

## Decision Point 2 Information and Guide

### Introduction:

Decision Point 2 is the gateway to student teaching. In Decision Point 2, the candidate will provide evidence of his/her readiness for a student teaching assignment. Decision Point 2 is scheduled at the end of the Methods series of courses. Every candidate must pass all aspects of Decision Point 2 to be allowed to student teach. The candidate will provide information regarding preferences for their student teaching before DPT 2, but the final placement is contingent on upon successful completion of this benchmark, and per the Education Program Handbook, **the EPP makes the decision and determination of placements** based on multiple factors. DPT 2 consists of two parts – Part I: the DPT 2 Portfolio/Presentation and Part II: the DPT 2 Interview.

To pass Decision Point 2, the candidate must:

- a) Have a **3.0 or higher GPA in their major** – there is NO flexibility on GPA. Candidates may need to retake a course.
- b) NO scores of “1” in a non-negotiable criterion on the Methods Evaluation
- c) 90% “effective” or “highly effective” on DPT 2 interview rubric
- d) 90% “effective” or “highly effective” on DPT 2 portfolio scoring rubric

Candidates who do not meet the criteria may be placed on a growth plan during their junior or senior year and a probationary status for student teaching. A departmental review of fieldwork feedback is done each semester. A candidate receiving a score of 1 on a non-negotiable item (\*) at the end of a semester will be placed on probation for the upcoming semester. Candidates on probation during student teaching require a local placement (within 30 miles of campus) and certain remediation tasks tailored to the candidate’s needs.

For 2024, the Decision Point 2 Presentation contains the items of the DP 2 Portfolio of the past, as well and demonstrating the candidate’s dispositional readiness for student teaching. Both the DP 2 Portfolio rubric and the DP 2 Presentation rubric will be scored by the panel of professional educators evaluating each DP 2 Candidate.

The candidate will create a narrated Power Point Presentation that covers each criterion of both rubrics in the order of the rubrics/InTASC standards.

Begin with the DP 2 Portfolio Rubric and create a presentation item for **each InTASC Standard** using the InTASC wording and include a rationale making your connection to the InTASC and REPA standards as well as an artifact demonstrating your use of the standards during your Methods courses. You will likely have 2-3 slides in your PowerPoint to do this. It is highly recommended that you create an outline as noted below.

**InTASC Standards:** These are a collection of ten InTASC standards which indicate best teaching practice. These ten standards will serve as the “backbone” of your portfolio. Your task is to provide evidence that demonstrates your understanding of these 10 standards. Evidence must be provided for **all** ten standards. The list of these ten InTASC standards is included in this packet.

**REPA Standards:** Candidates are expected to connect the artifact and rationale to the REPA teaching standard for the state of Indiana. These standards indicate what the state requires teacher candidates to know and be able to do for state licensure and will be covered on the state licensing exams. The standards can be found at <https://www.doe.in.gov/licensing/repa-educator-standards>. The standards come in two sections: content (top of the list) and developmental/pedagogy (bottom after the list of all content areas). Candidates are required to connect at least one content standard and one developmental/pedagogy standard to each rationale as appropriate and these should be clearly labeled as **Content** or **Developmental/Pedagogy**.

**Artifacts:** An artifact is your evidence. Artifacts may consist of lesson plans, units, reflections, teacher feedback forms, papers, exams, pictures, etc. Artifacts may be from any course or experience that has occurred while at Hanover; it is not limited to EDU courses. Experiences occurring during the summer (like designing lessons for summer camps), tutoring, leadership/activities in a campus club or organization may also fit some of the criteria. Experiences executed with students are stronger than those only planned. Artifacts may meet more than one InTASC standard but should be placed under the InTASC standard with the closest fit. Artifacts may not be repeated. In most cases, you would only have one artifact per standard, but if necessary you may include a second artifact for a few standards.

**Rationale:** This is a reflective component where candidates are asked to justify how the artifact meets the InTASC standard. To successfully meet the InTASC standard, candidates must demonstrate their knowledge of the terminology in the standard and provide exact examples for the artifact on how the standard was met; simply repeating the InTASC wording in the standard is not sufficient to pass. The portfolio is NOT a 1:1 correspondence meaning that each artifact though placed under one InTASC Standard may meet the criteria of other standards. When writing the rationale, it is OK to include other portfolio scoring criteria that may be present in the artifact. If an artifact is a lesson plan that was taught during Methods, place the artifact under the primary InTASC with the strongest fit. Then in the rationale include one or two other aspects of the lesson (a lesson used in technology may be use under standard 5, but it is important to discuss other standards, such as instructional strategies, teacher feedback, assessment strategies, and student learning also covered in that lesson and rationale).

**See the end of this document for a sample rationale and rationale rubric**

## **Dispositions**

Additionally, you will need each entry of your Presentation to demonstrate that you hold the professional dispositions of a professional educator – as per the *Presentation Dispositions Rubric*. Present these as part of each criterion in the portfolio as an additional reflection on the standard and to demonstrate your readiness for student teaching.

The best way to do that is to score your own Presentation using the two rubrics and confirming that your portfolio has the evidence of all of these.

## **DP 2 Presentation Outline**

Use the following to outline your presentation Power Point to plan what you will include for each scored item.

### **InTASC Standard 1**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide))
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

### **InTASC Standard 2**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide))
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

### **InTASC Standard 3**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide))
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

### **InTASC Standard 4**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide))
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

### **InTASC Standard 5**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)

- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

## **InTASC Standard 6**

### **(InTASC 6.1)**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

## **InTASC Standard 6**

### **(InTASC 6.2)**

- S Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

## **InTASC Standard 7**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations.

## **InTASC Standard 8**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

## **InTASC Standard 9**

### **(9.1)**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

## **InTASC Standard 9**

### **(9.2)**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

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## **InTASC Standard 9**

### **(9.3)**

- S Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

## **InTASC Standard 9**

### **(9.4)**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)
- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations.

## **InTASC Standard 10**

- Standard: list this InTasc Standard wording (written out in your slide)
- Artifact (Item from methods teaching like a lesson plan, seating chart, assessment, test, etc. that demonstrates your knowledge of this InTASC Standard)

- Rationale (Why this was chosen to demonstrate your knowledge of this standard (see rationale rubrics at end of guide)
- Tagging of the corresponding Indiana REPA standards (just list the appropriate REPA Standards that apply)
- Disposition information as applicable from the rubric and/or moral ethical considerations

### **Narrated Recording**

Once you have created your Power Point Presentation/Portfolio, and self-scored it by using the two InTASC rubrics in Tevera, and making certain you have the required evidence, it is time to use the **Record feature in PowerPoint** to narrate and present this to the teacher panelists who will evaluate and score it. This audio/video presentation will not be a word for word recitation of everything you have in the PowerPoint, but a summary or synopsis of the overall portfolio body to ensure scorers have an understanding of your readiness to student teach. This will be a big part of scoring the Dispositions rubric.

**PLEASE NOTE THAT THERE IS NO RECORDING EDIT FEATURE IN POWERPOINT.** If your presentation is too long (over 30 minutes) or you “mess up” then you will need to start the recording again. We recommend making a script for the narration recording. When you are satisfied with your Presentation, then you will need to save this final version of the Power Point in your One Drive as in some cases, scorers have had trouble accessing it in Tevera and you may need to send them a OneDrive link via email. Make sure the share is set to “anyone with the link can view”. This recording will be too large of a file to send as an attachment. You will also upload it in Tevera. Keep in mind that **the time limit for this recording is 30 minutes**. Your scorers will watch this prior to the interview and of course, can pause the recording at any time to view and score each criteria’s submission.

The Education staff will assemble a team of teacher evaluators and a schedule for the interview, as well as setting the evaluators up within Tevera. We will send you a list of your evaluators and students will assign the following to each of their evaluators:

- The presentation PowerPoint
- The Portfolio Rubric.
- The Dispositions Rubric

They will prescore the rubrics and then there will also be **live ZOOM for 15 to 20 minutes of Q and A time** after your scorers have viewed the PowerPoint recording in which they may ask you to elaborate on certain items in your presentation, etc. to finalize their scoring.

Once the panelists have signed and submitted their rubrics, you will be able to see the scoring. The scores will be reviewed by the EPP administration and goals set for student teaching. Questions on content and/or scoring should be addressed to Dr. Bailey.

Sample Rationale Format

Artifact: Seating Chart

Date: Winter 2024

Course: EDU 304

**Rationale:** For InTASC Standard 3, I am providing my seating chart from EDU 304 because it provides evidence of how I created an environment that encouraged positive social interactions, active engagement in learning, and supported individual and collaborative learning. The purpose of the seating chart was for me to not only learn all of the students' names, but also to develop a relationship with me students. During the first session in my classroom, I met with each student to inquire about their interests, favorite subjects, and one interesting thing about his or her self. I then asked my mentor teacher about the learning needs of each student. The relationships that developed with my students furthered my ability to differentiate instruction and understand the total child. I was able to understand one child in particular through this assignment. I was able to understand that this child sometimes would need extra support because he suffered from some behavioral issues. Page 5 of 10

Through observations, I learned that the student was unable to interact with some other students and that there were times that he would completely shut down. Therefore, it is essential that this student have a variety of resources that would help to create a positive learning environment. I learned the value of getting to know my students and how that will affect the positive community of learners.

**REPA Standards: Pedagogy:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Although there may be some cross over between the portfolio and the interview, each one covers different aspects of the InTASC standards; the portfolio centers of the final product and the interview focuses more on the process: development of lessons, impressions, insight into struggles, challenges, student reaction and learning. A comparison chart is included at the end of this document.

Rationale Rubric				
	Highly Effective	Effective	Developing	Ineffective
1.1 Rational Rubric	Rationale focuses on one primary InTASC standard making a clear concise evidence-supported connection while including connections to other pertinent InTASC standards and the portfolio scoring guide (1.1.HE)	Rationale focuses on one primary InTASC standard making a clear concise evidence-supported connection but also makes connections to other pertinent InTASC standards and the portfolio scoring guide (1.1.E)	Rationale focuses on one InTASC standard making a clear evidence-based connection but does not make a strong connection to the portfolio scoring guide criterion (1.1.D)	Rationale attempts to make a connection to one InTASC standard and/or portfolio scoring guide rubric but is vague and lacks examples and details to provide solid evidence (1.1.I)
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Comments:

## **Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

### **Standard # 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.



## **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

## **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

## **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

## **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



## **InTASC Model Core Teaching Standards**

*April 2011*

### **Standard #1: Learner Development**

**The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

#### **PERFORMANCES**

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

#### **ESSENTIAL KNOWLEDGE**

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

#### **CRITICAL DISPOSITIONS**

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### **Standard #2: Learning Differences**

**The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

#### **PERFORMANCES**

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

#### **ESSENTIAL KNOWLEDGE**

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

### CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

### Standard #3: Learning Environments

**The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.**

## PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

## ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

#### CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

#### Standard #4: Content Knowledge

**The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.**

#### PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

#### ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

## CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

## **Standard #5: Application of Content**

**The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

## PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a



variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

### ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

### CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### **Standard #6: Assessment**

**The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

### PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

### ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

### CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

### **Standard #7: Planning for Instruction**

**The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

### **PERFORMANCES**

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

### ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

### CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

### **Standard #8: Instructional Strategies**

**The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

#### **PERFORMANCES**

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

### ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

### CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### **Standard #9: Professional Learning and Ethical Practice**

**The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

#### **PERFORMANCES**

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

#### **ESSENTIAL KNOWLEDGE**



9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

#### CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

## **Standard #10: Leadership and Collaboration**

**The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

### **PERFORMANCES**

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

#### ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

#### CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

## Decision Point 2 Portfolio InTASC Standards Rubric

Criteria	Highly Effective	Effective	Developing	Ineffective
<b>Standard 1: Learner Development</b> The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (1.E)	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (1.P)	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (1.D)	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (1.B)
	□ 4	□ 3	□ 2	□ 1
<b>Standard 2: Learning Differences</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (2.E)	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (2.P)	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (2.D)	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (2.B)
	□ 4	□ 3	□ 2	□ 1
<b>Standard 3: Learning Environment</b> The teacher shall work with others to create environments that support individual and collaborative	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen.

learning and encourage positive social interaction, active engagement in learning, and self-motivation.	attention to detail and time. (3.E) <input type="checkbox"/> 4	demonstrates that the student has gained mastery of the competencies indicated by the standard. (3.P) <input type="checkbox"/> 3	inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (3.D) <input type="checkbox"/> 2	(3.B) <input type="checkbox"/> 1
Standard 4: Content Knowledge The teacher shall understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (4.E) <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (4.P) <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (4.D) <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (4.B) <input type="checkbox"/> 1
Standard 5: Application of Content The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (5.E) <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (5.P) <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (5.D) <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (5.B) <input type="checkbox"/> 1
Standard 6: Assessment The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily

monitor learner progress, and to guide the educator's and learner's decision making.	shows exceptional attention to detail and time. (6.E)  <input type="checkbox"/> 4	convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (6.P)  <input type="checkbox"/> 3	insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (6.D)  <input type="checkbox"/> 2	constructed/chosen. (6.B)  <input type="checkbox"/> 1
Standard 7: Planning for Instruction The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (7.E)  <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (7.P)  <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (7.D)  <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (7.B)  <input type="checkbox"/> 1
Standard 8: Instructional Strategies The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work shows exceptional attention to detail and time. (8.E)  <input type="checkbox"/> 4	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence convincingly demonstrates that the student has gained mastery of the competencies indicated by the standard. (8.P)  <input type="checkbox"/> 3	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is insufficient or inadequate; the rationale statement fails to "make a case" for why the documentation was selected. (8.D)  <input type="checkbox"/> 2	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily constructed/chosen. (8.B)  <input type="checkbox"/> 1
Standard 9: Professional Learning and Ethical Practice The teacher shall engage in ongoing professional learning, shall use	Rationale, statements and documentation indicate a considerable depth of understanding of the standard. Quality of work	The rationale and documentation for the given standard indicates a clear understanding of the holistic nature of the standards. The evidence	While the rationale and documentation provided indicate familiarity with the standard and an attempt is made to address it, the evidence is	The rationale statement and/or documentation indicates a failure to grasp the intent of the standard. Entries may appear hastily

Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 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)





**InTASC 9**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
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**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
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:

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Instructor Signature:    Date

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Student Signature:    Date