



18

APPROACHING STANDARDS

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

**3.5 Approaching Distinguished**

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

**2.5 Approaching Proficient**

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

**1.5 Approaching Emerging**

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

**0.5 Not Observed**



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APPROACHING STANDARDS

**4.0 Distinguished**  
exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners

**3.5 Approaching Distinguished**



**3.0 Proficient**  
exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners

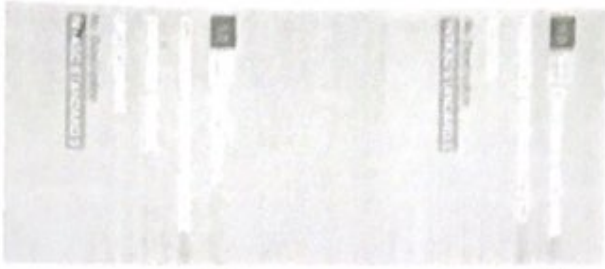
**2.5 Approaching Proficient**

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

**1.5 Approaching Emerging**

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

**0.5 Not Observed**



**20** Distinguished

colleagues with whom to discuss and reflection and learning for ongoing improvement of the classroom community

**19** Approaching Distinguished

consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language

**18** Approaching Proficient

models safety and respect to encourage a positive classroom learning community

**17** Approaching Emerging

proves unable or displays disrespectful behaviors contributing to a negative classroom learning community

**16** Not Observed

**15** Distinguished

creates a highly engaging learning environment, taking into account student differences and learning needs

**14** Approaching Distinguished

develops a learning environment that is consistently engaging for most students

**13** Approaching Proficient

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

**12** Approaching Emerging

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

**11** Not Observed

Handwritten notes in the right margin, including the word "Consistent" and other illegible scribbles.



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**Distinguished**  
communicates standards of conduct that are clear and effective

**Approaching Distinguished**

**Proficient**  
communicates clear standards of conduct

**Approaching Proficient**

**Emerging**  
communicates standards of conduct that may not be clear

**Approaching Emerging**

**Underdeveloped**  
has minimal standards of conduct in place

**Not Observed**

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**Distinguished**  
teacher candidate monitors student behavior and responds appropriately on a consistent basis

**Approaching Distinguished**

**Proficient**  
The teacher candidate monitors and responds to student behavior effectively

**Approaching Proficient**

**Emerging**  
the teacher candidate inconsistently monitors and responds to student behavior

**Approaching Emerging**

**Underdeveloped**  
The teacher candidate needs assistance with monitoring student behavior or is responding inconsistently

**Not Observed**

Faint, illegible text from the reverse side of the page is visible through the paper.



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**100 Distinguished**  
content mastery of content knowledge and learning programs that allow teacher candidates to address learners at their current level of understanding to other specialists or domain independent

**101 Approaching Distinguished**

**102 Proficient**  
structural practices indicate understanding of content knowledge and learning programs. practices are complete and appropriate for the content \*

**103 Approaching Proficient**

**104 Emerging**  
shows basic structural practices indicate some awareness of learning programs. practices are incomplete or separate for the content

**105 Approaching Emerging**

**106 Underdeveloped**  
shows minimal content knowledge structural practices indicate little awareness of learning programs and practices are too often incomplete or separate for the content

**107 Not Observed**

**108 Distinguished**

THE MOST APPLICABLE OF THE FOLLOWING STRATEGIES WILL BE IDENTIFIED TO ENGAGE LEARNERS IN MEANINGFUL LEARNING EXPERIENCES TO MEET THE CONTENT

**109 Approaching Distinguished**

**110 Proficient**  
applies appropriate strategies designed to engage learners in meaningful experiences and guide their toward mastery of content \*

**111 Approaching Proficient**

**112 Emerging**  
attempts to apply appropriate strategies in structural practice to engage learners in the mastery of content

**113 Approaching Emerging**

**114 Underdeveloped**  
applies inappropriate strategies in structural practice to engage learners in mastery of content

**115 Not Observed**

MOLE

30

The Description  
CONNECTIONS

40 Distinguished

designs and facilitates challenging learning experiences related to the standards near the experiences and relevant core content

35 Approaching Distinguished

30 Proficient

designs instruction related to the standards near the experiences and relevant core content

25 Approaching Proficient

20 Emerging

designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or the experiences

15 Approaching Emerging

10 Underdeveloped

designs instruction related to the core content but learning tasks have no relevance to the students' interests or the experiences

5 Not Observed

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The Description  
CONNECTIONS

40 Distinguished

architects interdisciplinary connections and multiple perspectives into activities allowing learners to independently make these connections to key concepts and themes

35 Approaching Distinguished

30 Proficient

designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections

25 Approaching Proficient

20 Emerging

designs activities for learners to engage with subject matter from a variety of perspectives but no interdisciplinary connections are developed

15 Approaching Emerging

10 Underdeveloped

designs activities related to subject matter but does so from a singular perspective and does not

5 Not Observed

*Not Observed Evaluation*



**4.6 Distinguished**  
 creates an environment that encourages higher level thinking and appropriate and appropriate connected to relevant content

**4.5 Approaching Distinguished**

**4.4 Proficient**  
 engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content

**4.3 Approaching Proficient**

**4.2 Emerging**  
 engages students in skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content

**4.1 Approaching Emerging**

**4.0 Underdeveloped**  
 strategies do not promote higher level thinking or collaborative problem solving connected to relevant content

**3.9 Not Observed**

**4.7 Distinguished**  
 design's and provides multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs

**4.6 Approaching Distinguished**

**4.5 Proficient**  
 uses multiple assessments that align with the learning targets

**4.4 Approaching Proficient**

**4.3 Emerging**  
 uses multiple assessments, but not all are aligned with the learning targets

**4.2 Approaching Emerging**

**4.1 Underdeveloped**  
 uses limited assessment methods and some that are not aligned with learning targets

**4.0 Not Observed**

**16**  
For Distinguished  
**STANDARD 7**

**10 Distinguished**  
 plans, demonstrates an understanding of prerequisite resources between goals and standards and structure and sequence; proactively anticipates accommodations and prepares to address them.

**9 Approaching Distinguished**  
For Distinguished

**8 Proficient**  
 plans a variety of learning experiences that are aligned with learning goals and standards or a sequence designed to meet student needs.

**7 Approaching Proficient**  
For Proficient

**6 Emerging**  
 plans for learning experiences that are aligned with learning goals.

**5 Approaching Emerging**  
For Emerging

**4 Underdeveloped**  
 lesson plans are not aligned with learning goals.

**3 Not Observed**  
For Not Observed

**16**  
For Distinguished  
**STANDARD 7**

**10 Distinguished**  
 uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs.

**9 Approaching Distinguished**  
For Distinguished

**8 Proficient**  
 uses information gained from assessment findings to customize instructional plans to meet students' needs.

**7 Approaching Proficient**  
For Proficient

**6 Emerging**  
 uses assessment findings to modify instructional plans to meet students' needs.

**5 Approaching Emerging**  
For Emerging

**4 Underdeveloped**  
 plans are not adjusted to meet student learning differences or needs.

**3 Not Observed**  
For Not Observed











**Outcomes Linked to Criteria**

**Criterion: Supports student learning through developmentally appropriate instruction**  
**INTASC Standards 2013**

<b>4.0 Distinguished</b> demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards through literature, professional development or activities	<b>4.5 Approaching Distinguished</b> No Observation	<b>4.9 Proficient</b> acts in accordance with ethical codes of conduct and professional standards, complies with laws and policies related to learners' rights and teachers' responsibilities	<b>5.0 Approaching Proficient</b> No Observation	<b>5.1 Emerging</b> acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	<b>5.5 Approaching Emerging</b> No Observation	<b>5.9 Underdeveloped</b> does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	<b>6.0 Not Observed</b> No Observation
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**Section**  
**Standard #1 Learner Development**  
**Description**  
 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Criterion: Accounts for differences in students' prior knowledge**  
**INTASC Standards 2013**

**Section**  
**Standard #1 Learner Development**  
**Description**  
 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.