

Field Experience 2 Assessment (ELE 3100, SED 3330, SPE 4901 or Departmental Methods Course)
Aligned to InTASC, IPTS (Illinois Professional Teaching Standards), DF (Danielson's Framework)

	Does Not Meet Standards 1-2	Meets Standards 3	Exceeds Standards 4-5
<p>1. The candidate demonstrates understanding of the impact of development on learning.</p> <p>InTASC Standard 1a, 1b, 2a, 2c, 7b, 7e</p> <p>IPTS 1D, 1E, 2E, 3C, 5E, 5P, 5S</p> <p>DF 1b, 2b</p>	<p>The candidate demonstrates a limited understanding of the impact of development on learning by designing and implementing instruction with no apparent regard for the age and/or grade appropriateness of the instructional content and resources. As a result, the candidate targets instruction below/above the learners' developmental level.</p>	<p>The candidate demonstrates an understanding of the impact of development on learning by considering the age and grade level appropriateness of instructional content and materials when designing and implementing instruction to improve access to instruction and positively impact learning.</p>	<p>The candidate applies their understanding of the impact of development on learning by considering the age and grade level appropriateness of instructional content and materials when designing and implementing instruction to maximize performance on learning outcomes. Candidate can effectively scaffold content to respond to the learners' developmental needs.</p>
<p>2. The candidate demonstrates understanding of the impact of individual differences.</p> <p>InTASC Standard 1a, 1b, 2a, 2c, 7b, 7e</p> <p>IPTS 1D, 1E, 2E, 3C, 5E, 5P, 5S</p> <p>DF 1b, 2b</p>	<p>The candidate demonstrates a limited understanding of the impact of individual differences by creating instructional opportunities that are responsive to the needs of the class.</p> <p>Consequently, the candidate appears non-responsive to how individual differences may impact variables such as pacing, task demands, communication and response modes.</p>	<p>The candidate understands the impact of individual differences by creating instructional opportunities based on the social, economic, cultural, linguistic, and prior academic experiences of the learners.</p> <p>Candidate considers the impact of learner backgrounds by effectively adjusting instruction for needed differences such as pacing, task demands, communication and response modes as to improve access to instruction and positively impact performance on instructional tasks.</p>	<p>The candidate applies knowledge of individual differences by providing instructional opportunities based on the social, economic, cultural, linguistic, and prior academic experiences of the learners.</p> <p>Candidate capitalizes on learner backgrounds by proactively planning for needed differences such as pacing, task demands, communication and response modes as to increase engagement in and performance on instructional tasks.</p>

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<p>3. The candidate creates a safe, healthy and positive learning environment using clear expectations and routines.</p> <p>InTASC 3c, 3d IPTS 4A, 4F, 4G, 4I, 4J DF: 2a, 2b, 2c, 2d, 2e</p>	<p>The candidate attempts to manage the learning environment through the adherence to classroom expectations and routines. However, the candidate applies expectations and routines with a lack of equity favoring some learners and ignoring the behaviors of others.</p> <p>Candidate relies on the cooperating teacher and/or demonstrates minimal responsibility for the organization, allocation, and coordination of the classroom space, materials, and instructional time. As a result, the candidate demonstrates difficulty in maintaining a safe and respectful learning environment.</p>	<p>The candidate manages a learning environment that is safe, healthy, and positive by providing clear expectations (e.g. guidelines for respectful class discussion) and routines. Candidate maintains the organization, allocation, and coordination of the classroom space, materials, and instructional time to maintain a respectful learning climate.</p>	<p>The candidate creates and monitors a safe, healthy, and positive learning environment through the use of clear expectations (e.g. guidelines for respectful class discussion) and routines. Candidate actively and equitably engages learners by organizing, allocating, and coordinating the classroom space, materials, and use of instructional time to maximize learning.</p>
<p>4. The candidate assesses and analyzes the learning environment.</p> <p>to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students.</p> <p>InTASC 3f, 3, IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q DF: 1f, 3d, 4b</p>	<p>The candidate ineffectively assesses the learning environment. Candidate acts in ways, or does not prevent students from acting in ways, that demonstrate a lack of respect for others, hinders relationships, causes disengagement, or distracts from learning.</p> <p>The candidate often misses or ignores classroom behavior that is disruptive to the learning environment. Since the candidate is unresponsive to learner behavior, student learning and interactions are negatively impacted.</p>	<p>The candidate assesses and analyzes the learning environment and student behavior to develop and enhance awareness, respect, relationships, motivation, and engagement of learners including those learners with exceptional learning needs (ELL, ELN, gifted).</p> <p>Candidate identifies learner behaviors that are interrupting the instructional flow. The candidate addresses the learner behavior but creates observable interruptions in instruction.</p>	<p>The candidate analyzes and adjusts the learning environment to develop and enhance awareness, respect, relationships, motivation, and engagement of learners including those learners with exceptional learning needs (ELL, ELN, gifted).</p> <p>Candidate intentionally and perceptively observes learner interactions and classroom climate. Candidate can make swift and effective adjustments, without interrupting instructional flow, to address learner behavior that could impact student learning and respectful interactions.</p>

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<p>5. The candidate uses classroom management strategies to respond to appropriate and inappropriate learner behavior.</p> <p>IPTS 4a, 4f, 4G, 4L, 4O, 4Q, 4P</p> <p>DF 2a, 2b, 2d</p>	<p>The candidate ineffectively uses classroom management interventions to respond to both appropriate and inappropriate learner behavior. Candidate does not consider the intensity or frequency of the appropriate or inappropriate behavior when implementing behavior interventions. As a result, the candidate threatens the dignity and respect for the learners by over or under “reinforcing” or “punishing”.</p>	<p>The candidate appropriately uses classroom management interventions to respond to both appropriate and inappropriate learner behavior. Candidate maintains the dignity and respect for the learner when applying interventions.</p> <p>Candidate outwardly recognizes the appropriate behavior of learners through the provision of reinforcement at a level consistent with the learners’ age and interests.</p>	<p>The candidate effectively uses various preventative and intervening classroom management strategies to respond to both appropriate and inappropriate learner behavior. Candidate maintains the dignity and respect for the learner by using least restrictive interventions to more restrictive interventions.</p> <p>Candidate intentionally recognizes the appropriate behavior of learners through the provision of a reinforcement at a level consistent with the learners’ age and interests. Candidate encourages learners to self-monitor and evaluate their behavior as a means of promoting independence and accountability for their choices.</p>
<p>6. The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each learner.</p> <p>InTASC 2b, 2c, 9c</p> <p>IPTS 5G, 5P</p> <p>DF: 1c , 3d, 3e</p>	<p>The candidate attempts to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each learner including those learners with exceptional learning needs (ELL, ELN, gifted). However, the candidate bases his/her decision on recommendations of the cooperating teacher or university supervisor instead of learner performance data.</p>	<p>The candidate uses learner performance data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each learner including those learners with exceptional learning needs (ELL, ELN, gifted).</p>	<p>The candidate uses a variety of learner data (e.g. standardized test scores, student interest inventories, prior learning experiences) to adapt the curriculum and implement instructional strategies and materials according to the strengths and needs of each student including those students with exceptional learning needs (ELL, ELN, gifted).</p>

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<p>7. The candidate gave clear and accurate directions and procedural directives related to activities, materials, procedures and technology.</p> <p>InTASC 3d, 3g</p> <p>IPTS 4M</p> <p>DF: 2a, 2c, 2e, 3c, 3d</p>	<p>The candidate gives unclear or inaccurate directions when engaging students in activities, materials, procedures, and technology.</p>	<p>The candidate gives learners clear and accurate directions related to engaging in activities, materials, procedures, and technology. Candidate provides learners with examples to support directions and procedural directives.</p>	<p>The candidate provides learners with clear and accurate verbal and written directions and procedural directives related to engaging in activities, materials, procedures, and technology. Candidate provides learners with examples and non-examples of adherence to directions and procedural directives.</p>
<p>8. The candidate encourages learners to engage in inquiry by using questioning techniques and related strategies to develop critical thinking and problem-solving skills.</p> <p>InTASC 8f, 8i</p> <p>IPTS 2.B, 2.C, 2.E, 2.J, 2.K, 2.NDF: 2a, 3a, 3b, 3e</p>	<p>The candidate engages learners in lower-level questioning techniques and related strategies. As a result, the learners' ability to think critically is negatively impacted.</p>	<p>The candidate encourages learners to engage in inquiry by using questioning techniques and related strategies to promote problem-solving skills.</p> <p>Candidate requires learners to generate solutions to classroom provided problems.</p>	<p>The candidate engages learners in inquiry by using a range of higher-level questioning techniques and related strategies to develop critical thinking and problem-solving skills.</p> <p>Candidate requires learners to work individually and provides opportunities for learners to cooperatively generate new ideas, innovations, and solutions to theoretical and life problems .</p>
<p>9. The candidate communicates the behavioral and academic expectations for learner success.</p> <p>InTASC 2e, 7f</p> <p>IPTS 3A, 3B, 3H, 3I , 3ODF: 1c, 1e</p>	<p>Although the candidate visually and orally communicates the academic and behavioral expectations for learner success, the candidate lacked clarity.</p> <p>Candidate randomly monitored the expectations negatively impacting learner engagement in instruction and learning activities.</p>	<p>The candidate visually and orally communicates the academic and behavioral expectations for learner success.</p> <p>The candidate implements and monitors classroom procedures and expectations to maintain learner engagement in instruction and learning activities.</p>	<p>The candidate displays, states, and models the behavioral and academic expectations for learner success and interactions.</p> <p>Candidate collaboratively includes learners in the development and monitoring of classroom procedures and expectations. Candidate adheres to the behavioral and academic expectations to promote learner success and a safe and respectful learning environment.</p>

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<p>10. The candidate aligns state learning standards with instructional plans to establish high expectations for learning and behavior.</p> <p>InTASC 2e, 7f IPTS 1 C, 1E, 3A, 3B, 3H, 3I , 3O</p>	<p>The candidate may or may not attempt to align state learning standards with the content of instructional plans to establish high expectations for learning and behavior. If attempted, the candidate does not demonstrate a clear alignment between state learning standards and instructional content.</p>	<p>The candidate aligns state learning standards with the content of instructional plans to establish high expectations for learning and behavior.</p>	<p>The candidate establishes high expectations for student learning and behavior, including those students with exceptional learning needs (ELL, ELN, gifted) by aligning state standards and federal goals to short-term and long- term instructional goals and objectives.</p>
<p>11. The candidate utilizes relevant and culturally responsive instructional content and strategies.</p> <p>InTASC 2a, 2d, 2e, 2f, 7dIPTS 3D, 3E, 3G, 3J, 3Q DF: 1d, 1e</p>	<p>The candidate uses instructional content and strategies provided by the school to meet the instructional needs of the majority. As a result, the needs of students with exceptional learning needs (ELL, ELN, gifted) go unaddressed.</p> <p>Candidate provides learners with only “mainstream” perspectives of instructional content.</p>	<p>The candidate utilizes relevant instructional content and strategies to individualize instruction to meet the needs of all learners, including those students with exceptional learning needs (ELL, ELN, gifted).</p> <p>Candidate considers the cultural responsiveness of instructional content and strategies by offering learners differing perspectives and aligning the instructional strategies with the learners’ cultural values.</p>	<p>The candidate selects and utilizes relevant instructional content and strategies to differentiate instruction to meet the needs of all learners, including those students with exceptional learning needs (ELL, ELN, gifted).</p> <p>Candidate provides differing perspectives on instructional content and uses instructional strategies that promote the learners’ differing cultural values.</p>
<p>12. The candidate incorporates relevant and culturally responsive instructional materials and resources, including digital technology and assistive technology.</p> <p>InTASC 2a, 2d, 2e, 2f, 7dIPTS 3D, 3E, 3G, 3J, 3Q DF: 1d, 1e;</p>	<p>The candidate uses instructional materials and resources provided by the school to meet the instructional needs of the majority. As a result, the needs of students with exceptional learning needs (ELL, ELN, gifted) go unaddressed.</p> <p>Candidate selects materials/resources which support the “mainstream” perspective.</p>	<p>The candidate incorporates instructional materials and resources, including digital technology and assistive technology, to individualize instruction to meet the needs of all learners, including those students with exceptional learning needs (ELL, ELN, gifted).</p> <p>Candidate considers the cultural responsiveness of materials and resources by selecting materials/resources which support differing perspectives.</p>	<p>The candidate effectively integrates instructional materials and resources, including digital technology and assistive technology, to differentiate instruction to meet the needs of all learners, including those students with exceptional learning needs (ELL, ELN, gifted).</p> <p>Candidate considers the cultural responsiveness of materials and resources by selecting materials/resources which engage learners in identifying differing perspectives.</p>

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<p>13. The candidate manages instructional time.</p> <p>IPTS 4A, 4M, 5F, 5RDF 1e, 2c, 3e</p>	<p>The candidate ineffectively manages instructional time by implementing instructional routines and procedures within the scope of available instructional time. However, the candidate takes up too much time or does not allow for enough time resulting in wasted instructional time. Candidate did not appear to formally signal to transitions from subject to subject or class to class adding to additional wasted time.</p>	<p>The candidate effectively manages instructional time by efficiently implementing instructional routines and procedures within the scope of available instructional time. Candidate uses signals to indicate transitions from subject to subject or class to class.</p>	<p>The candidate maximizes instructional time by efficiently implementing instructional routines and procedures, as well as carefully sequenced activities that allow for seamless transition from task to task. The candidate considers the amount of available instructional time and the task demands in managing instructional time.</p>
<p>14. The candidate uses a variety of instructional and managerial strategies and techniques to engage learners in meaningful learning activities.</p> <p>InTASC 2a, 3d, 3e IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P DF: 2d, 2c, 3a, 3b, 3c, 3e</p>	<p>The candidate ineffectively uses instructional and managerial strategies and techniques to engage learners in meaningful learning activities, including those students with exceptional learning needs (ELL, ELN, gifted). The candidate manages instructional groups, materials, and supplies in a manner that creates significant loss of instructional time and a lack of engagement of learners in instructional activities.</p>	<p>The candidate appropriately uses instructional and managerial strategies and techniques to engage learners in meaningful learning activities, including those students with exceptional learning needs (ELL, ELN, gifted). The candidate manages instructional groups, materials, and supplies with little to no loss in instructional time. With minimal guidance and prompting, learners appropriately engage in learning activities.</p>	<p>The candidate effectively uses a balance of instructional and managerial strategies to engage learners in meaningful learning activities, including those students with exceptional learning needs (ELL, ELN, gifted). Because learners are well-versed in the routines and instructional strategies, the candidate encourages learners to take the initiative to self-manage their roles in instructional groups and the handling of materials and supplies to sustain engagement in learning activities.</p>

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<p>15. The candidate utilizes both formative and summative assessment data to support educational decision-making.</p> <p>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> <p>InTASC 1a, 10c IPTS 3b, 3d, 3i, 3j DF 1f</p>	<p>The candidate ineffectively utilizes formative and summative assessments, as well as informal feedback, for determining learner needs, monitoring learner progress and growth, and evaluating learner outcomes. Candidate uses assessment data to establish grades, but does not use data to support daily instructional planning, implementation, and accommodation decisions.</p>	<p>The candidate appropriately utilizes formative and summative assessments, as well as informal feedback, for determining learner needs, monitoring learner progress and growth, and evaluating learner outcomes. Candidate uses learners' performance data to respond to the short-term instructional planning, implementation, and accommodation needs of learners.</p>	<p>The candidate effectively utilizes formative and summative assessments, as well as informal feedback, for determining learner needs, monitoring learner progress and growth, and evaluating learner outcomes. Candidate uses assessment data to anticipate and proactively drive short-term and long-term instructional planning, implementation, and accommodation decisions.</p>
<p>16. The candidate uses learner performance data to implement and adapt the curriculum, instructional strategies and materials.</p> <p>InTASC 2b, 2c, 9c IPTS 3b, 3d 5G, 5PDF: 1c , 3d, 3e</p>	<p>The candidate is not aware of the importance of assessment data, provides little monitoring of student learning, provides only general feedback, and ineffectively attempts to adjust lessons when learners do not understand.</p>	<p>The candidate uses learner performance data to appropriately adapt curriculum, instructional strategies and materials in accordance with the characteristics of the learner inclusive of learners with diverse needs (ELL, ELN, gifted).</p>	<p>The candidate uses a various source of data specific to learner performance to effectively adapt curriculum, instructional strategies and materials in accordance with the learner's diverse strengths and needs.</p>

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<p>17. The candidate demonstrates ethical assessment practices.</p> <p>InTASC 9c IPTS 3j, 4h, 5g, 5p DF 4f</p>	<p>The candidate demonstrates a limited understanding of ethical assessment practices by being unfamiliar with the general purpose of the assessment when selecting, developing, and administering formal and/or informal assessments. The candidate may administer the assessment in the learner's primary language, but violates the administration, scoring, and data interpretation procedures. As a result, the candidate demonstrates assessment practices that violate the validity or reliability of the assessment.</p> <p>The candidate may intentionally or unintentionally create bias by applying grading practices and assessment procedures unfairly or with a lack of equality. Therefore, the candidate evaluates learners differently without causation.</p> <p>Candidate may intentionally or unintentionally violate confidentiality by using and openly sharing assessment data with individuals in settings that lack relevance to the learner.</p>	<p>The candidate demonstrates understanding of ethical assessment practices by considering the general purpose of the assessment when selecting, developing, and administering formal and/or informal assessments. The candidate administers the assessment in the learner's primary language, and attempts to adhere to administration, scoring, and data interpretation procedures. However, the candidate may unintentionally demonstrate assessment practices that violate the validity or reliability of the assessment.</p> <p>To minimize bias, the candidate demonstrates fairness and equity in assessing instructional content and in implementing grading practices.</p> <p>Candidate also maintains confidentiality in the use and sharing of assessment data by sharing data with relevant stakeholders.</p>	<p>The candidate models ethical assessment practices by assuring that the intended purpose or focus of assessment is fulfilled when selecting, developing, and administering formal and/or informal assessments. The candidate administers the assessment in the learner's primary language and adheres to administration, scoring, and data interpretation procedures.</p> <p>To minimize bias, the candidate demonstrates fairness and equity in assessing instructional content and in implementing grading practices. When adjusting assessment practices, the candidate communicates the reason for the adjustment and adjusts in an equitable manner.</p> <p>Candidate also maintains confidentiality in the use and sharing of assessment data by sharing data with relevant stakeholders in appropriate settings and at appropriate times.</p>

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<p>18. The candidate demonstrates an in-depth understanding of curricular subjects including central concepts, methods of inquiry, and structures of the discipline.</p> <p>InTASC 4a, 4b, 4c, 4d 5b, 5c, 5d IPTS 2a, 2b, 2c, 2d, 9a DF 1a, 1d</p>	<p>The candidate demonstrates a limited understanding of central concepts, methods of inquiry, structures of the academic area being taught. The candidate makes errors in the delivery of instructional content/processes and does not self-correct. Without intervention from the cooperating professional, the candidate may have the learners practice content/process incorrectly.</p>	<p>The candidate demonstrates an appropriate understanding of major concepts, processes of inquiry, and ways of knowing that are central to the subject area being taught. The candidate makes instruction accessible to learners and creates opportunities for learners to engage in practice opportunities to promote skill mastery.</p> <p>The candidate may make minor errors in the delivery of content, but self-corrects during instruction.</p>	<p>The candidate demonstrates in-depth and errorless understanding of the central concepts, methods of inquiry, structures of academic and non-academic subject areas in the representation and presentation of curricular content/processes.</p> <p>The candidate establishes skill connections to other subject areas promoting learners to engage in practice across learning environments.</p>
<p>19. The candidate models effective verbal and written skills when presenting information and when communicating with learners, professionals and families.</p> <p>IPTS 6E, 6F</p>	<p>Candidate appears to be negative when communicating with learners, school professionals, and/or families. Candidate writes and speaks with a tone of condescension or sarcasm. When the candidate makes errors in written and/or oral communication the candidate requires prompting to self-correct.</p> <p>Candidate demonstrates a mismatch in his/her nonverbal and verbal language resulting in confusion on the part of the learner, school professional, and/or family member as to the meaning and intent of the message.</p>	<p>Candidate is respectful when communicating with learners, school professionals, and/or families. When the candidate makes errors in written and/or oral communication the candidate self-corrects.</p> <p>Candidate aligns his/her nonverbal and verbal language to demonstrate consistency in the delivery of the communication.</p>	<p>Candidate uses clear and positive language when communicating with learners, school professionals, and families to promote respectful, supportive, and collaborative interactions. Additionally, the candidate speaks and writes without errors. Candidate aligns his/her open nonverbal and positive verbal language to enhance trustworthiness and approachability.</p>

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20. The candidate maintains useful and accurate records of learner work and performance. IPTs 7M; DF: 4b; inTASC 6b	The candidate depends on the cooperating teacher to maintain accurate records on current performance data (current grade/performance level, strengths, and areas of needed improvement) for each learner. As a result, the candidate is unfamiliar with each learner's performance.	The candidate maintains accurate records on current performance data (current grade/performance level, strengths, and areas of needed improvement) for each learner. Candidate uses the information assign grades on report cards.	The candidate maintains current performance data (current grade/performance level, strengths, and areas of needed improvement) for each learner. Candidate routinely uses work samples to support and improve learner performance.
21. The candidate provides accurate and timely feedback about student progress to students, cooperating professionals and parents. IPTs 5J, 9J DF: 3a, 3d, 4c	Candidate attempts to provide verbal and/or written feedback to learners. However, the candidate lacks timeliness, accuracy, and/or clarity in the delivery of feedback. Relevant school professionals must ask the candidate about feedback for it to be shared.	The candidate accurately captures students' skill mastery and areas for growth by providing useful verbal and written feedback. Candidate is prompt, clear, and makes feedback available when requested to relevant school professionals and families.	The candidate accurately captures students' skill mastery and areas for growth including error patterns by providing useful verbal and written feedback. Candidate is prompt, clear, and makes feedback readily available to relevant school professionals and families.
22. The candidate demonstrates ethical and reflective practices. InTASC 9e, IPTs 9i DF 4a	<p>The candidate requires prompting to reflect on the instructional effectiveness of lesson delivery. Candidate may require he cooperating teacher or university supervisor to provide suggestions for change.</p> <p>Candidate may use unprofessional language to communicate with learners and families. Consequently, the candidate does not serve as an effective advocate for learners and their families.</p>	<p>The candidate without prompting reflects on instructional effectiveness. Candidate engages in changes with the purpose of remediating issues occurring during instruction that may have impacted the learners' performance.</p> <p>Candidate uses professional language to communicate with learners and families. The candidate serves as an advocate for all learners and their families.</p>	<p>The candidate actively and without prompting reflects on the impact of stages of instruction (assessment, planning, implementation, and evaluation) as well as the learning environment. Candidate engages in changes with the purpose of personal learning and professional growth.</p> <p>Candidate uses professional language to communicate with learners and families. The candidate serves as an advocate for all learners and their families and provides opportunities for learners and their families to self-advocate for their needs.</p>

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<p>23. The candidate models professional behavior and appropriate dispositions including matters relating to digital culture.</p> <p>InTASC 10i IPTS 9G, 9H, 9I, 9S, 9T DF: 4c, 4d, 4f</p>	<p>The candidate demonstrates issues with professional behavior and dispositions by engaging in behaviors such as sharing inaccurate or private information, talking negatively about other people, blaming others for personal challenges, using inappropriate verbal language and defensive body language, making disparaging remarks about the learner(s) and/or the learners' families.</p>	<p>The candidate exhibits professional behavior and appropriate dispositions (in physical and digital settings) demonstrating honesty, integrity, personal responsibility, confidentiality, and respect in their interactions with school personnel, the learner, and families.</p> <p>Candidate acknowledges his/her role in decisions and attempts to maintain a positive attitude through the demonstration of positive verbal language when interacting with other school personnel, learners, and their families.</p>	<p>The candidate serves as a model of professional behavior and appropriate dispositions (in physical and digital settings) demonstrating honesty, integrity, personal responsibility, confidentiality, and respect in their interactions with school personnel, the learner, and families.</p> <p>Candidate owns his/her decisions and takes responsibility for the impact of the decisions. Additionally, the candidate maintains a positive attitude even in difficult situations through the demonstration of positive verbal tone and language use as well as open and approachable body language when interacting with other school personnel, learners, and their families.</p>
<p>24. The candidate is an active member of professional learning teams dedicated to fostering student growth and development.</p> <p>InTASC 7e, 10a, 10c, 10e IPTS 8a, 8b, 8c, 8d, 8e, 8j, 8k8n, 8o, 8p DF: 4c, 4d</p>	<p>The candidate joins professional learning teams as required by the district or joins reluctantly providing little contribution that fosters student growth and development (e.g. cognitive, linguistic, physical, social and emotional). The candidate communicates poorly with colleagues, learners, and families.</p>	<p>The candidate is an active member of professional learning teams dedicated to foster student growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional). The candidate takes advantage of opportunities to collaborate and communicate with colleagues, learners, and families.</p>	<p>The candidate initiates or takes on leadership positions within professional learning teams dedicated to foster student growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional). The candidate initiates collaboration, communication, and outreach with/to colleagues, learners, family, and community members to positive ends.</p>

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<p>25. The candidate collaborates effectively with school personnel and utilizes problem-solving skills.</p> <p>InTASC 7e, 10a, 10c, 10e</p> <p>IPTS 8F, 8K, 8L, 8N, 8O, 8R, 8S</p> <p>DF: 4c, 4d, 4e, 4f</p>	<p>The candidate communicates his/her ideas to school personnel but is unresponsive to suggestions made by others.</p> <p>When suggested approaches and resources are provided by the cooperating teacher or university supervisor, the candidate ignores the recommendations.</p>	<p>The candidate utilizes collaborative problem-solving skills to effectively work with school personnel and families for the purposes of planning, instruction and assessment. Candidate uses the input from professionals and families to arrive at a solution.</p> <p>Candidate serves as a resource suggesting approaches and resources to professionals to support the overall growth of learners, including those with diverse learning needs (i.e., ELN, Gifted, ELL).</p>	<p>The candidate collaborates effectively with school personnel and families to empower them to take ownership in curriculum planning, instructional delivery, and assessment. Candidate uses conflict resolution skills to de-escalate situations where disagreements exist and attempts to find common ground which to agree and move forward toward an agreed upon solution.</p> <p>Candidate serves as a resource suggesting approaches and resources to professionals and families to support the overall growth of learners, including those with diverse learning needs (i.e., ELN, Gifted, ELL).</p>
<p>26. The candidate employs instructional and assistive technology to increase instructional access for all students.</p> <p>InTASC 4g</p> <p>IPTS 2L, 2O, 3N</p> <p>DF: 1b, 1d, 3c, 3e</p>	<p>The candidate attempts to employ instructional and assistive technology to increase instructional access for all students. However, the candidate does not make herself/himself familiar with how to use the technology resulting in significant loss of instructional time.</p>	<p>The candidate employs instructional and assistive technology to increase instructional access for all students. The candidate is aware of the technology and incorporates it into instruction but requires assistance from the cooperating teacher to minimize loss of instructional time.</p>	<p>The candidate selects and independently employs appropriate instructional and assistive technology to assure instructional access and improve engagement and performance on instructional outcomes. The candidate is familiar with the technology and integrates it into instruction without interrupting instructional time.</p>
<p>27. The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning.</p> <p>InTASC 3g, 6i, 8g,</p> <p>IPTS 5E, 5G, 5H, 5ODF: 1d, 3a</p>	<p>The candidate incorporates few digital tools into classroom instruction or does not clearly guide students in using such tools to locate, analyze, evaluate, and utilize information resources to support research and learning. Candidate demonstrates ineffective search practices and/or is unable to decipher biased versus vetted online informational resources.</p>	<p>The candidate demonstrates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. Candidate demonstrates an understanding of pedagogical approaches to teaching digital and information literacy.</p>	<p>The candidate models and facilitates effective use of a range of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. Candidate demonstrates an understanding of current pedagogical approaches to teaching digital and information literacy.</p>

