

Tier 2 - Mid-Term Evaluation

Instructions: The competencies included in this rubric are based on the Illinois Professional Teacher Standards and are aligned to the INTASC progressions and Charlotte Danielson's Framework for Teaching. University Supervisors and Cooperating Teachers should complete this rubric at the midterm (MIDTERM GRADE) and at the conclusion of the semester (FINAL GRADE). The scorer should mark the box of the description that best matches the current level of the student teacher in each row. (Rarely means less than 50% of the time, occasionally means 60-80% of the time regularly, often, frequent and consistent mean 80% of the time and above.) A final score of 70.00 or a 2.50 average rating (adjusted for Not Observed) or above on the final is required to pass student teaching.

IPTS Standard	0	1 - Unsatisfactory	2 – Basic	3 – Proficient	4 - Exceptional
			<i>Expected Range</i>		
IPTS ONE. Teaching Diverse Students. Demonstrates knowledge of student diversity, identifies student needs, and understands the impact of teacher bias. (InTASC 2) (Danielson Domain 1b) (CAEP 1) (IPTS 1A, 1C, 1E, 1F, 1G, 2E).	Not Observed	Lacks knowledge about the diverse needs of students (exceptional needs, cultural diversity, second language acquisition, learners' background knowledge). Bias is evident in the teacher's actions, diversity is not valued. (Danielson 1b. U).	Occasionally demonstrates accurate knowledge about the diverse needs of students (exceptional needs, cultural diversity, second language acquisition, learner's background knowledge). Rarely identifies individual student needs, occasionally, bias is evident in the teachers actions. (Danielson 1b. B)	Regularly demonstrates accurate understanding about the diverse needs of students (exceptional needs, cultural diversity, second language acquisition, learners' background knowledge) and able to identify individual student needs. Seeks knowledge about learners from multiple sources. Bias is not evident in the teacher's actions. (Danielson 1b. P)	Demonstrates accurate understanding of student diversity, (second language acquisition, exceptional needs and learners' background knowledge). Observes individuals and groups to identify specific needs and responds with appropriate support. Systematically seeks knowledge about learners from multiple sources. Recognizes how his/her identity affects perception and bias and reflects on the fairness and equity of his/her decisions (InTASC 9 Prog. 1).
IPTS ONE. Teaching Diverse Students. Demonstrates knowledge of theories and philosophies of learning and human development. (InTASC 2, Danielson Domain 1b, CAEP 1) (IPTS 1B, 1D, 2A)	Not Observed	Lacks knowledge of theories and philosophies of learning and human development. Minimal knowledge about how students learn. (Danielson 1b. U)	Occasionally demonstrates knowledge of theories and philosophies of learning and human development. Occasionally applies theories to the whole class rather than to individual students. (Danielson 1b. B).	Regularly demonstrates appropriate knowledge of theories and philosophies of learning and human development. Applies theories to individual and groups of students. (Danielson 1b. P).	Demonstrates extensive knowledge of theories and philosophies of learning and human development. Observes learners and seeks resources to adjust teaching. Systematically seeks out information about the learner from several sources. Uses information about learner interest to engage learners in a variety of learning experiences to capitalize on strengths and build on weaknesses (InTASC 1&2 Prog.1)

Tier 2 - Mid-Term Evaluation

<p>IPTS TWO. Pedagogical Knowledge. Understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines, understands the relationship of knowledge within the discipline to other content areas and to life applications. (InTASC 4) (Danielson Domain 1a, 1e, 3c,) (CAEP 1) (IPTS 2B, 2D, 5D, 3L)</p>	<p>Not Observed</p>	<p>Material presented is factually inaccurate, student errors and misconceptions are not corrected. Learners are rarely engaged in inquiry or meaningful interaction with the content. Organization, explanation and presentation of the content frequently contributes to confusion. Meaningful applications to real life are not attempted. Appropriate interdisciplinary connections are not made. (Danielson 1a.U).</p>	<p>Occasionally demonstrates knowledge in the discipline but is unable to determine key concepts and relationships. Learners are not engaged in inquiry or meaningful interaction with the content. Organization, explanation and presentation of the content contributes to confusion, attempts at application to real life are made. Attempts at appropriate interdisciplinary connections are apparent. (Danielson 1a.B).</p>	<p>Material presented is factually accurate, student misconceptions are regularly addressed. Learners are often engaged in some inquiry and some application of the standards of evidence used in the discipline. Organization, explanation and presentation of the content is adequate. Frequent attempts at application to real life are made, and some are successful. Frequent attempts at appropriate interdisciplinary connections are apparent, and some are successful. (Danielson 1a.P).</p>	<p>Material presented is factually accurate, student misconceptions and errors are discussed and accurate conceptual understandings are developed. Organization, explanation and presentation of the content contribute to student understanding. The learners are engaged in applying methods of inquiry and standards of evidence used in the discipline. (InTASC 4 Prog. 1). Learners are encouraged to see relationship across disciplines, teacher engages learners in applying content knowledge and skills in authentic contexts. (InTASC 5 Prog 1).</p>
<p>IPTS TWO. Content Area & Pedagogical Knowledge Knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (InTASC 4) (Danielson Domain 1a, 1e, 3c) (CAEP 1) (IPTS 2F, 2L, 5O)</p>	<p>Not Observed</p>	<p>Does not know how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. Demonstrates an inability to use technology to support instruction and enhance student learning. Little to no understanding of appropriate pedagogy. (Danielson 1a.1d. U).</p>	<p>Minimal attempts at accessing the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. Struggles with fluency in technology systems, does not use technology to support instruction and enhance student learning or uses technology inappropriately. Limited use of appropriate pedagogy. (Danielson 1a., 1d. B).</p>	<p>Knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, evaluates and modifies instructional resources for comprehensiveness and accuracy. Demonstrates fluency with technology, attempts are made at using technology to support instruction and enhance student learning. (Danielson 1a., 1d. P)</p>	<p>Regularly accesses the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, accurately evaluates and modifies instructional resources for comprehensiveness and accuracy (INTASC 4 Prog. 1). Demonstrates fluency in technology systems, uses technology appropriately to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. (InTASC 4 Prog. 1)</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS TWO. Content Area Pedagogical Knowledge. Academic Language. Understands the relationship among language acquisition (first and second) literacy development, and acquisition of academic content and skills. (InTASC 4) (Danielson Domain 1a, 1e, 3c) (CAEP 1) (IPTS 2H)</p>	<p>Not Observed</p>	<p>Fails to understand the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.</p>	<p>Occasionally demonstrates understanding of the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.</p>	<p>Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.</p>	<p>Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Creates opportunities for students to learn, practice and master academic language in their content. (InTASC 4 Prog 1).</p>
<p>IPTS THREE. Planning for Differentiated Instruction. Lesson Planning. Organizes lessons plans with alignment between standards, objectives, instructional strategies and assessments. Objectives are meaningful, measureable and student centered. (InTASC 7) (Danielson Domain 1b, 1e) (CAEP 1).</p>	<p>Not Observed</p>	<p>Lesson plans are unorganized and not aligned to instructional outcomes. Objectives are not relevant, student centered or measurable. The outcomes represent low expectations and lack rigor. (Danielson 1c. 1e. U)</p>	<p>Lesson plans are organized. Occasionally elements of the lesson plan are aligned to instructional outcomes. Often, objectives are not meaningful, student centered or measurable. Outcomes represent moderate expectations and rigor. (Danielson 1c. 1e. B)</p>	<p>Lesson plans are organized. All elements of the lesson plan are aligned to instructional outcomes. Sequences and learning experiences are generally linked to student centered measurable objectives. Most outcomes represent high expectations and rigor. (Danielson 1c. 1e. P)</p>	<p>Lesson plans are organized. Lesson plans demonstrate an ability to use the curriculum and content standards to identify measurable objectives. Sequence and learning experiences are linked to student centered measurable objectives. (InTASC 7 Prog 1). The content is relevant and meaningful to all learners with high expectations and rigor for all learners. (InTASC 7 Prog 1).</p>
<p>IPTS THREE. Planning for Differentiated Instruction, Planning for Diverse Learners. Understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction. (InTASC 7) (Danielson Domain 1b, 1e) (CAEP 1). (IPTS 3C, 3A).</p>	<p>Not Observed</p>	<p>Planning demonstrates a lack of understanding of cultural, linguistic, cognitive, physical, and social/emotional differences in learners and fails to consider the needs of each student.</p>	<p>Planning occasionally considers differences in learners and the needs of each student. Planning demonstrates some understanding of cultural, linguistic, cognitive, physical, and social and emotional needs of the learners.</p>	<p>Planning demonstrates understanding of cultural, linguistic, cognitive, physical, and social and emotional differences in learners and considers the needs of each student.</p>	<p>Lesson plans consider the needs of each learner, and contain specific strategies to differentiate learning experiences (InTASC 7 Prog 1). Lesson plans use multiple approaches to meet the needs of diverse learners, content is accessible to linguistically diverse learners. Interventions are used needed (IEP, 504) (InTASC 1&2 Prog.1)</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS THREE. Planning for Differentiated Instruction. Planning for Diverse Learners. Research and Data. Understands how research and data guide instructional planning, delivery, and adaptation. (InTASC 7) (Danielson Domain 1b, 1e) (CAEP 1) (IPTS 3G).</p>	<p>Not Observed</p>	<p>Lesson plans fail to consider student data (formative and summative) and available research. Plans are inappropriate for the learners, considering the research and data.</p>	<p>Lesson plans occasionally fail to consider student data (formative and summative) and available research. Some of the lesson plans are inappropriate for learners, considering the research and data.</p>	<p>Lesson plans often reflect the use of research and student data (formative and summative). Lesson plans are appropriate for learners considering the available research and data.</p>	<p>Formative and summative data informs the lesson plans. Plans indicate that adjustments were made for recurring learning needs. Plans use grouping to provide students with varied needs additional supports or challenges. (InTASC 7 Prog 1).</p>
<p>IPTS THREE. Planning for Differentiated Instruction. Planning for Diverse Learners. School and Community Resources. Understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences to meet individual student needs. Understands the appropriate role of technology, including assistive technology to meet student needs. (InTASC 7) (Danielson Domain 1b, 1e) (CAEP 1) (IPTS 3F, 3P, 3E).</p>	<p>Not Observed</p>	<p>Lacks ability or interest in co-planning with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences. Technology is not incorporated into the lesson plans even when it is an appropriate tool to assist student learning.</p>	<p>Occasionally engages in co-planning with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences. Technology is occasionally incorporated into the lesson plan and occasionally available to assist student learning.</p>	<p>Regularly engages in co-planning with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences. Regularly incorporates technology into the lesson plan and makes technology available to assist student learning.</p>	<p>Regularly engages in co-planning with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences. Uses data to identify learners who need significant intervention. Seeks assistance from colleagues and specialists. Uses information from families to adjust plans and incorporate home-based resources to provide support. Regularly and appropriately integrates technology into meaningful student learning experiences and makes technology available to assist learners. (InTASC 7 Prog 1)</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS FOUR. Learning Environment. Classroom Management. Understands principles and strategies for effective classroom and behavior management. Creates clear expectations and procedures for communication and behavior. Creates a safe and productive physical setting. Manages time and physical space. Understands factors that influence motivation and engagement. (InTASC 3) (Danielson Domain 2a, 3c) (CAEP 1) (IPTS 4A, 4J, 4M, 4G, 4D)</p>	<p>Not Observed</p>	<p>Demonstrates a lack of knowledge of effective strategies for management, motivation, and engagement. Norms and expectations are not established. Fails to ensure a safe and productive learning environment. Negative interactions are regularly present. Disrespectful behavior is ignored. Instructional time and space are poorly used. Students are rarely engaged. Work requires only low level basic skills or rote learning. Low expectations are the norm. (Danielson 2a, 2b. 2c. 2d. 2e. U).</p>	<p>Occasionally uses effective strategies for management, motivation, and engagement, with inconsistent or ineffective results. Classroom interactions are generally appropriate. Disrespectful behavior is addressed with uneven results. Instructional time and space could be better utilized. Students are often not engaged, work requires only low level skills or rote learning. Focus is not on quality work. Classroom is safe. (Danielson 2a, 2b. 2c. 2d. 2e. B).</p>	<p>Interactions are polite and show respect and care. Regularly uses effective strategies for management, motivation, and engagement. Norms and expectations are explicit. Learning environment is productive and safe. Disrespectful behavior is consistently and successfully addressed. Instructional time and space are well utilized, students follow established routines. Students are engaged, in meaningful work. (Danielson 2a, 2b. 2c. 2d. 2e. P).</p>	<p>Verbal and nonverbal communication demonstrates respect for every student. Explicit expectations for norms and behavior are articulated. Routines are developed to support norms. Teacher collaborates with learners to develop shared values and expectations for respectful interactions, academic discussions and responsibility for quality work (InTASC 3 Prog 1). Learning environment is managed to actively and equitably engage learners by organizing, allocating and coordinating resources of time, space and learners' attention with minimal loss of instructional time.</p>
<p>IPTS FOUR. Learning Environment. Grouping and Cooperative Learning. Demonstrates knowledge of group theory and how to help student work cooperatively and productively in groups. (InTASC 3, Danielson Domain 2a, 3c, CAEP 1) (IPTS 4B, 4C)</p>	<p>Not Observed</p>	<p>Group work is never used.</p>	<p>Group work is used occasionally, but the learners are not focused and unproductive.</p>	<p>Group work is regularly and appropriately used. Students work cooperatively and productively in groups.</p>	<p>Group work is used when appropriate. Teacher develops experiences that engage learners in collaborative and self-directed learning and intentionally builds learner capacity to collaborate. (InTASC 3 Prog. 1). Develops student's ability to participate in respectful, constructive discussions in small and whole group settings. Establishes norms for respectful listening, building on one another's ideas and questioning. (InTASC 8, Prog 1).</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS FIVE. Instructional Delivery. Engaging Instruction. Lessons utilize strategies that engage, motivate and challenge students. Students are engaged in critical thinking, and problem solving. Provides support for new processes or ways of thinking when they are first introduced. INTASC 8, Danielson Domain 3b, 3c, CAEP 1) (IPTS 2C, 2G, 5F).</p>	<p>Not Observed</p>	<p>Lessons are neither motivating nor challenging. Connections to learner prior knowledge are not made. No use of multiple representations or explanations. Questions are low level, or not relevant, few students participate. Supports are not provided for new processes or ways of thinking when they are first introduced. (Danielson 3b, 3c, U)</p>	<p>Lessons are occasionally motivating and challenging. Some connections to learner prior knowledge are made. Limited use of multiple representations or explanations. Some questions engage students in critical thinking, attempts are made to engage all students. Some supports are provided for new processes or ways of thinking when they are first introduced.(Danielson 3b, 3c, B)</p>	<p>Lessons are regularly engaging, motivating, and challenging. Connections are regularly made to learner prior knowledge. Multiple representations or explanations are used. Most students are engaged in critical thinking and problem solving. Questions are challenging and generates discussions among students. Support for new processes or ways of thinking are provided when these are first introduced.(Danielson 3b, 3c, P)</p>	<p>Teacher directs student learning through instructional strategies linked to learning objectives and standards. Learning objectives are explicit to students. Provides graphic organizers, models and representations. Uses a variety of sources and tools including technology. Poses questions that elicit learner thinking and result in meaningful discussion between students. (InTASC Std 8 Prog 1) Teacher stimulates learner reflection on prior knowledge and guides learners through learning progressions. Encourages learners to question and analyze ideas from diverse perspectives. (InTASC 4 Prog 1). Most students are engaged in critical thinking, and problem solving, (InTASC 5 Prog 1)</p>
<p>IPTS FIVE. Instructional Delivery. Engaging Instruction. Lesson Organization and Pacing. Instructional time is maximized, lessons are organized and the pacing is appropriate. Lessons are clear and organized. Objectives, instructional activities, and assessments are aligned (INTASC 8) (Danielson Domain 3b, 3c) (CAEP 1) (IPTS 5R).</p>	<p>Not Observed</p>	<p>Learning tasks are poorly aligned with outcomes. Lesson structure is confusing. Instructional time is rarely maximized for student engagement. Significant instructional time is lost during transitions. Pace of lesson(s) is not appropriate (Danielson 3c. U).</p>	<p>Learning tasks are occasionally aligned with outcomes. Lesson structure is acceptable. Instructional time is often not maximized and lost during transitions. Pace of lesson could be improved. (Danielson 3c. B).</p>	<p>Learning tasks are often aligned with outcomes. Lesson structure is appropriate. Students are engaged for the majority of the instructional time. Limited instructional time is lost during transitions. Pace of lesson is appropriate. (Danielson 3c. P).</p>	<p>Learning tasks are fully aligned with outcomes. Lesson structure is appropriate. Instructional time is maximized time for student engagement. Minimal instructional time is lost during transitions. Pace of lesson maximizes learning.</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS FIVE. Instructional Delivery. Differentiating Instruction. Knows how to implement effective differentiated instruction and modify instruction through the use of a wide variety of materials, technology, and resources. Evaluates and uses student performance data, student needs, goals, and responses to modify instruction and adjust instruction while teaching. (INTASC 8) (Danielson Domain 3b, 3c) (CAEP 1) (IPTS 5A, 5C, 5E, 9A, 5G, 5H)</p>	<p>Not Observed</p>	<p>Instruction is not differentiated. Resources, methods, and environment are not modified to meet student needs when it would be appropriate to do so. Student performance data is not used to modify instruction.</p>	<p>Instruction is occasionally differentiated. Resources, methods, and environment are occasionally modified to meet student needs. Student performance data is occasionally used to modify instruction.</p>	<p>Instruction is regularly differentiated. Resources, methods, and environment are modified to meet student needs. Student performance data is used to modify instruction.</p>	<p>Instruction is differentiated. Resources, methods, and environment are modified to meet student needs. Student performance data is used to modify instruction. Teacher analyzes individual learner needs as well as patterns across groups of learners, and incorporates strategies to build group work skills. Learners are prepared to use academic language, (InTASC Std. 5 Prog 1).</p>
<p>IPTS FIVE. Instructional Delivery. Modes of Instruction. Demonstrates performance in various roles (facilitator, coach, co-teaching) to meet the instructional needs of each student. INTASC 8, Danielson Domain 3b, 3c, CAEP 1) (IPTS 5K, 5Q, 8G).</p>	<p>Not Observed</p>	<p>Demonstrates no proficiency in various roles (facilitator, coach, co-teaching) to meet the instructional needs of each student. (Danielson 3c.U)</p>	<p>Occasionally proficient in various roles (facilitator, coach, co-teaching) to meet the instructional needs of each student inconsistently. (Danielson 3c.B)</p>	<p>Demonstrates proficiency in various roles (facilitator, coach, co-teaching) to meet the instructional needs of each student. (Danielson 3c. 3e P)</p>	<p>Demonstrates proficiency in various roles (facilitator, coach, co-teaching) to meet the instructional needs of each student. Helps students develop the capacity to work in various roles; for example, incorporates strategies to build group work skills. (INTASC Std. 5 Prog 1)</p>
<p>IPTS SIX. Reading, Writing, & Oral Communication Skills. Knows and models standard conventions in written and oral communication (INTASC 5) (Danielson Domain 3a) (CAEP 1) (IPTS 6E).</p>	<p>Not Observed</p>	<p>Regularly struggles with standard conventions in written and oral communication. (Danielson 3a. U).</p>	<p>Occasionally struggles with standard conventions in written and oral communication. (Danielson 3a. B).</p>	<p>Regularly models standard conventions in written and oral communication.</p>	<p>Consistently models and encourages learners to use standard conventions in written and oral communication.</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS SIX. Reading, Writing, & Oral Communication Skills. Assessing Student Communication Needs. Understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student. Works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs (INTASC 5 Danielson Domain 3a, CAEP 1) (IPTS 6H, 6R).</p>	<p>Not Observed</p>	<p>Fails to demonstrate understanding of how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each learner. Fails to work with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs.</p>	<p>Occasionally demonstrates understanding of how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student. Occasionally, works with other teachers and support personnel occasionally to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs.</p>	<p>Understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student. Works with other teachers and support personnel regularly to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs.</p>	<p>Regularly uses a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student. Consistently works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs.</p>
<p>IPTS SIX. Reading, Writing, & Oral Communication. Demonstrate knowledge of appropriate and varied instructional approaches to literacy in the content areas. Understands the reading process, literacy theory and development, and the writing process in content areas. Demonstrates knowledge of relationships among communication skills and integrating literacy skills and resources for content and reading needs of each student. Demonstrates performance in teaching fluency strategies, comprehension and writing skills, engaging students with varied and integrated texts and resources in content areas (INTASC 5) (Danielson Domain 3a) CAEP 1) (IPTS 6A, 6I, 6B, 6C, 6D, 6F, 6G, 6M, 6O, 6P, 6Q).</p>	<p>Not Observed</p>	<p>Fails to demonstrate both knowledge and performance of reading process, literacy theory and development, and writing process in content areas. Fails to demonstrate knowledge of appropriate and varied instructional approaches to literacy in the content areas. Fails to demonstrate knowledge of relationships among communication skills and integrating literacy skills. Fails to demonstrate performance in teaching fluency strategies, comprehension and writing skills engaging students with varied and integrated texts and resources in content areas.</p>	<p>Occasionally demonstrates both knowledge and performance of reading process, literacy theory and development, and writing process in content areas. Occasionally demonstrates knowledge of appropriate and varied instructional approaches to literacy in the content areas. Occasionally demonstrates knowledge of relationships among communication skills and integrating literacy skills. Occasionally demonstrates performance in teaching fluency strategies, comprehension and writing skills that engage students with varied and integrated texts and resources in content areas.</p>	<p>Demonstrates both knowledge and performance of reading process, literacy theory and development, writing process in content areas. Demonstrates knowledge of appropriate and varied instructional approaches to literacy in the content areas. Demonstrates knowledge of relationships among communication skills and integrating literacy skills and resources for content and reading needs of each student. Demonstrates performance in teaching fluency strategies, comprehension and writing skills that engage students with varied and integrated texts and resources in content areas.</p>	<p>Demonstrates knowledge of appropriate and varied instructional approaches to literacy in the content areas. Engages learners in developing literacy and communication skills that support learning in the content areas. Helps students recognize different types of text for writing in specific contexts. (IntASC 5 Prog 1).</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS SEVEN. Assessment. Demonstrates knowledge of assessment types. Understands how to select, constructs, and use assessments for diagnosis, evaluation, and feedback (InTASC 6) (Danielson Domain 1f, 3d) (CAEP 1, 4) (IPTS 7A, 7E,)</p>	<p>Not Observed</p>	<p>Assessments are not aligned to outcomes. Students are not aware of assessment criteria. Little monitoring of student learning. Feedback is absent or poor quality. No self-assessment or peer assessment. (Danielson 1f, U).</p>	<p>Occasionally assessments are partially aligned to outcomes. Students are not always aware of assessment criteria or criteria is not clear. Monitoring of student learning and feedback is inconsistent. Formative assessment used but needs improvement. (Danielson 1f, B).</p>	<p>Assessments are often aligned to outcomes. Students are often aware of assessment criteria. Monitoring of student learning is regular and feedback is consistent. Formative assessments are planned, and regular. (Danielson 1f, B).</p>	<p>Assessments are aligned to outcomes. Students are aware of assessment criteria. Monitoring of student learning is regular, feedback is consistent and high quality. Formative assessment is regularly planned and used for meaningful purposes. Teacher designs or adapts a variety of formative assessments, matches learning goals with assessment tools, gives learners multiple practice assessments to promote growth, and differentiates assessments. (InTASC 6, Prog 1).</p>
<p>IPTS SEVEN. Using Assessment Data. Uses assessment data to make decisions for adjusting instruction to meet the needs of each student. Knows research based assessment strategies appropriate for each student. (InTASC 6 Danielson Domain 1f, 3d, CAEP 1, 4) (IPTS 7G, 7F).</p>	<p>Not Observed</p>	<p>Assessment data is not used to make decisions for adjusting instruction to meet the needs of each student.</p>	<p>Assessment data is occasionally used to make decisions for adjusting instruction to meet the needs of each student.</p>	<p>Assessment data is accurately and regularly used to draw conclusions about learner progress toward learning objectives. Monitors each student's progress and provides feedback.</p>	<p>Accurately uses data from multiple assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction. Monitors each student's progress and keeps records to support the analysis and reporting of learner progress. Provides criteria for learner assignments. Points out student strengths and area for improvement against criteria Engages students in reflection on the quality of their work. (InTASC 6, Prog 1).</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS SEVEN. Assessment Rules and Regulations. Knows legal provisions, rules, and guidelines regarding assessment and assessments and assessment accommodations, maintains useful and accurate records, interprets and communicates assessment data to guardians, collaborates with families and professionals involved in the assessment of each student (InTASC 6) (Danielson Domain 1f, 3d) CAEP 1, 4) (IPTS 7H, 7M, 7N, 7P, 8O)</p>	<p>Not Observed</p>	<p>Displays no understanding of rules and guidelines regarding the ethical use of assessments. Fails to maintain useful and accurate records. Fails to communicate and collaborate with families and professionals on assessment related issues (Danielson 4b. U).</p>	<p>Occasionally displays inconsistent understanding of rules and guidelines regarding the ethical use of assessments. Record keeping is adequate but inefficient. Communication and collaboration with families and professionals on assessment related issues is inconsistent. (Danielson 4b. B).</p>	<p>Displays consistent and regular understanding of rules and guidelines regarding the ethical use of assessments. Creates a system to maintain useful, accurate records. Uses assessment tools ethically, accurately, and appropriately. Engages in some communication and collaboration with families and professionals on assessment related issues (Danielson 4b. P).</p>	<p>Displays consistent and thorough understanding of rules and guidelines regarding the ethical use of assessments. Uses assessment tools ethically and accurately in the way they were intended to be used. Maintains useful and accurate records, Communication and collaboration with families on assessment related issues is consistent and meaningful. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data, implements required accommodations, (InTASC 6, Prog 1).</p>
<p>IPTS EIGHT. Collaborates with the community to utilize resources to enhance student learning and explore careers (INTASC 10) (Danielson Domain 4a, 4e, 4f) (CAEP 1, 2)(IPTS 8A, 8E, 8T)</p>	<p>Not Observed</p>	<p>Fails to collaborate with the community and utilize resources to enhance student learning and explore careers when it is appropriate.</p>	<p>Occasionally engages in collaboration with the community. Occasionally utilizes resources to enhance student learning and explore careers when it is appropriate</p>	<p>Regularly collaborates with the community to utilize resources to enhance student learning and explore careers.</p>	<p>Gathers, synthesizes and analyzes a variety of data sources inside and outside of the school to adapt instructional practices and other professional behaviors to meet learner’s needs. Uses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (InTASC 9 Prog 1).</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS EIGHT. Collaborates with School Personnel. Collaborates with others in the use of data to design and implement school interventions that benefit all students. Participates on collaborative and problem solving teams. Works to develop a positive climates and a shared sense of values and purpose for the school. (INTASC 10) (Danielson Domain 4a, 4e, 4f) CAEP 1, 2) (IPTS 8C, 8F, 8J, 8K, 8L, 8N, 8R 9N)</p>	<p>Not Observed</p>	<p>Resists collaboration with school personnel in teams, co-planning and co-teaching. Relationships with colleagues are negative. Fails to contribute to a positive climate and a shared sense of values and purpose for the school (Danielson 4d. U).</p>	<p>Occasionally collaborates with all school personnel in teams, co-planning and co-teaching, including IEP meetings, and participation on instructional teams. Occasionally contributes to a positive climate and a shared sense of values and purpose for the school. (Danielson 4d. B).</p>	<p>Regularly collaborates with all school personnel in teams, co-planning and co-teaching, including IEP meetings, and participation on instructional teams. Contributes to a positive climate and a shared sense of values and purpose for the school. Volunteers to participate in school events and makes significant contributions. (Danielson 4d. P).</p>	<p>Collaborates with all school personnel in teams, co-planning and co-teaching, including IEP meetings, and participation on instructional teams. Contributes to a positive climate and a shared sense of values and purpose for the school. Reflects upon feedback from colleagues to evaluate the effects of his/her actions on learners, colleagues and community (InTASC 9 Prog 1). Seeks assistance in identifying general patterns of need to support language learners. (INTASC 8, Prog 1).</p>
<p>IPTS EIGHT. Collaborates with Families. Engages in appropriate collaboration and relationship development with the family of each student (INTASC 10) (Danielson Domain 4a, 4e, 4f) (CAEP 1, 2) (IPTS 8D, 8H, 8P, 8Q, 9L)</p>	<p>Not Observed</p>	<p>Fails to engage in appropriate collaboration and relationship development with the family of each student. Communication about student progress is minimal with no response to parents concerns, or inappropriate response. (Danielson 4c. U).</p>	<p>Occasionally makes attempts to collaborate with families of each student. Occasionally communicates information to families about student progress. Limited responses to parents' concerns. (Danielson 4c. B).</p>	<p>Regularly engages in collaboration and relationship development with the family of each student. Information is frequently communicated about student progress and teacher responds to parent concerns. (Danielson 4C P).</p>	<p>Engages in collaboration and relationship development with the family of each student. Information is regularly communicated about student progress. Parent concerns receive responses. The teacher elicits information about learners from families and communities. Ongoing communication supports learner development and growth. (InTASC 9 Prog 1).</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS NINE. Professionalism, Leadership, & Advocacy. Models professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect) INTASC 9, 10 Danielson Domain 4a, 4c, 4d, 4e, 4f, CAEP 1) (IPTS 9H 9I).</p>	<p>Not Observed</p>	<p>Fails to model professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).</p>	<p>Inconsistently models professional behavior and dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).</p>	<p>Consistently models appropriate dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).</p>	<p>Consistently models and excels in appropriate dispositions (honesty, integrity, personal responsibility, confidentiality, altruism and respect).</p>
<p>IPTS NINE. Professionalism, Leadership, & Advocacy Laws. Knows and follows laws and rules relevant to student safety and student rights. Advocates for students (INTASC 9,10) (Danielson Domain 4a, 4c, 4d, 4e, 4f) (CAEP 1) (IPTS, 9R, 9B 8I 8H, 9J)</p>	<p>Not Observed</p>	<p>Fails to comply with emergency procedures and legal obligations related to mandatory reporting, student records and confidentiality. Does not engage in advocacy for students and families even when it is appropriate to do so.</p>	<p>Complies with emergency procedures and legal obligations related to mandatory reporting, student records and confidentiality. Occasionally engages in advocacy for students and families, some opportunities for engagement are missed.</p>	<p>Regularly complies with emergency procedures and legal obligations related to mandatory reporting, student records and confidentiality. Understands emergency procedures and mandatory reporter laws, engages in legal and ethical advocacy for the learning and well-being of each student and family.</p>	<p>Complies with emergency procedures and legal obligations related to mandatory reporting, student records and confidentiality. Understands emergency procedures and mandatory reporter laws, engages in legal and ethical advocacy for the learning and well-being of each student and family. Acts in accordance with ethical codes and standards, complies with laws and policies related to learner rights (InTASC 9 Prog 1).</p>
<p>IPTS NINE. Professionalism, Leadership, & Advocacy. Demonstrates leadership skills that contribute to individual and collegial growth, school improvement and the teaching profession. Participates in professional development. (INTASC 9, 10) (Danielson Domain 4a, 4c, 4d, 4e, 4f) (CAEP 1) (IPTS 9E, 9P, 9O).</p>	<p>Not Observed</p>	<p>Fails to demonstrate leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Does not engage in professional development activities and resists feedback.</p>	<p>Occasionally demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Resists professional development activities and resists feedback.</p>	<p>Regularly demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Engages in professional development activities and accepts feedback.</p>	<p>Demonstrates outstanding leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession. Engages in professional development activities and accepts feedback. Makes practice transparent by sharing plans and inviting observation and feedback. (InTASC 9 Prog 1).</p>

Tier 2 - Mid-Term Evaluation

<p>IPTS NINE. Demonstrates proficiency with using technology for communication and collaboration. Models appropriate social, ethical, and legal use of digital resources. Understands issues and responsibilities related to digital culture (INTASC 9, 10) (Danielson Domain 4a, 4c, 4d, 4e, 4f) (CAEP 1) (IPTS 9M, 9S, 9T 9G, 8M).</p>	<p>Not Observed</p>	<p>Fails to demonstrate the ability to use technology in communication. Fails to model appropriate social, ethical, and legal use of digital resources. Demonstrates a lack of understanding of local and global societal issues and responsibilities in an evolving digital culture. Fails to use digital tools and resources to promote collaborative interactions, even when it would be appropriate to do so.</p>	<p>Rarely uses technology in communication. Inconsistently models appropriate social, ethical, and legal use of digital resources. Demonstrates a limited understanding of local and global societal issues and responsibilities in an evolving digital culture. Rarely uses digital tools and resources to promote collaborative interactions, even when it would be appropriate to do so.</p>	<p>Regularly and appropriately uses technology for communication. Models appropriate social, ethical, and legal use of digital resources. Understands responsibilities in an evolving digital culture. Uses digital tools and resources to promote collaborative interactions.</p>	<p>Demonstrates technology proficiency in communication. Models appropriate social, ethical, and legal use of digital resources. Understands responsibilities in an evolving digital culture. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (InTASC 9 Prog 1) Provides opportunities for learners to use interactive technologies responsibly. (InTASC 3 Prog 1) Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (InTASC 9 Prog 1).</p>
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COMMENTS:

Student Teacher Signature: _____ **Print Name:** _____ **Date:** _____

Evaluator Signature: _____ **Print Name:** _____ **Date:** _____

Evaluator: Cooperating Teacher University Supervisor