

# SELL Teaching Performance Assessment (Fall 2019)

by COE Administrator

## Assessment

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For use by the following programs:

Program	Course(s)
Special Education/ Early Childhood	SPED 695
Special Education/ Elementary	SPE 490, SPED 691, SPED 695
Education of the Deaf/HH/ Early Childhood	DHH 423, DFHH 690
Education of the Deaf/HH/ Elementary	DHH 423, DFHH 690

## Scale

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Sufficiency Levels	Numeric Value	Notes
Meets Expectations	3	Target
Developing	2	Acceptable
Needs Improvement	1	Unacceptable
N/A	0	Not Applicable or Not Observed

## Rubric

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	Meets Expectations (3.000 pts)	Developing (2.000 pts)	Needs Improvement (1.000 pt)
1.Lesson	Lesson plans clearly identify	Lesson plans identify the main	Lesson guiding questions are

<p><b>Guiding Questions</b> CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CEC-2015.5 CEC-DHH.5 InTASC-2017.4.b InTASC-2017.4.j InTASC-2017.4.o InTASC-2017.4.r InTASC-2017.5.a InTASC-2017.5.b InTASC-2017.5.c InTASC-2017.5.d InTASC-2017.5.k InTASC-2017.5.l InTASC-2017.5.m InTASC-2017.5.n InTASC-2017.5.s InTASC-2017.6.e InTASC-2017.6.f InTASC-2017.6.t InTASC-2017.6.u InTASC-2017.6.v InTASC-2017.7.a InTASC-2017.7.b InTASC-2017.7.c InTASC-2017.8.f InTASC-2017.8.i InTASC-2017.8.m InTASC-2017.8.q InTASC-2017.8.s</p>	<p>the main ideas or guiding questions of the lesson. There is an explicit connection between the main ideas of the lesson and the lesson activities and assessments. Lesson guiding questions are important to the domains of the discipline, and of potential interest to the students.</p>	<p>ideas or guiding questions of the lesson. Lesson guiding questions are important to the domains of the discipline, and of potential interest to the students.</p>	<p>vaguely worded or not reflective of the lesson. Lesson guiding questions are of little importance or of little interest to the students.</p>
<p><b>2. Learning Objectives</b> CAEP-K-6-2018.2.a CAEP-K-6-2018.2.b CAEP-K-6-2018.2.c CAEP-K-6-2018.2.d CEC-2015.5 CEC-DHH.5 InTASC-2017.4.c InTASC-2017.4.d InTASC-2017.4.f InTASC-2017.4.g InTASC-2017.4.i InTASC-2017.4.j InTASC-2017.4.k InTASC-2017.4.l InTASC-2017.4.m InTASC-2017.4.n InTASC-2017.4.o InTASC-2017.4.p InTASC-2017.4.r</p>	<p>Lesson objectives are clearly articulated in performance based language. There is a clear and explicit link between the lesson objectives, activities, and assessments. Lesson objectives connect to the state standards, and as appropriate, challenge students to make deep conceptual connections.</p>	<p>Lesson objectives are clearly articulated in performance based language. Lesson objectives connect to the state standards and challenge students to make conceptual connections.</p>	<p>Lesson objectives are stated but are not performance based, do not connect to the state standards, or are extraneous to the lesson. The connection between lesson objectives and the activities and assessments are tenuous.</p>
<p><b>3. Developmental Appropriate</b></p>	<p>Lesson plans are consistently developmentally appropriate and builds on student prior</p>	<p>Lesson plans are developmentally appropriate and build on student prior</p>	<p>Lesson plans are not developmentally appropriate and do not build on student</p>

**Design of Instruction**

CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CAEP-K-6-2018.4.a CAEP-K-6-2018.4.b CAEP-K-6-2018.4.c CAEP-K-6-2018.4.d CAEP-K-6-2018.4.e CAEP-K-6-2018.4.f CAEP-K-6-2018.4.g CEC-2015.1 CEC-DHH.1 InTASC-2017.1.a InTASC-2017.1.b InTASC-2017.1.d InTASC-2017.1.e InTASC-2017.1.f InTASC-2017.1.g InTASC-2017.1.h InTASC-2017.1.i InTASC-2017.1.k InTASC-2017.10.c InTASC-2017.2.a InTASC-2017.2.b InTASC-2017.2.c InTASC-2017.2.d InTASC-2017.2.e InTASC-2017.2.f InTASC-2017.2.h InTASC-2017.2.i InTASC-2017.2.j InTASC-2017.2.l InTASC-2017.2.m InTASC-2017.2.n InTASC-2017.2.o InTASC-2017.3.c InTASC-2017.3.e InTASC-2017.3.i InTASC-2017.4.a InTASC-2017.4.d InTASC-2017.4.i InTASC-2017.4.k InTASC-2017.6.c InTASC-2017.6.e InTASC-2017.6.f InTASC-2017.6.g InTASC-2017.6.h InTASC-2017.6.i InTASC-2017.6.l InTASC-2017.6.o InTASC-2017.6.r InTASC-2017.7.b InTASC-2017.7.c InTASC-2017.7.f InTASC-2017.7.g InTASC-

knowledge. Lesson plans take into consideration student diversity in development, language, cultures, and communities, to incorporate instruction that is inclusive as well as challenging for learners. Candidate demonstrates an awareness of their social location in relation to larger systems of social, economic, and political advantage/disadvantage. Candidate is reflective about how their positionality informs their instructional practice. Lesson plans are justice-oriented and affirm differences in/intersections of race, ethnicity, gender, sexuality, dis/ability, and nationality.

knowledge. Lesson plans take into consideration student diversity in development, cultures, and communities, to incorporate instruction that is inclusive as well as challenging for learners. Candidate understands categorical notions of diversity and provides minimal reflection of their positionality in relation to the lesson.

prior knowledge. Lesson plans do not take into consideration student diversity in development, cultures, and communities, to incorporate instruction that is inclusive, as well as challenging for learners. Candidate does not reflect upon their social location or understand structural inequality.

<p>2017.7.h InTASC- 2017.7.i InTASC- 2017.7.j InTASC- 2017.7.k InTASC- 2017.7.n InTASC- 2017.8.a InTASC- 2017.8.b InTASC- 2017.8.d InTASC- 2017.8.e InTASC- 2017.8.m InTASC- 2017.8.n InTASC- 2017.9.e InTASC- 2017.9.h InTASC- 2017.9.i InTASC- 2017.9.j InTASC- 2017.9.m</p>			
<p><b>4. Design of Assessments</b> CAEP-K-6- 2018.4.a CAEP-K- 6-2018.4.b CAEP- K-6-2018.4.c CAEP-K-6- 2018.4.d CAEP-K- 6-2018.4.e CAEP- K-6-2018.4.f CAEP-K-6- 2018.4.g CEC- 2015.4 CEC- DHH.4 InTASC- 2017.10.b InTASC- 2017.10.c InTASC- 2017.5.c InTASC- 2017.5.f InTASC- 2017.5.g InTASC- 2017.5.h InTASC- 2017.5.l InTASC- 2017.5.r InTASC- 2017.6.a InTASC- 2017.6.b InTASC- 2017.6.c InTASC- 2017.6.d InTASC- 2017.6.e InTASC- 2017.6.f InTASC- 2017.6.g InTASC- 2017.6.h InTASC- 2017.6.i InTASC- 2017.6.j InTASC- 2017.6.k InTASC- 2017.6.l InTASC- 2017.6.m InTASC- 2017.6.n InTASC- 2017.6.o InTASC- 2017.6.p InTASC- 2017.6.q InTASC- 2017.6.r InTASC- 2017.7.c InTASC- 2017.7.n InTASC- 2017.8.b InTASC- 2017.8.d InTASC- 2017.8.i InTASC- 2017.8.n InTASC- 2017.9.a InTASC- 2017.9.d InTASC-</p>	<p>Lessons use multiple forms of assessment including pre-assessments, formative assessments, and post assessments. Assessments in the lessons show a clear and explicit link to learning objectives and instructional activities in the lesson. Data from the assessments have the potential to provide rich and meaningful evidence of student learning and effectiveness of instruction. Assessment design has a clear link to the principles of UDL and provide opportunities for ALL learners to demonstrate what they know.</p>	<p>Lessons use pre-assessments, formative assessments, and post assessments. Assessments in the lessons show a logical link to learning objectives and instructional activities in the lesson. Data from the assessments have the potential to provide some evidence on student learning and effectiveness of instruction. Assessment design demonstrates adequate knowledge of the principles of UDL and provides opportunities for ALL learners to demonstrate what they know.</p>	<p>Lessons do not use a variety of assessments including pre-assessments, formative assessments, and post assessments. Assessments are primarily tests or quizzes and do not provide the opportunity for ALL students to demonstrate their learning. Data from the assessments have very limited potential to provide evidence on student learning and effectiveness of instruction. Assessment design demonstrates very limited knowledge of the principles of UDL.</p>

2017.9.g InTASC- 2017.9.h InTASC- 2017.9.i			
<b>5. Lesson Beginnings</b> CEC-2015.5 CEC- DHH.5 InTASC- 2017.6.i InTASC- 2017.6.j InTASC- 2017.6.m InTASC- 2017.6.s InTASC- 2017.7.d InTASC- 2017.7.f InTASC- 2017.7.g	Lesson beginnings incorporate an activity that activates prior knowledge, stirs inquiry, as well as launches and connects to the lesson. Lesson beginnings are strategically crafted and designed to pique learner interests	Lesson beginnings incorporate an introductory activity that activates prior knowledge. Lesson beginnings are effective in arousing the curiosity of the learners.	Lessons do not incorporate a lesson beginning that activates prior knowledge or the beginnings do not have a logical connection to the lesson and are not effective in arousing the interest of the learners.
<b>6A. Candidate Subject Matter Knowledge in Reading, Writing, and Oral Language</b> CAEP-K-6- 2018.2.a CAEP-K- 6-2018.2.b CAEP- K-6-2018.2.c CAEP-K-6- 2018.2.d CEC- 2015.3 CEC- DHH.3 InTASC- 2017.4.c InTASC- 2017.4.d InTASC- 2017.4.f InTASC- 2017.4.g InTASC- 2017.4.i InTASC- 2017.4.j InTASC- 2017.4.k InTASC- 2017.4.l InTASC- 2017.4.m InTASC- 2017.4.n InTASC- 2017.4.o InTASC- 2017.4.p InTASC- 2017.4.r	Candidate demonstrates high level of competence in the use of English language arts and understands and uses critical elements and concepts from reading and, language & child development to teach reading, writing, speaking, listening, and thinking skills as evident in lesson planning and instruction. The lesson creates opportunities for learners to learn, practice, and master academic language in the content areas with appropriate attention to both vocabulary development and discourse or syntax. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings.	Candidate demonstrates acceptable competence in the use of English language arts and understands and uses major concepts and elements from reading, language and child development to teach reading, writing, speaking, listening, and thinking skills as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content.	Candidate needs improvement in the use of English language arts and understands and uses concepts and elements from reading, language and child development to teach reading, writing, speaking, listening, and thinking as evident in lesson planning and instruction. Candidate does not recognize misconceptions and guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content.
<b>6B. Candidate Subject Matter Knowledge in Science</b> CAEP- K-6-2018.2.a CAEP-K-6- 2018.2.b CAEP-K- 6-2018.2.c CAEP- K-6-2018.2.d CEC- 2015.3 CEC- DHH.3 InTASC- 2017.4.c InTASC- 2017.4.d InTASC- 2017.4.f InTASC- 2017.4.g InTASC- 2017.4.i InTASC- 2017.4.j InTASC- 2017.4.k InTASC- 2017.4.l InTASC- 2017.4.m InTASC- 2017.4.n InTASC-	Candidate demonstrates a high level of competence in knowing, understanding, and using fundamental concepts in the major content area of science including physical, life, earth/space sciences, engineering, technology, and applications of science. The candidate can design and implement age appropriate inquiry lessons to teach science and to convey the nature of science as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for	Candidate knows, understands, and uses fundamental concepts in the major content areas of science including physical, life, earth/space sciences, engineering, technology, and applications of. He or she can design and implement adequate age appropriate inquiry lessons to teach science and to convey the nature of science as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and	Candidate needs improvement in knowing, understanding, and using fundamental concepts in the major content areas of science including physical, life, earth/space sciences, engineering, technology, and applications of science. He or she has difficulty designing and implementing age appropriate inquiry lessons to teach science and to convey the nature of science as evident in lesson planning and instruction. Candidate does not recognize misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to

2017.4.o InTASC-2017.4.p InTASC-2017.4.r	learners to learn, practice, and master academic language in the content.	master academic language in the content.	learn, practice, and master academic language in the content.
<b>6C. Candidate Subject Matter Knowledge in Mathematics</b> CAEP-K-6-2018.2.a CAEP-K-6-2018.2.b CAEP-K-6-2018.2.c CAEP-K-6-2018.2.d CEC-2015.3 CEC-DHH.3 InTASC-2017.4.c InTASC-2017.4.d InTASC-2017.4.f InTASC-2017.4.g InTASC-2017.4.i InTASC-2017.4.j InTASC-2017.4.k InTASC-2017.4.l InTASC-2017.4.m InTASC-2017.4.n InTASC-2017.4.o InTASC-2017.4.p InTASC-2017.4.r	Candidate demonstrates a high level of competence in knowing, understanding and using the major concepts and procedures that define number operations, algebra, geometry, measurement and data analysis and probability in varied contexts within and among mathematical domains as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content.	Candidate knows, understands and uses the major concepts and procedures that define number operations, algebra, geometry, measurement and data analysis and probability in varied contexts within and among mathematical domains as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content.	Candidate needs improvement in knowing, understanding and using the major concepts and procedures that define number operations, algebra, geometry, measurement and data analysis and probability in varied contexts within and among mathematical domains as evident in lesson planning and instruction. Candidate does not recognize misconceptions and guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content.
<b>6D. Candidate Subject Matter Knowledge in Civics, Economics, Geography, History</b> CAEP-K-6-2018.2.a CAEP-K-6-2018.2.b CAEP-K-6-2018.2.c CAEP-K-6-2018.2.d CEC-2015.3 CEC-DHH.3 InTASC-2017.4.c InTASC-2017.4.d InTASC-2017.4.f InTASC-2017.4.g InTASC-2017.4.i InTASC-2017.4.j InTASC-2017.4.k InTASC-2017.4.l InTASC-2017.4.m InTASC-2017.4.n InTASC-2017.4.o InTASC-2017.4.p InTASC-2017.4.r	Candidate demonstrates a high level of competence in knowing, understanding, and using the major concepts and modes of inquiries from Civics, Economics, Geography, and History within a framework of informed inquiry to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content.	Candidate know understands, and uses the major concepts and modes of inquiries from Civics, Economics, Geography, History to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content.	Candidate needs improvement in knowing, understanding, and using the major concepts and modes of inquiries from Civics, Economics, Geography, History to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society as evident in lesson planning and instruction. Candidate does not recognize misconceptions and guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content.
<b>6E. Candidate Subject Matter Knowledge of the Arts</b> CAEP-K-6-2018.2.a CAEP-K-6-2018.2.b CAEP-K-6-2018.2.c CAEP-	Candidate demonstrates a high level of competence in knowing, understanding, and using as appropriate to their own understanding and skills the content functions and achievements of the performing and visual arts.	Candidate knows, understands, and uses as appropriate to their own understanding and skills the content functions and achievements of the performing and visual arts.	Candidate needs improvement in knowing, understanding and using as appropriate to their own understanding and skills the content functions and achievements of the performing and visual arts

<p>K-6-2018.2.d CEC-2015.3 CEC-DHH.3 InTASC-2017.4.c InTASC-2017.4.d InTASC-2017.4.f InTASC-2017.4.g InTASC-2017.4.i InTASC-2017.4.j InTASC-2017.4.k InTASC-2017.4.l InTASC-2017.4.m InTASC-2017.4.n InTASC-2017.4.o InTASC-2017.4.p InTASC-2017.4.r</p>			
<p><b>7.Lesson Activities</b>  CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CAEP-K-6-2018.4.g CEC-2015.5 CEC-DHH.5 InTASC-2017.10.c InTASC-2017.10.d InTASC-2017.10.l InTASC-2017.10.m InTASC-2017.4.m InTASC-2017.4.n InTASC-2017.4.o InTASC-2017.5.s InTASC-2017.6.a InTASC-2017.6.b InTASC-2017.6.e InTASC-2017.6.g InTASC-2017.6.h InTASC-2017.6.i InTASC-2017.6.j InTASC-2017.6.k InTASC-2017.6.l InTASC-2017.6.p InTASC-2017.6.r InTASC-2017.7.h InTASC-2017.7.i InTASC-2017.8.m InTASC-2017.8.p InTASC-2017.8.q InTASC-2017.9.a InTASC-2017.9.b InTASC-2017.9.c InTASC-2017.9.d InTASC-2017.9.e InTASC-2017.9.f InTASC-2017.9.g InTASC-2017.9.h InTASC-2017.9.i InTASC-2017.9.j</p>	<p>Lesson activities are developmentally appropriate, creative, conceptually connect to one another, and successfully meet learning objectives. The rationale for the choice of activities is clear and evident in both the design and execution of the lesson.</p>	<p>Lesson activities are developmentally appropriate and successfully meet learning objectives. The lesson plan and execution demonstrate a fairly discernible logic in the choice of lesson activities.</p>	<p>Lesson activities are developmentally inappropriate, uninteresting, poor instructional choices, or do not meet learning objectives. Lesson activities are chosen for the primary purpose of being cute or engaging but do not show any connection to lesson objectives or the overall purpose of the lesson.</p>

<p>InTASC-2017.9.k InTASC-2017.9.m InTASC-2017.9.n</p>			
<p><b>8. Differentiation</b> CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CAEP-K-6-2018.4.g CEC-2015.1 CEC-2015.5 CEC-DHH.1 CEC-DHH.5 InTASC-2017.1.d InTASC-2017.1.e InTASC-2017.1.f InTASC-2017.1.g InTASC-2017.10.c InTASC-2017.10.l InTASC-2017.10.m InTASC-2017.2.i InTASC-2017.2.j InTASC-2017.2.l InTASC-2017.2.m InTASC-2017.3.i InTASC-2017.4.i InTASC-2017.4.k InTASC-2017.6.a InTASC-2017.6.b InTASC-2017.6.e InTASC-2017.6.g InTASC-2017.6.h InTASC-2017.6.i InTASC-2017.6.l InTASC-2017.7.b InTASC-2017.7.c InTASC-2017.7.f InTASC-2017.7.g InTASC-2017.7.h InTASC-2017.7.i InTASC-2017.7.j InTASC-2017.8.a InTASC-2017.8.b InTASC-2017.8.d InTASC-2017.8.e InTASC-2017.8.m InTASC-2017.8.n InTASC-2017.9.e InTASC-2017.9.h InTASC-2017.9.i InTASC-2017.9.j</p>	<p>Lesson design and execution provide strong evidence for differentiation across content, process, and product. Lesson design and instruction are clearly linked to the principles of UDL and provide students with multiple means of engagement, representation, and expression. Content, instruction, and assessments are customized taking into consideration the context for learning in the classroom as well as the individual strengths and challenges of students.</p>	<p>Lesson design and execution provide adequate evidence for differentiation across content, process, and product. Lesson design and instruction are linked to principles of UDL and provide students with multiple means of engagement, representation, and expression. Content, instruction, and assessments take into consideration the context for learning in the classroom as well as the individual strengths and challenges of students.</p>	<p>Lesson design and planning provide barely any evidence of differentiation. Content and assessments are not meaningfully differentiated. Lesson design and instruction are not linked principles of UDL and do not provide students with multiple means of engagement, representation, and expression. Content, instruction, and assessments do not take into consideration the context for learning in the classroom as well as the individual strengths and challenges of students.</p>
<p><b>9. Use of Questioning Techniques</b> CAEP-K-6-2018.3.a CAEP-K-6-2018.3.b CAEP-K-6-2018.3.c</p>	<p>Candidate uses a variety of questioning techniques including open ended, productive, and divergent questions. Candidate's use of questioning techniques are strategic and intended to</p>	<p>Candidate uses solid questioning techniques including some open ended and divergent questions. Candidate's use of questioning techniques promote learner engagement. Candidate listens</p>	<p>Candidate uses limited questioning techniques. Questions are limited to evaluative or convergent questions. Candidate does not listen actively and may not necessarily acknowledge</p>



<p>CAEP-K-6-2018.3.d CAEP-K-6-2018.3.e CAEP-K-6-2018.3.f CEC-2015.5 CEC-DHH.5 InTASC-2017.4.b InTASC-2017.4.j InTASC-2017.4.o InTASC-2017.4.r InTASC-2017.5.a InTASC-2017.5.b InTASC-2017.5.c InTASC-2017.5.d InTASC-2017.5.k InTASC-2017.5.l InTASC-2017.5.m InTASC-2017.5.n InTASC-2017.5.s InTASC-2017.6.e InTASC-2017.6.f InTASC-2017.6.t InTASC-2017.6.u InTASC-2017.6.v InTASC-2017.8.f InTASC-2017.8.i InTASC-2017.8.m InTASC-2017.8.q InTASC-2017.8.s</p>	<p>promote learner engagement. Candidate listens actively, acknowledges students' ideas, and builds on students' answers and questions.</p>	<p>actively, acknowledges students' ideas, and builds on students' answers and questions.</p>	<p>students' ideas and build on them.</p>
<p><b>10. Classroom-Wide Positive Behavior Supports</b> CAEP-K-6-2018.4 CEC-2015.2 CEC-DHH.2 InTASC-2017.3.a InTASC-2017.3.b InTASC-2017.3.c InTASC-2017.3.f InTASC-2017.3.n InTASC-2017.3.r</p>	<p>Candidate maintains a positive environment and a strong classroom community that is conducive to students learning productively and collaboratively. Candidate demonstrates a wide and diverse repertoire of strategies for gaining and maintain student attention. Candidate maintains a steady and appropriate pace in the lesson that ensures all learners are engaged. Candidate has clearly established routines and procedures in the classroom including clear directions and transitions within a lesson and from one lesson to another. Candidate anticipates and monitors student behavior by using effective proactive strategies as well as strategies to redirect student behavior or model appropriate behavior. Candidate's overall instruction and posture demonstrates respect for the students.</p>	<p>Candidate maintains a positive environment and a sense of classroom community that is conducive to students learning productively and collaboratively. Candidate demonstrates strategies for gaining and maintain student attention. Candidate maintains an appropriate pace in the lesson that ensures all learners are engaged. Candidate has established routines and procedures in the classroom including clear directions and transitions within a lesson and from one lesson to another. Candidate monitors student behavior by using effective strategies to redirect student behavior or model appropriate behavior. Candidate's overall instruction and posture demonstrates respect for the students.</p>	<p>Candidate does not maintain a positive environment and a strong classroom community that is conducive to students learning productively and collaboratively. Candidate demonstrates a limited repertoire of strategies for gaining and maintain student attention. Candidate's pacing needs improvement. Lack of consistent protocols and procedures sometimes lead to confusing or challenging behaviors in the classroom. Candidate's approach to challenging behaviors is primarily reactive. Candidate's overall instruction and posture may not demonstrate respect for the students.</p>
<p><b>11. Closure</b> CAEP-K-6-2018.3 CEC-2015.5 CEC-DHH.5 InTASC-2017.6.i InTASC-2017.6.j InTASC-2017.6.m InTASC-2017.6.s InTASC-</p>	<p>Candidate has a clear and thoughtful closure for each lesson that connects back to the learning objectives of the lesson. In the closure activity at the end of each lesson, students provide evidence of mastery of learning objectives.</p>	<p>The closure activity at the end of each lesson connects back to the learning objectives and provides some evidence of achievement.</p>	<p>There is no closure activity or the activity does not connect to learning objectives.</p>

## Standards

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- CAEP-K-6-2018.2.a** Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
- CAEP-K-6-2018.2.b** Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
- CAEP-K-6-2018.2.c** Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
- CAEP-K-6-2018.2.d** Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.
- CAEP-K-6-2018.3** STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
- CAEP-K-6-2018.3.a** Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.
- CAEP-K-6-2018.3.b** Candidates use assessment results to improve instruction and monitor learning.
- CAEP-K-6-2018.3.c** Candidates plan instruction including goals, materials, learning activities and assessments.
- CAEP-K-6-2018.3.d** Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- CAEP-K-6-2018.3.e** Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- CAEP-K-6-2018.3.f** Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.
- CAEP-K-6-2018.4** Standard 4 – Supporting Each Child’s Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s

learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

- CAEP-K-6-2018.4.a** Candidates use a variety of instructional practices that support the learning of every child.
- CAEP-K-6-2018.4.b** Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- CAEP-K-6-2018.4.c** Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.
- CAEP-K-6-2018.4.d** Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
- CAEP-K-6-2018.4.e** Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- CAEP-K-6-2018.4.f** Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
- CAEP-K-6-2018.4.g** Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.
- CEC-2015.1** Initial Preparation Standard 1: Learner Development and Individual Learning Differences
- CEC-2015.2** Initial Preparation Standard 2: Learning Environments
- CEC-2015.3** Initial Preparation Standard 3: Curricular Content Knowledge
- CEC-2015.4** Initial Preparation Standard 4: Assessment
- CEC-2015.5** Initial Preparation Standard 5: Instructional Planning and Strategies
- CEC-DHH.1** Initial Preparation Standard 1: Learner Development and Individual Learning Differences
- CEC-DHH.2** Initial Preparation Standard 2: Learning Environments
- CEC-DHH.3** Initial Preparation Standard 3: Curricular Content Knowledge
- CEC-DHH.4** Initial Preparation Standard 4: Assessment
- CEC-DHH.5** Initial Preparation Standard 5: Instructional Planning & Strategies
- InTASC-2017.1.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.
- InTASC-2017.1.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.

- InTASC-2017.1.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.
- InTASC-2017.1.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.
- InTASC-2017.1.f** The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- InTASC-2017.1.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.
- InTASC-2017.1.h** The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- InTASC-2017.1.i** The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- InTASC-2017.1.k** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
- InTASC-2017.10.b** The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- InTASC-2017.10.c** The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals
- InTASC-2017.10.d** The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- InTASC-2017.10.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.
- InTASC-2017.10.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.
- InTASC-2017.2.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.
- InTASC-2017.2.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.

- InTASC-2017.2.c** The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- InTASC-2017.2.d** The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- InTASC-2017.2.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.
- InTASC-2017.2.f** The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs
- InTASC-2017.2.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.
- InTASC-2017.2.i** The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- InTASC-2017.2.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.
- InTASC-2017.2.l** The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- InTASC-2017.2.m** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests
- InTASC-2017.2.n** The teacher makes learners feel valued and helps them learn to value each other
- InTASC-2017.2.o** The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
- InTASC-2017.3.a** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- InTASC-2017.3.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.
- InTASC-2017.3.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.

- InTASC-2017.3.e** The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- InTASC-2017.3.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.
- InTASC-2017.3.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.
- InTASC-2017.3.n** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- InTASC-2017.3.r** The teacher is a thoughtful and responsive listener and observer.
- InTASC-2017.4.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
- InTASC-2017.4.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
- InTASC-2017.4.c** The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- InTASC-2017.4.d** The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- InTASC-2017.4.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.
- InTASC-2017.4.g** The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- InTASC-2017.4.i** The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
- InTASC-2017.4.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.
- InTASC-2017.4.k** The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- InTASC-2017.4.l** The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- InTASC-2017.4.m** The teacher knows how to integrate culturally relevant content to

build on learners' background knowledge.

- InTASC-2017.4.n** The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- InTASC-2017.4.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.
- InTASC-2017.4.p** The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- InTASC-2017.4.r** The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- InTASC-2017.5.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).
- InTASC-2017.5.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).
- InTASC-2017.5.c** The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- InTASC-2017.5.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.
- InTASC-2017.5.f** The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- InTASC-2017.5.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.
- InTASC-2017.5.h** The teacher develops and implements supports for learner literacy development across content areas.
- InTASC-2017.5.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.
- InTASC-2017.5.l** The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- InTASC-2017.5.m** The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- InTASC-2017.5.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.
- InTASC-2017.5.r** The teacher values knowledge outside his/her own content area

and how such knowledge enhances student learning.

- InTASC-2017.5.s** The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- InTASC-2017.6.a** The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- InTASC-2017.6.b** The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- InTASC-2017.6.c** The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- InTASC-2017.6.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.
- InTASC-2017.6.e** The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- InTASC-2017.6.f** The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- InTASC-2017.6.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.
- InTASC-2017.6.h** The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- InTASC-2017.6.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.
- InTASC-2017.6.j** The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- InTASC-2017.6.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.
- InTASC-2017.6.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.
- InTASC-2017.6.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.
- InTASC-2017.6.n** The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies



for communicating this feedback.

- InTASC-2017.6.o** The teacher knows when and how to evaluate and report learner progress against standards
- InTASC-2017.6.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.
- InTASC-2017.6.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.
- InTASC-2017.6.r** The teacher takes responsibility for aligning instruction and assessment with learning goals.
- InTASC-2017.6.s** The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- InTASC-2017.6.t** The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- InTASC-2017.6.u** The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- InTASC-2017.6.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.
- InTASC-2017.7.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.
- InTASC-2017.7.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.
- InTASC-2017.7.c** The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- InTASC-2017.7.d** The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest
- InTASC-2017.7.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
- InTASC-2017.7.g** The teacher understands content and content standards and how these are organized in the curriculum.
- InTASC-2017.7.h** The teacher understands how integrating crossdisciplinary skills in instruction engages learners purposefully in applying content knowledge.
- InTASC-2017.7.i** The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

<b>InTASC-2017.7.j</b>	The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
<b>InTASC-2017.7.k</b>	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.
<b>InTASC-2017.7.n</b>	The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
<b>InTASC-2017.8.a</b>	The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
<b>InTASC-2017.8.b</b>	The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
<b>InTASC-2017.8.d</b>	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.
<b>InTASC-2017.8.e</b>	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.
<b>InTASC-2017.8.f</b>	The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
<b>InTASC-2017.8.i</b>	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).
<b>InTASC-2017.8.m</b>	The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
<b>InTASC-2017.8.n</b>	The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
<b>InTASC-2017.8.p</b>	The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
<b>InTASC-2017.8.q</b>	The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
<b>InTASC-2017.8.s</b>	The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
<b>InTASC-2017.9.a</b>	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.
<b>InTASC-2017.9.b</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.

- InTASC-2017.9.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.
- InTASC-2017.9.d** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- InTASC-2017.9.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.
- InTASC-2017.9.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.
- InTASC-2017.9.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.
- InTASC-2017.9.h** The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- InTASC-2017.9.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.
- InTASC-2017.9.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).
- InTASC-2017.9.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.
- InTASC-2017.9.l** The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- InTASC-2017.9.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.
- InTASC-2017.9.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.

