

Below Expectations (1)	Approaching Expectations (2)	Meets Expectations (3)	Rating
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Section I: **The Learners:** This section integrates INTASC performance standards 2 (development,) 3 (diversity and individual needs,) and 5(motivation & management.)

Artifacts illustrate little to no knowledge or understanding of students' developmental levels, characteristics, or the need for learning environments that address the uniqueness of individual learners.	Artifacts illustrate adequate knowledge or understanding of students' developmental levels, characteristics, or the need for learning environments that address the uniqueness of individual learners.	Artifacts illustrate deep and extensive knowledge or understanding of students' developmental levels, characteristics, or the need for learning environments that address the uniqueness of individual learners.	
Artifacts do not illustrate attempts to modify instructional practice, respond to student differences, or use culturally responsive and relevant cultural examples.	Artifacts illustrate adequate attempts to modify instructional practice, respond to student differences, or use culturally responsive and relevant cultural examples.	Artifacts illustrate and contain multiple ways to modify instructional practice, respond to student differences, and use culturally responsive and relevant cultural examples.	
Artifacts include no or inappropriate examples of establishing standards and expectations for students.	Artifacts include appropriate examples or samples of setting appropriate expectations and standards for students.	Artifacts include examples and samples of setting appropriately high expectations and standards for all students, regardless of background or other characteristics.	
Section I Overall Rating:			

Section II: **The Curriculum:** This section integrates INTASC performance standards 1 (subject matter knowledge) and 7 (planning)

Artifacts illustrate little or superficial content or disciplinary knowledge; may contain subject-matter errors or inattention to important information. Little or no reference to state or national standards.	Artifacts illustrate accurate and thorough knowledge of subject matter and conceptual and procedural levels; artifacts include usage of or reference to emerging trends, research, or information; include reference to state and national standards.	Artifacts illustrate and demonstrate deep understanding of subject matter at conceptual and procedural levels; artifacts include use of current research, trends, and information about subject; Include reference to state and national standards.	
Artifacts illustrate or contain few or limited methods for presenting subject matter beyond printed text-based materials.	Artifacts illustrate several ways of presenting concepts, explanations, content and subject matter information; includes examples of electronic media and other methods.	Artifacts illustrate and contain examples and samples of multiple ways to present information, demonstrate concepts, and present explanations; includes multiple forms of electronic media and other student-oriented methods.	
Artifacts include few or inappropriate examples of developed lesson or unit plans; plans include little or no content or subject matter foundation; plans rely on single instructional approach.	Artifacts include appropriately developed lesson and unit plans with accurate and complete foundational subject matter content; plans include multiple instructional approaches.	Artifacts include fully developed lesson and unit plans with expansive and integrated reference to foundational subject matter content; plans include multiple instructional approaches with apparent attention to diverse learners.	
Section II Overall Rating:			

Section III: Teaching Process (This section integrates INTASC performance standards 4 (instructional strategies,) 6 (communication,) and 8 (assessment of learning))

Artifacts illustrate single, teacher-directed approach to instruction; include no methods or ways to address varied learning needs or styles; use little to no media or resources other than textual.	Artifacts include samples, examples, or illustrations of multiple strategies, methods, and techniques, including direct instruction, cooperative learning, problem or inquiry-based learning; artifacts show use of outside resources and media.	Artifacts include samples, examples, and illustration of multiple strategies, methods, and techniques, including direct instruction, cooperative learning, problem or inquiry-based learning; artifacts illustrate extensive and wide variety of resources and media; artifacts show teacher in multiple roles; artifacts illustrate attention to higher order thinking and problem solving.	
Artifacts include errors in grammar or usage; artifacts illustrate no attempt to modify communication styles or approaches for student differences.	Artifacts are word-processed, clearly written, and contain no errors in grammar or usage. Artifacts illustrate attempt to modify or adapt to student differences or needs.	Artifacts are word-processed, clearly written and contain no errors in grammar or usage; Artifacts illustrate or provide multiple examples of adapting or modifying methods to address student differences or needs.	
Artifacts illustrate few if any informal assessments and accommodations for individual differences; artifacts contain little or no reference to use of assessment.	Artifacts illustrate or demonstrate attention to assessment, including both informal and formal methods; artifacts include reference to use of assessment for reflection, modification, instructional approaches.	Artifacts illustrate and clearly demonstrate effective assessment strategies, including both informal and formal methods; artifacts include examples of assessment use for student learning.	
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Section IV: The Profession (This section integrates INTASC performance standards 9 (professional commitment) and 10 (relationships))

Artifacts show little or no reflective attempts or abilities; artifacts do not indicate willingness to pursue professional growth.	Artifacts illustrate reflective statements and capabilities; artifacts provide examples of ways candidate has grown and is seeking out ways to grow and improve practice.	Artifacts illustrate and provide examples of extensive and deep reflective capabilities, with personal and professional growth, attention to improving practice, and commitment to students learning.	
Artifacts show little or no evidence of collaboration, teamwork, or attempts to locate community support or resources.	Artifacts illustrate and provide evidence of teamwork, collaboration in planning, teaching, and reflecting on practice. Artifacts provide evidence of attention to community resources.	Artifacts provide ample and compelling evidence of teamwork, and successful collaborations. Artifacts provide knowledge and use of community agencies and resources.	
Section IV Overall Rating:			

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