

Candidate Name: _____

Final _____

Semester/Year: _____

Evaluator: _____

Eastern Illinois University - Student Teaching Rubric (Aligned with IPTS, Danielson Framework, inTASC)

Teaching Diverse Students	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
<p><u>IPTS Standard 1 (Holistic Rating)</u> The candidate demonstrates understanding of diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1</p>	Across time, the candidate does not create instructional opportunities that maximize student learning based on characteristics & abilities of learners.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners development.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners, development, and context of learning within social, economic, cultural, linguistic, and academic experiences.	
<p>Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a</p>	The candidate ineffectively collected or analyzed data regarding student development, prior experiences, families, cultures, and differing abilities.		The candidate facilitates a respectful learning community based upon data collected and analyzed regarding student development and prior experiences.		The candidate facilitates a respectful learning community based upon data collected and analyzed regarding student development, prior experiences, families, cultures, and differing abilities in a highly effective manner.	
<p>Q1b. The candidate differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b</p>	Across time, the candidate does not differentiate materials to introduce concepts and principles in so that these are meaningful to students at varying levels of development and with diverse learning needs.		The candidate differentiates strategies and materials to introduce concepts and principles in so that these are meaningful to students at varying levels of development and with diverse learning needs.		The candidate differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles in so that these are meaningful to students at varying levels of development and with diverse learning needs.	

Content Area and Pedagogical Knowledge	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
<p><u>IPTS Standard 2 (Holistic Rating)</u> The candidate demonstrates an in-depth understanding of content area knowledge</p>	The candidate creates learning experiences utilizing evidence-based practice. The candidate does not		The candidate creates meaningful learning experiences for students as a whole group based upon interactions		The candidate demonstrates an in-depth understanding of content area knowledge that includes	

that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	demonstrate content area knowledge including central concepts, methods of inquiry and content literacy.	among content area and pedagogical knowledge. The candidate does not include the use of evidence based practices. The candidate demonstrates a basic understanding of the content area being taught including central concepts and content literacy.	central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	The candidate utilizes resources that are not appropriate for all students, grade-level or content being taught.	The candidate utilizes resources that are appropriate grade level or content being taught. The candidate adapts lessons, activities and materials to meet the learning needs of differing students.	The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student, including all those identified as having exceptional learning needs (ELN, ELL, gifted).	
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	Across time, the candidate does not use either a variety of strategies or content area literature to support the development of student learning. Students' are not challenged to think critically or to develop inquiry strategies such as the use of higher order questioning skills..	The candidate uses either a variety of strategies or content area literature to support the development of student learning. Students' are not challenged to think critically or to develop inquiry strategies such as the use of higher order questioning skills.	The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills.	
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	The candidate designs instruction which does not utilize instructional or assistive technology strategies to support all learners.	The candidate design instruction which utilized either instructional or assistive technology strategies to most learners, but instruction does not support all learners with exceptional learning needs (ELL, ELN, gifted).	The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students.	

Planning for Differentiated Instruction	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
IPTS Standard 3 (Holistic) The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. IPTS 3; inTASC 2, 7, 8, 9	The candidate does not considers and utilize content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate considers and utilizes content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The candidate plans for ongoing student growth and achievement.	

Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I, 3O; DF: 1c, 1e; inTASC 2e, 7f	Across time, the candidate does not create short term or long term plans that address state standards and federal for all student learning and behavior.	The candidate creates either short term or long term plans that address state standards and/or federal goals and objectives to establish high expectations for all student learning and behavior, but does not specifically address those students with exceptional learning needs (ELL, ELN, gifted).	The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for all student learning and behavior, including those students with exceptional learning needs (ELL, ELN, gifted).	
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	The candidate does not use data to plan and develop or select relevant instructional content, materials, resources, and strategies, nor does the candidate differentiate instruction.	The candidate uses formative assessments to plan and develop or select relevant instructional content and materials to differentiate instruction.	The candidate uses multiple data sources, including formative and summative assessment data, to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction.	
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	The candidate develops plans that provide a single pathway for learning and does not take into account student responses or experiences. The candidate does not take into consideration personal biases and perspectives.	The candidate develops plans that provide different pathways for learning but pathways are not based on student responses and current experiences. The candidate does take into consideration personal biases and perspectives.	The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives.	

Learning Environment	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
IPTS Standard 4 (Holistic) The candidate structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. IPTS 4; inTASC 2, 3	The candidate does not structure a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates all of the following: cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	
Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	The candidate does not provide clear expectations or procedures for students.		The candidate creates learning environment safe, healthy and positive by utilizing either clear expectations or procedures that maximize learning for all students.		The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students.	

Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	The candidate does not use instructional and managerial strategies and techniques to organize or allocate, or manage or modify time and materials.	The candidate uses instructional and managerial strategies and techniques to organize or allocate, or manage or modify time and materials.	The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities, including those students with exceptional learning needs (ELL, ELN, gifted).	
Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	Across time, the candidate does not assess and analyzes either the learning environment or supporting student behavior data to develop awareness, respect, relationships, motivation, engagement and behavior of most students.	The candidate assesses and analyzes either the learning environment or supporting student behavior data to develop awareness, respect, relationships, motivation, engagement and behavior of most students.	The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students including those students with exceptional learning needs (ELL, ELN, gifted).	

Instructional Delivery	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	Across time, the candidate does not differentiate instruction or use a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking or problem-solving. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for whole group learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each individual student.	
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	The candidate does not monitor or adjust evidence-based instructional strategies, the candidate does not effectively use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities.		The candidate monitors and adjusts evidence-based instructional strategies, and uses technology and pacing to engage most students in active learning opportunities.		The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage all students in active learning opportunities.	

Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	The candidate does not implement disciplinary or interdisciplinary instructional approaches to develop presentations and representations of concepts which assist students' understandings and develop critical/creative thinking and problem solving.	The candidate implements disciplinary approaches to develop presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving.	The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving.	
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	The candidate does not address or utilize effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research or learning.	The candidate references but does not model effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning.	The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning.	
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	The candidate does not use student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of students.	The candidate uses at least one source of student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of most students.	The candidate uses a variety of student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student including those students with exceptional learning needs (ELL, ELN, gifted).	
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	The candidate does not vary his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time.	The candidate varies his or her role in the instructional process as instructor or facilitator in relation to the content, purposes, and the needs of the students to maximize instructional time.	The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time.	

Reading, Writing & Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of	Across time, the candidate does not demonstrate foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing all students, including those students with exceptional learning needs	

content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	writing, needs to facilitate the acquisition of content knowledge.		(ELL, ELN, gifted), reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	The candidate does not use and collect assessment data to co-plan and select materials and strategies to teach content area reading, and writing skills that meet the needs of diverse learners.	The candidate uses and collects assessment data to co-plan and select materials and strategies to teach content area reading, and writing skills that meet the needs of diverse learners.	The candidate collects and uses assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners, including those students with exceptional learning needs (ELL, ELN, gifted).	
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	Across time, the candidate does not integrate reading, writing, and oral communication to engage students in content learning.	The candidate integrates reading, writing, or oral communication to engage students in content learning.	The candidate integrates reading, writing, and oral communication to engage students in content learning.	
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	The candidate does not facilitate the use of word-identification or vocabulary skills, including either academic language or fluency strategies to foster comprehension of content for most learners.	The candidate facilitates the use of word-identification or vocabulary skills, including either academic language or fluency strategies to foster comprehension of content for most learners.	The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners, including those students with exceptional learning needs (ELL, ELN, gifted).	
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	Across time, the candidate does not guide students to analyze and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content.	The candidate guides students to analyze and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content.	The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content.	
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	Across time, the candidate does not support students to develop oral or written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas.	The candidate supports students to develop oral or written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas.	The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas.	

Assessment	1	2	3	4	5	Rating
	Does Not Meet		Meets		Exceeds	
<p>IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10</p>	The candidate does not utilize either formative or summative assessments evaluating student outcomes. The candidate does not make instructional decisions based on data.		The candidate utilizes summative assessments for measuring student growth and evaluating student outcomes. The candidate makes instructional decisions based on data.		The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	
<p>Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g</p>	The candidate does not use or modify assessment strategies and technologies to conduct and assess individual and whole class progress and performance, including the application of accommodations for students with diverse learning needs.		The candidate uses and modifies assessment strategies and technologies to conduct and assess individual and whole class progress and performance, including the application of accommodations for students with diverse learning needs.		The candidate uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs.	
<p>Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b</p>	The candidate does not maintain useful and accurate records of student work and performance		The candidate maintains useful and accurate records of student work and performance.		The candidate maintains useful, timely and accurate records of student work and performance.	
<p>Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f</p>	The candidate does not accurately interpret or use assessment results.		The candidate accurately interprets and uses assessment results, for the following purposes: to determine performance levels and identify learning goals.		The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students including those students with exceptional learning needs (ELL, ELN, gifted).	
<p>Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d</p>	The candidate does not communicate student performance data with families and other professionals		The candidate clearly communicates student performance other professionals in a manner that complies with district, state, and federal requirements.		The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements.	

Collaborative Relationships	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
<p>IPTS Standard 8 (Holistic) The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. IPTS 8; inTASC 1, 3, 5, 7, 9, 10</p>	<p>The candidate does not build or maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate does not work as a team member.</p>		<p>The candidate builds or maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues and students.</p>		<p>The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues, students, parents or guardians, and community members.</p>	
<p>Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,</p>	<p>The candidate does not work with school personnel or parents or guardians to promote fair and equal learning opportunities for overall student well-being.</p>		<p>The candidate works with school personnel through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being.</p>		<p>The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being.</p>	
<p>Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e</p>	<p>The candidate does not utilize collaborative problem-solving or conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).</p>		<p>The candidate utilizes collaborative problem-solving skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).</p>		<p>The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).</p>	
<p>Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c, 4d; inTASC 5g, 9d, 10g, 10h,</p>	<p>Across time, the candidate does not implement resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning or understanding of local and global issues.</p>		<p>The candidate identifies and implements a variety of digital resources to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues.</p>		<p>The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues.</p>	

Professionalism, Leadership and Advocacy	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
<p>IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10</p>	<p>The candidate does not demonstrate ethical and reflective practices or professionalism including demonstrating leadership in the learning community or advocating for students, parents or guardians, and the profession.</p>	<p>The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; the candidate either does not provide leadership in the learning community or does not advocate for students, parents or guardians, and the profession.</p>	<p>The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>			
<p>Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d , 4f ; inTASC 9b, 9f, 10k</p>	<p>The candidate does not demonstrate an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques). Candidate does not participate in schoolwide drills, training activities and certifications.</p>	<p>The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), or first response to medical emergencies (e.g., first aid and life-saving techniques). This is demonstrated through participation, but not leadership, in schoolwide drills, as well as participation in certifications and training activities.</p>	<p>The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation and leadership in schoolwide drills, training activities and certifications.</p>			
<p>Q9B The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i</p>	<p>The candidate does not model professional behavior and appropriate dispositions in the following areas: honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture.</p>	<p>The candidate models professional behavior and appropriate dispositions that reflect the following: honesty, integrity, personal responsibility, confidentiality,</p>	<p>The candidate models professional behavior and appropriate dispositions that reflect all of the following: honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture.</p>			
<p>Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d</p>	<p>The candidate does not communicate relevant information and ideas effectively to students, parents or guardians, and peers, and does not collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners.</p>	<p>The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, but does not collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement.</p>	<p>The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement.</p>			

Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	The candidate either does not know or comply with laws and rules and does not protect the confidentiality of information pertaining to each student and family.	The candidate knows and complies with laws and rules but inconsistently protects the confidentiality of information pertaining to each student and family.	The candidate knows and complies with all laws and rules and protects the confidentiality of information pertaining to each student and family.	
Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f	The candidate does not participate in professional activities and does not employ leadership skills to contribute to personal growth and school improvement	The candidate participates in professional activities but does not employ leadership skills to contribute to personal growth and school improvement	The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement	
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	The candidate does not evaluate best practices and research-based materials against benchmarks within the disciplines and does not reflect on professional practice and resulting outcomes.	The candidate evaluates best practices and research-based materials against benchmarks within the disciplines or reflects on professional practice and resulting outcomes.	The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes.	
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	The does not advocate on behalf of students and families to ensure the learning and well-being of each student in the classroom.	The candidate advocates, when asked, on behalf of students or families to ensure the learning and well-being of each student in the classroom.	The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom.	