

Impact on P-12 Assessment (SPE4900/4901 STG 4001)

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. Candidate considers the prior knowledge and current performance of individuals and group(s) to design instruction.</p> <p>InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e</p>	<p>Candidate re-designs instruction already mastered or target skills considerably below or above the learning of individuals and groups of learners.</p>	<p>Candidate considers the learners' prior and current knowledge and performance when designing instruction and tailors the instruction to the needs of individuals and groups of learners.</p>	<p>Candidate engages the learners' in using their prior and current knowledge and performance when implementing instruction and tailors the instruction to the needs of individuals and groups of learners.</p>
<p>2. Candidate uses learners' development and individual differences to design culturally responsive instruction</p> <p>InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e</p>	<p>Candidate appears unaware of how the learners' stages of development and individual differences influences instructional planning.</p> <p>Candidate incorporates instructional practices comfortable to the candidate and he/she may favor a particular learning style or group of learners.</p> <p>Candidate may impact learner access by planning instructional content considerably above or below learners' skill levels.</p> <p>Candidate views individual differences as a variable that needs to be removed instead of celebrated. Consequently, the candidate plans instructional content, materials/resources, and activities that responds to "mainstream needs" of learners.</p>	<p>Candidate uses the learners' stages of development and individual differences to design developmentally appropriate and culturally responsive instruction.</p> <p>Candidate is responsive to learner interests and learning preferences by planning for concepts in various ways and at a cognitive and language level so learners can access instruction and be afforded an opportunity to meet instructional goals and objectives.</p> <p>Candidate also views individual differences as a lens that shapes the learners' interpretation and engagement in instructional content, materials/resources, and activities as evidenced in their instructional plans.</p>	<p>Candidate evaluates the learners' stages of development and individual differences when designing developmentally appropriate and culturally responsive instruction.</p> <p>Candidate is responsive to learner interests and learning preferences by planning for concepts in various ways and at a cognitive and language level so learners can access instruction and be afforded an opportunity to meet instructional goals and objectives.</p> <p>Candidate also views individual differences as a strength learners bring into instruction that adds to the richness and relevance of instructional content, materials/resources, and activities as evidenced in their instructional plans.</p>

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<p>3. Candidate develops short- range and long-range goals to set expectations for learning.</p> <p>InTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a</p>	<p>Candidate attempts to design short-and long-range goals to set expectations for learning. However, the candidate sets expectations above/below the learners' ability.</p> <p>In addition, the candidate does not connect the goals to the scope and sequence of the curriculum used within the learners' class.</p>	<p>Candidate develops short-and long-range goals to set expectations for learning. Candidate establishes expectations for learning commensurate with the learners' ability and the scope and sequence of the curriculum used within the class. However, the candidate writes using unobservable language impacting the measurability of the goals.</p>	<p>Candidate uses observable and measurable language to develop short-and long-range goals. Candidate establishes and communicates expectations for learning commensurate with the learners' strengths and needs and links the goals to the scope and sequence of the learners' academic and behavioral curricula.</p>
<p>4. Candidate reflects key concept and skill outcomes when designing and implementing learning objectives.</p> <p>InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.RDF: 1c, 2b, 2d, 3a</p>	<p>Candidate writes vague learning objectives without attention to errors in key concept and skill outcomes. Candidate does not establish a connection from the learning objectives to the short- and/or long-term goals. Consequently, while the candidate may establish learning objective criteria, the candidate sets criteria below a mastery level without justification.</p>	<p>Candidate accurately reflects key concepts and measurable skill outcomes when designing and implementing learning objectives and links learning objectives to short- and long-term goals. Candidate incorporates criteria within the learning objectives promoting skill mastery.</p>	<p>Candidate accurately reflects key concepts and measurable skill outcomes when designing and implementing learning objectives and links learning objectives to short- and long-term goals. Candidate includes criteria and trials within the learning objectives promoting skill maintenance and generalization</p>

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<p>5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials to address diverse learning needs.</p> <p>InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e</p>	<p>Candidate selects instructional strategies, activities, and materials without apparent consideration for the suitability of strategies, activities, and materials to the needs of learners or alignment with the learning outcomes.</p>	<p>Candidate intentionally selects and implements evidence- based strategies, making use of varied instructional materials and activities resulting in effective instructional differentiation for learners with diverse learning needs.</p>	<p>Candidate intentionally and in collaboration with learners, selects and implements evidence- based strategies, making use of varied instructional materials and activities resulting in effective instructional differentiation for learners without and with diverse learning needs.</p>
<p>6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral, and experiential needs.</p> <p>InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.MDF: 1b, 1c, 1d, 1e, 2d</p>	<p>Candidate selects materials and strategies without considering the effectiveness for their learners’ academic and behavioral needs. Candidate may over-rely on packaged curriculum materials and its included accommodations without considering what works best for the learners.</p>	<p>Candidate uses a variety of strategies and materials/resources to accommodate the learners’ academic, behavioral, and experiential needs.</p>	<p>Candidate proactively considers the impact of the learners’ contextual variables (e.g background. experiences) in seeking out and utilizing instructional materials and evidence-based strategies. Candidate uses learners’ academic and behavioral experiences to select strategies, materials/resources minimizing the need for extensive accommodations.</p>

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<p>7. Candidate adapts strategies and materials to improve learner outcomes</p> <p>InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g</p> <p>IPTS 3.M, 5.G, 5.J</p> <p>DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e</p>	<p>Candidate teaches a lesson without making any changes to instruction or strategies. Candidate appears unresponsive to learner's needs, confusion, or inability to meet instructional outcomes. Without guidance, the candidate does not appear equipped to support or improve impact on learning.</p>	<p>After instruction, the candidate adjusts strategies and materials in response to learner need, confusion, or lack of clarity. As needed the candidate adapts the strategies and materials to improve the impact on learning.</p>	<p>While teaching, the candidate is prepared to adjust strategies and materials in response to learner need, confusion, or lack of clarity. As needed the candidate adapts the strategies and materials to improve execution of instruction and improve the impact on learning and student engagement.</p>
<p>8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards.</p> <p>InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e</p>	<p>Candidate inaccurately aligns the content knowledge/skills and methods of assessment with the learning standards.</p>	<p>Candidate accurately aligns the content knowledge/skills and methods of assessment with the learning standards.</p>	<p>Candidate designs instructional materials and assessments that develop and evaluate skills contained within stated lesson objectives and content-specific learning standards, inclusive of the social emotional and culturally responsive learning standards.</p>
<p>9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short- and long-range instructional goals.</p> <p>InTASC 1a, 6a, 6b, 7f</p> <p>IPTS 7.M</p> <p>DF: 4b</p>	<p>The candidate maintains a gradebook and can communicate the grade on short- and long-range goals. However, the candidate cannot support the grades with work samples supporting the grade being earned.</p>	<p>The candidate maintains organized and accurate records of learner academic and behavioral performance on short- and long-range instructional goals.</p> <p>The candidate can produce work samples supporting individual and group performance.</p>	<p>The candidate maintains useful and accurate records of learner academic and behavioral performance on short- and long-range instructional goals.</p> <p>The candidate can produce work samples and an error analysis supporting individual and group performance.</p>

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<p>10. Candidate collects formative, and summative data using a variety of informal and formal assessments.</p> <p>InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d</p>	<p>Candidate does not consider the instructional content focus when selecting formative and/or summative assessment tools. Candidate does not collect data at regular intervals. Consequently, the data are unavailable to guide the candidate in making instructional planning decisions.</p>	<p>Candidate routinely collects formative and summative data using available informal and formal assessments. to monitor learning.</p>	<p>Candidate independently designs and systematically collects formative and summative data using a variety of informal and formal assessments in order to monitor learning and to inform instruction. Candidate also collects diagnostic data regarding learner error patterns to support needed instructional adjustments.</p>
<p>11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures.</p> <p>InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7.MDF: 1f, 4b</p>	<p>Candidate collects post-test data or uses pre-test and post-test data that lack alignment with the lesson objective or short-term instructional goal being taught.</p>	<p>Candidate collects pre-test and post-test data using objective informal data collection procedures. Candidate considers how the data acquired from learners' responses align with the lesson objective or short-term instructional goal.</p>	<p>Candidate systematically collects pre- test and post-test data using objective informal/formal data collection procedures. Candidate considers how the data acquired from learners' responses align with short- and long-range instructional goals.</p>
<p>12. Candidate demonstrates a positive impact on the academic performance and behavior of learners.</p> <p>InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b</p>	<p>Candidate does not demonstrate the potential to positively impact the academic performance or behavior of learners as reflected by learner performance or group performance data. Candidate blames the learner(s) or other variables for lack of skill progression.</p>	<p>Candidate demonstrates the potential to positively impact the academic performance, classroom behavior, and socio-emotional development of learners as reflected by learner performance or group performance data. Candidate indirectly links instructional planning and implementation decisions to instructional effectiveness.</p>	<p>Candidate demonstrates a positive impact on the academic performance, classroom behavior, and socio-emotional development of learners as reflected by learner performance and group performance data. Candidate explicitly links instructional planning and implementation decisions to instructional effectiveness.</p>

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<p>13. Candidate use classroom observation data from multiple sources to make decisions.</p> <p>InTASC 1a, 2b, 7f, 9d, 9c</p> <p>IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A,</p> <p>2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A , 9.K, 9.O,</p> <p>9.P</p> <p>DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f</p>	<p>Candidate experiences difficulties reflecting on and revising teaching practices as a result of not gathering relevant classroom data or having insufficient pedagogical knowledge. Consequently, the candidate bases changes in practice on his/her opinion or on a irrelevant source of data.</p>	<p>Candidate utilizes classroom observation, information about learners from multiple sources, pedagogical knowledge, and research as sources of reflection to support revision to his/her practice. Candidate cites specific examples to support the perceived changes.</p>	<p>Candidate synthesizes classroom observation, information about learners from multiple sources, pedagogical knowledge, and research as sources of reflection to support revision to his/her practice. Candidate also utilizes university supervisors and/or cooperating public school professionals to guide in reflection and revision to his/her practice.</p> <p>Candidate triangulates the various sources of information to establish agreement upon the needed changes.</p>
<p>14. Candidate articulates how choices in instructional planning and implementation impact learning.</p> <p>InTASC 9d, 9c</p> <p>IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K</p> <p>DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f</p>	<p>Candidate lists ideas regarding how instructional planning and implementation impact student learning. However, the candidate is unclear and/or lacks data support. Candidate identifies ways to improve their performance to better meet class and individual learning needs, however the candidate does not tie the recommendations to learner performance data.</p>	<p>Candidate describes how choices in instructional planning and implementation impact student learning. Candidate draws upon learner performance data, reflects on areas for self-improvement, and includes ideas to increase impact on individual or group learning.</p>	<p>Candidate clearly and persuasively articulates how choices in instructional planning, implementation, and evaluation impact student learning.</p> <p>Candidate draws upon comprehensive learner performance data, reflects on areas for self-improvement, and provides accurate recommendations supported with examples to increase impact on learning, both for individuals and groups of learners.</p>

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<p>15. Candidate uses information about students' families, cultures, and communities to connect instruction to learners' experiences.</p> <p>InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c</p>	<p>Candidate struggles to gather and apply information about learners' families, cultures, and communities to connect instruction to learners' experiences. Candidate may attempt to represent learner identities and backgrounds in the selection of instructional materials, resources, or texts. However, the candidate ends up promoting inaccurate or stereotypical representations and views.</p>	<p>Candidate uses information provided by the cooperating teacher regarding learners' families, cultures, and communities to connect instruction to learners' experiences.</p> <p>With guidance from the cooperating teacher, the candidate demonstrates an understanding of the importance of representing learner identities and backgrounds in the selection of instructional materials, resources, or texts.</p>	<p>Candidate uses information drawn from multiple resources about learners' families, cultures, and communities to connect both assessment and instruction to learners' experiences.</p> <p>Candidate represents the identities and background of learners within the class when independently selecting and implementing instructional materials, resources, or texts.</p>
<p>16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences.</p> <p>InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c</p>	<p>Candidate uses limited or inappropriate means/strategies to communicate with learners with diverse learning needs, cultural backgrounds, and life experiences. Candidate relays information in ways that cater to the learning style or communicative preferences of the majority. The candidate does not adjust documents and materials as needed to improve communication (e.g. providing text in a learner's home language).</p>	<p>Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences. Candidate relays information in ways that cater to multiple learning styles and adapts documents and materials to improve communication.</p>	<p>Candidate uses a variety of developmentally appropriate means/strategies to effectively and positively communicate (verbally/non-verbally) with learners with diverse learning needs, cultural backgrounds, and life experiences. Candidate considers diverse learning styles, communication needs and preferences, and proactively adapts instructional materials to improve communication (e.g. providing text in a learner's home language).</p>

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<p>17. Candidate designs, implements, and assesses learning activities that integrate computers/technology.</p> <p>InTASC 2f, 3g, 6i</p> <p>IPTS 1.G, 2.O, 3.E, 4.M, 5.C , 5.N, 5.ODF: 1d, 3d</p>	<p>Candidate ineffectively designs, implements, and/or assesses learning activities inclusive of computers/ technology to enhance instruction. The candidate randomly incorporates technology into instruction with no apparent consideration for the learning objectives. As a result, the candidate negatively impacts the learners' ability to acquire or improve upon digital literacy skills.</p> <p>The candidate does not recognize the need for assistive technology or appears unfamiliar with its use. Consequently, learner access to instructional activities is impacted.</p>	<p>Candidate appropriately designs, implements, and assesses learning activities inclusive of computers/ technology to enhance instruction. The candidate uses learning objectives and learner needs to select technology and promote improvement in digital literacy skills.</p> <p>The candidate incorporates assistive technology as needed to support the learner in accessing instructional activities.</p>	<p>Candidate effectively designs, implements, and assesses learning activities inclusive of computers/ technology to enhance learners' performance on instructional outcomes. The candidate uses learning objectives and learner needs to select technology and promote mastery of digital literacies.</p> <p>The candidate incorporates assistive technology as needed to support the learner in accessing and engaging in instructional activities.</p>
<p>18. Candidate uses technology to analyze, organize, and display data.</p> <p>InTASC 6i, 9f</p> <p>IPTS 5.O, 7.A, 7.O, 8.M , 9.MDF: 4b</p>	<p>Candidate lacks proficiency in using technology to analyze, organize, and display quantitative data. The candidate makes errors in the data display that impacts data interpretation.</p>	<p>Candidate proficiently uses technology to analyze, organize, and display quantitative data about learners' performance in a clear, visually appealing fashion that enhances stakeholder understanding and usability. Although the candidate clearly presents the learner performance data, the candidate does not present the data in a format that demonstrates impact on learning.</p>	<p>Candidate proficiently and comprehensively uses technology to analyze, organize, and display both quantitative and qualitative data about learners' performance in a clear, visually appealing fashion that enhances stakeholder understanding and usability. In addition, the candidate presents data in a format that demonstrates impact of instruction on learning.</p>

