

Decision Point 2 Presentation Dispositions Rubric

InTASC 1				
	Highly Effective	Effective	Developing	Ineffective
1.1 Believes all learners can achieve at high levels and persists in helping each learner reach his/her potential (InTASC 1)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (1.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (1.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (1.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (1.1.I) <input type="checkbox"/> 1
InTASC 2				
	Highly Effective	Effective	Developing	Ineffective
2.1 Meets the learning needs of a student based on cultural differences (InTASC 2)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (2.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (2.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (2.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (2.1.I) <input type="checkbox"/> 1
InTASC 3				
	Highly Effective	Effective	Developing	Ineffective
3.1 Develops professional relationships with students with a variety of cultural backgrounds and experiences (CAEP D&E) (InTASC 3)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (3.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (3.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (3.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (3.1.I) <input type="checkbox"/> 1
InTASC 4				
	Highly Effective	Effective	Developing	Ineffective
4.1 Differentiates instruction to create a positive learning experience based on an academic issue (InTASC 4)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (4.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (4.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (4.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (4.1.I) <input type="checkbox"/> 1
InTASC 5				
	Highly Effective	Effective	Developing	Ineffective
5.1 Establishes an Inclusive and positive learning environment	Evidence provided indicates an understanding surpassing that	Meets expectations (evidence provided indicates clear understanding and	Does not meet the expectations (evidence weak and does not completely	No evidence provided to meet the criteria (5.1.I)

respecting the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning (InTASC 5)	expected a pre-student teaching candidate (5.1.HE)	ability to meet criteria) (5.1.E)	support criteria) (5.1.D)	
<input type="checkbox"/> 4		<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

InTASC 6

	Highly Effective	Effective	Developing	Ineffective
6.1 Applies circular model of planning/ instruction/ assessment (InTASC 6)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (6.1.HE) ☐ 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (6.1.E) ☐ 3	Does not meet the expectations (evidence weak and does not completely support criteria) (6.1.D) ☐ 2	No evidence provided to meet the criteria (6.1.I) ☐ 1
6.2 Exhibits detailed lesson planning and documents student growth (InTASC 6)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (6.2.HE) ☐ 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (6.2.E) ☐ 3	Does not meet the expectations (evidence weak and does not completely support criteria) (6.2.D) ☐ 2	No evidence provided to meet the criteria (6.2.I) ☐ 1

InTASC 7

	Highly Effective	Effective	Developing	Ineffective
7.1 Integrates philosophy of teaching into practice (InTASC 7)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (7.1.HE) ☐ 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (7.1.E) ☐ 3	Does not meet the expectations (evidence weak and does not completely support criteria) (7.1.D) ☐ 2	No evidence provided to meet the criteria (7.1.I) ☐ 1

InTASC 8

	Highly Effective	Effective	Developing	Ineffective
8.1 Formulates data driven decisions related to student learning (InTASC 8)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (8.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (8.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (8.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (8.1.I) <input type="checkbox"/> 1

InTASC 9				
	Highly Effective	Effective	Developing	Ineffective
9.1 Continually uses analysis and reflection of own instruction to make timely adjustments. (E) (InTASC 9)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (9.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (9.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (9.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (9.1.I) <input type="checkbox"/> 1
9.2 Continually uses self-assessment to address new challenges and solve problems (InTASC 9)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (9.2.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (9.2.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (9.2.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (9.2.I) <input type="checkbox"/> 1
9.3 Actively seeks and uses feedback from supervisor and mentor teacher to improve teaching practice (InTASC 9)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (9.3.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (9.3.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (9.3.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (9.3.I) <input type="checkbox"/> 1
9.4 Verbalize in your own words expectations of moral and ethical practices in the classroom (InTASC 9)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (9.4.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (9.4.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (9.4.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (9.4.I) <input type="checkbox"/> 1
InTASC 10				
	Highly Effective	Effective	Developing	Ineffective
10.1 Willing to adjust and revise plans based on learner needs and changing conditions (InTASC 10)	Evidence provided indicates an understanding surpassing that expected a pre-student teaching candidate (10.1.HE) <input type="checkbox"/> 4	Meets expectations (evidence provided indicates clear understanding and ability to meet criteria) (10.1.E) <input type="checkbox"/> 3	Does not meet the expectations (evidence weak and does not completely support criteria) (10.1.D) <input type="checkbox"/> 2	No evidence provided to meet the criteria (10.1.I) <input type="checkbox"/> 1

Comments:

Cooperating Teacher Signature: Date

Student Signature: Date

Instructor Signature: Date