.232
Challenging: Work Expectation INTASC-2013.4.r INTASC-2013.4 INTASC-2013.2 INTASC-2013.2.I	82.35 % (28 / 34)	17.65 % (6 / 34)	0.00 % (0 / 34)	2.893	2.824	0.381
Challenging: Methods and Materials INTASC-2013.4.r INTASC-2013.4 INTASC-2013.2 INTASC-2013.2.I	88.57 % (31 / 35)	11.43 % (4 / 35)	0.00 % (0 / 35)	2.935	2.886	0.318

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Responsive: Student Understanding and Learning INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	74.29 % (26 / 35)	25.71 % (9 / 35)	0.00 % (0 / 35)	2.827	2.743	0.437
Responsive: Individual Learning Needs INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	42.86 % (15 / 35)	57.14 % (20 / 35)	0.00 % (0 / 35)	2.375	2.429	0.495
Responsive: Feedback to Students INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	84.85 % (28 / 33)	15.15 % (5 / 33)	0.00 % (0 / 33)	2.911	2.848	0.359
Scholarly: Activities for Professional Growth INTASC-2013.9 INTASC-2013.9.n	61.76 % (21 / 34)	38.24 % (13 / 34)	0.00 % (0 / 34)	2.690	2.618	0.486

Measure	Proficient (3)	Developing (2)	Unsatisfactory (1)	Interpolated Median	Average	Pop. Std. Dev.
Scholarly: Approaches to Teaching and Learning INTASC-2013.9 INTASC-2013.9.n	75.76 % (25 / 33)	24.24 % (8 / 33)	0.00 % (0 / 33)	2.840	2.758	0.429
Scholarly: Intellectual Engagement INTASC-2013.9 INTASC-2013.9.n	91.18 % (31 / 34)	8.82 % (3 / 34)	0.00 % (0 / 34)	2.952	2.912	0.284
Reflective: Effectiveness of Lessons INTASC-2013.9 INTASC-2013.9.I	73.53 % (25 / 34)	26.47 % (9 / 34)	0.00 % (0 / 34)	2.820	2.735	0.441
Reflective: Self-Improvement INTASC-2013.9 INTASC-2013.9.I	91.43 % (32 / 35)	8.57 % (3 / 35)	0.00 % (0 / 35)	2.953	2.914	0.280
Reflective: Feedback on Practice INTASC-2013.9 INTASC-2013.9.I	74.29 % (26 / 35)	25.71 % (9 / 35)	0.00 % (0 / 35)	2.827	2.743	0.437

Rubric

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Ethical: Laws and Policies INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	Adheres to local, state and federal rules and laws. Complies with University and school district policies and procedures.	Demonstrates awareness of Federal, state, local, school and university policies and procedures.	Does not adhere to Federal, state, local, school or university policies and procedures.
Ethical: Professional Standards for Technology INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	Adheres to the all professional standards regarding the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate).	Demonstrates awareness of professional standards regarding the use of technology.	Violates professional standards regarding the use of technologies.
Ethical: Assessments and Data INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	Models ethical use of assessments and assessment data to identify learner strength and promote learner growth.	Appears to understand but does not always model ethical issues related to assessments and the use of assessment data.	Uses assessments or assessment data in ways that are unethical.
Ethical: Professional Practice INTASC-2013.9 INTASC-2013.6 INTASC-2013.6.v INTASC-2013.9.o	Models standards of professional practice such as academic honesty, and appropriate separation of personal and professional domains.	Demonstrates awareness of standards of professional practice; still developing consistent pattern of demonstrating professional practice.	Demonstrates a pattern of unprofessional practices such as absence, tardiness, failure to fulfill responsibilities, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious or political views upon others.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Fair: School Practices INTASC-2013.9.m INTASC-2013.9	Challenges negative attitudes or school practices that limit any student's opportunity to learn.	Encourages and supports participation and success for all students.	Is unaware that some school practices limit learning opportunities for some children.
Fair: Diverse Perspective INTASC-2013.9.m INTASC-2013.9	Integrates diverse perspectives for example, when selecting materials, designing activities, and interacting with others	Understands and appreciates diverse perspectives but does not always integrate diverse perspectives in teaching.	Ignores diverse perspectives, promotes stereotypes, and/or demeans others. Approaches diversity as if it is a problem to be solved.
Fair: Decision Making INTASC-2013.9.m INTASC-2013.9	Models ethical behavior in decision making, drawing upon the perspectives and values of all participants.	Considers a variety of perspectives when solving dilemmas or making decisions.	Approaches dilemmas and problems from a personal, self-serving, or unitary perspective.
Resourceful: Problem Solving INTASC-2013.10 INTASC-2013.10.r	Takes the lead to proactively solve problems.	Recognizes problems and seeks resolutions, collaborates with others.	Acts helpless when confronted with problems. Repeatedly waits for others to take the lead.
Resourceful: Resource Management INTASC-2013.10 INTASC-2013.10.r	Takes initiative in the procurement or distribution of necessary professional resources (time, knowledge, materials, support mechanisms).	Uses available resources to act appropriately and effectively in the pursuit of professional and academic goals.	Does not adequately plan, prepare or manage resources to fulfill responsibilities.
Student Centered: Students' Needs INTASC-2013.10 INTASC-2013.10.p	Solicits knowledge about individual students from a variety of sources and puts students' needs at the center of practice. Advocates for students when needed.	Demonstrates awareness of individual differences but does not consistently advocate for students.	Demonstrates little or no understanding of students' backgrounds or needs.
Student Centered: Care and Respect INTASC-2013.10 INTASC-2013.10.p	Behavior and language are indicative of caring and supportive professional relationship with students.	Behavior and language communicate respect for students.	Resists working with some groups or individuals, Makes derogatory remarks, uses destructive criticism, threats, physical coercion, or other inappropriate language or behavior with and about students.
Student Centered: Classroom Interactions INTASC-2013.10 INTASC-2013.10.p	Creates a classroom environment where student interactions are characterized by respectful talk, active listening, and turn-taking.	Attends to disrespectful behavior among students but does not always create conditions for positive classroom interactions.	Disregards or allows disrespectful interactions among students.
Challenging: Work Expectation INTASC-2013.4.r INTASC-2013.4 INTASC-2013.2 INTASC-2013.2.I	Uses a variety or series of questions, prompts, or assignments to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.	Asks the students questions designed to promote thinking and understanding, but assignments do not challenge learners.	Asks low level questions to some students, conveying that the work is too challenging for them. Accepts low quality work from some students.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Challenging: Methods and Materials INTASC-2013.4.r INTASC-2013.4 INTASC-2013.2 INTASC-2013.2.I	Enables the success of all students through the selection and use of appropriate methods and materials.	Makes perfunctory attempts to use a variety of methods and materials.	Fails to use appropriate methods and materials; Main objective is to get through the lesson.
Responsive: Student Understanding and Learning INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	Analyzes student understanding, interests and needs using information from formal and informal assessment strategies and monitors their academic progress.	Uses data to provide ideas about what can be done to improve students' learning but does not always consider students' interest and needs.	Uses only low-level summative assessments and is unaware of what students have learned or haven't learned from a lesson.
Responsive: Individual Learning Needs INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	Differentiates planning and instruction by considering individual student's diverse strengths, needs, interests, and cultural styles.	Monitors the progress of the class as a whole but minimally differentiates planning and instruction.	Fails to provide extra assistance or alternative learning experiences when needed.
Responsive: Feedback to Students INTASC-2013.1.h INTASC-2013.6.u INTASC-2013.7.q INTASC-2013.6 INTASC-2013.1 INTASC-2013.8 INTASC-2013.3 INTASC-2013.7 INTASC-2013.7.n INTASC-2013.3.r INTASC-2013.1.i INTASC-2013.1.k INTASC-2013.1.j INTASC-2013.8.s	Provides timely, thoughtful individualized feedback that promotes deep learning.	Provides timely feedback on superficial aspects of the task.	Feedback to students is of poor quality and not provided in a timely manner.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
Scholarly: Activities for Professional Growth INTASC-2013.9 INTASC-2013.9.n	Actively seeks out and engages in opportunities to expand professional knowledge and build professional skills; an example would be active membership in a professional organization,	Attends required or expected activities for professional growth.	Does not attend required or expected activities for professional growth.
Scholarly: Approaches to Teaching and Learning INTASC-2013.9 INTASC-2013.9.n	Investigates and implements approaches to teaching and learning that are supported by theory-, research-, or data-based evidence.	Demonstrates knowledge of approaches to teaching and learning that are supported by theory-, research-, or data-based evidence but does not take initiative to investigate and implement.	Is unaware of the importance of using theory-, research-, or data-based evidence to support teaching and learning.
Scholarly: Intellectual Engagement INTASC-2013.9 INTASC-2013.9.n	Analyzes, synthesizes and evaluates materials, seeks further information, and engages (e.g., peers, instructors, students) others in intellectual discussion.	Demonstrates minimal intellectual engagement with materials and others (e.g., peers, instructors, students).	Lack of intellectual engagement with materials or others (e.g., peers, instructors, students).
Reflective: Effectiveness of Lessons INTASC-2013.9 INTASC-2013.9.I	Makes thoughtful and accurate assessment of performance (e.g., interactions, written work, test results), and includes specific indicators of effectiveness.	Has a general sense of whether or not instructional practices were effective.	Misjudges the effectiveness of a lesson.
Reflective: Self-Improvement INTASC-2013.9 INTASC-2013.9.I	Generates potential improvements or revisions, and applies them to future practice. Seeks out opportunities for growth.	Recognizes areas that need improvement, but is uncertain how to proceed.	Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change.
Reflective: Feedback on Practice INTASC-2013.9 INTASC-2013.9.I	Actively solicits feedback on practice from both supervisors and colleagues.	Accepts feedback about his/her performance openly and in a non-defensive manner and uses feedback to improve/refine his/her practice.	Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, and supervisor) for negative results.

Standards

INTASC-2013.1

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.

INTASC-2013.1.h

The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

INTASC-2013.1.i

The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

INTASC-2013.1.j

The teacher takes responsibility for promoting learners' growth and development.

INTASC-2013.1.k

The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

INTASC-2013.10

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.

INTASC-2013.10.p

The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

INTASC-2013.10.r

The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

INTASC-2013.2

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.

INTASC-2013.2.i

The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

INTASC-2013.3

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.

INTASC-2013.3.r

The teacher is a thoughtful and responsive listener and observer.

INTASC-2013.4

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 the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.4.r

The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

INTASC-2013.6

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.

INTASC-2013.6.u

The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

INTASC-2013.6.v

The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

INTASC-2013.7

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.

INTASC-2013.7.n

The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

INTASC-2013.7.q

The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

INTASC-2013.8

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.

INTASC-2013.8.s

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

INTASC-2013.9

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.

INTASC-2013.9.i

The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

INTASC-2013.9.m

The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

INTASC-2013.9.n

The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

INTASC-2013.9.o

The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

