

*University of Oklahoma
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*InTASC-based Intern Evaluation **GUIDE***

This guide elaborates on the teaching performance associated with each cell in the InTASC-based Intern Evaluation.

The ten sections in the InTASC-based Intern Evaluation rubric correspond to the ten Model Core Teaching Standards of the Interstate Teacher Assessment Support Consortium (InTASC). For each standard, the rubric lists characteristics that illustrate three levels of intern performance: Developing, Proficient, and Advanced. **It is important to note that the *Proficient* category represents the expected level of attainment at the conclusion of the student teaching internship.** That is, a successful intern would be expected to receive ratings of *Proficient* on the majority of the InTASC standards at the end-of-semester evaluation. The characteristics in the *Developing* category describe performance that has not yet developed to the level expected of a teacher candidate who is completing the student teaching internship. The characteristics in the *Advanced* category describe skills expected of an experienced classroom teacher; therefore, it would be rare for a student teaching intern to earn ratings of *Advanced*.

Directions for Rubric Use. For each of the InTASC Standards, two methods of evaluation are provided: a rubric with expected criteria for each level and space for narrative comments. Please assess the intern/student teacher's progress in each criterion by placing an X in the rubric to indicate whether performance is Developing, Proficient, or Advanced, and then provide comments as needed. The University Supervisor, the Cooperating Teacher, and the Intern should complete this evaluation twice during the student teaching internship. The Midterm Evaluation should be used as a formative assessment to provide insight into areas of improvement for the Intern, the Final Evaluation is a summative assessment for completion of the program.

InTASC Standard 1 (CAEP R1.1)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|---|--|--|
| The teacher candidate understands how learners grow and develop. | The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas. | The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas, and designs and implements developmentally appropriate and challenging learning experiences . |
| Identify/explain different developmental stages of learners in a classroom and how these stages affect learning for multiple age levels. Supervise students by accompanying them to lunch, recess, PE, music, etc. Attend extracurricular activities to better understand individual development of students at various ages. | Review student work looking for individual differences. Summarize individual differences within a developmental stage of a student in at least two areas such as: cognitive, linguistic, social, emotional, and physical, and explain how these differences affect learning. Collect data on individual student behavior and learning preferences. Discuss with cooperating teacher how they plan for individual learning differences within a small group, how the group was formed, and why it was formed. | Plan/implement challenging learning experiences that are developmentally appropriate for a group of students over time. Reflect on development after plan is implemented and evaluate effectiveness of the plan and revise future plans accordingly. |

InTASC Standard 2 (CAEP R1.1)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|---|---|---|
| The teacher candidate understands how diverse cultures and communities affect a learning environment. | The teacher candidate uses their understanding of individual differences and diverse cultures and communities to <i>ensure inclusive learning environments.</i> | The teacher candidate uses their understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments <i>that enable each learner to meet high standards in a large group.</i> |
| Engage in strategic relationship building conversations with students. Identify/explain cultural/linguistic differences found in classrooms and how those differences affect and enhance instruction. Review the school website to better understand the various ethnic/cultural groups as well as English Language Learners found in the school and school system. | Plan/implement differentiated instruction for an individual student who varies culturally/linguistically in order for them to meet high standards. Reflect on changes after plan is implemented with another colleague or cooperating teacher and evaluate the effectiveness of the plan and make revisions for the future. Create individualized materials for a student(s) who are culturally/linguistically diverse with attention to IEPs, 504 plans, IFSP's, gifted/talented plans and other legal requirements. | Plan/implement differentiated instruction for a large group of students to meet high standards in an inclusive environment such as representations, examples and models of content for students who vary culturally, linguistically and have identified special needs. Collect data and describe factors that affect instruction such as economic background of students, gender, IEP's, 504 plans, specific learning needs, visual or hearing impairments, greater challenge needs, strugglers in reading, math and underperforming students, etc. Seek external resources and include multiple perspectives in the presentation and discussion of content that reflects family, community and cultural experiences and norms for the learner. Reflect on changes after instruction occurs to evaluate effectiveness and make future plan revisions. |

InTASC Standard 3 (CAEP R1.1)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|--|--|--|
| <p>The teacher candidate works with others to create organized and safe environments that encourage positive social interaction.</p> | <p>The teacher candidate works with others to create environments that support individual and <i>collaborative learning</i> and encourage positive social interaction.</p> | <p>The teacher candidate works with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement in learning and <i>self-motivation</i>.</p> |
| <p>Summarize the characteristics of a learning environment in a classroom setting, including emergency procedures, school discipline policies, classroom rules and established routines. Help the cooperating teacher in routine tasks associated with creating an effective, organized and well managed classroom environment such as: taking attendance, stuffing mailboxes, collecting lunch count, organizing or filing papers, assignments, etc. Describe how the environment encourages positive social interaction. Engage in strategic relationship-building conversations with students. Communicate in ways verbally and nonverbally that demonstrate respect for the learner.</p> | <p>Establish a learning environment for a small group of students that encourages positive social interaction; that is mutually respectful and provides a low risk of failure for all students by creating supporting materials and using appropriate classroom management techniques such as proximity control, along with established cues and signals. Give directions and explain procedures for a new classroom routine. Video record yourself and discuss with another professional or cooperating teacher about how well you did in creating social interaction and collaborative learning. Also look at how smooth classroom management was implemented in group instruction and whether cultural differences and backgrounds were utilized as assets in the learning environment. Plan ways to be more effective next time.</p> | <p>Effectively establish and organize a physical learning environment for a large group over an extended period of time that promotes collaboration through a management plan with effective organizational routines, procedures, easy transitions, and strategies that support both individual and collaborative learning and encourage positive and mutually respectful social interaction with active listening, turn taking, active engagement in learning and self-motivation. Distribute and collect materials quickly and easily. Make good use of time being careful not to spend too much time with non-instructional activities. Prevent misbehavior when possible. Reflect on the plan periodically to check and see that it encourages positive mutually respectful social interaction, active engagement in learning, self-motivation and the use of cultural and language differences as assets.</p> |

InTASC Standard 4 (CAEP R1.2)

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

| Developing (1) | Proficient (2) | Advanced (3) |
|---|---|---|
| <p>The teacher candidate understands the <i>central concepts and structures of the discipline that they teach.</i></p> | <p>The teacher candidate understands central concepts, tools of inquiry and structures of the discipline(s) they teach and <i>create learning experiences for learners to assure mastery of content.</i></p> | <p>The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline (s) they teach and creates learning experiences that make the discipline <i>accessible</i> and meaningful for learners to assure mastery of content.</p> |
| <p>Identify the central concepts and structures of the discipline(s) they teach including relevant common core standards. Successfully pass all basic assessments relative to content knowledge. Has basic conceptual knowledge/understanding of all levels and areas they teach.</p> | <p>Effectively plan how individual students will access accurate content in multiple ways, including the use of technology. Work with an individual student on an identified content standard by planning a series of lessons based on the standard ensuring that all content is accessible to this student. Reflect with your cooperating teacher on the effectiveness of the plan and make revisions accordingly before teaching the student.</p> | <p>Create meaningful learning experiences for a group of students over an extended period of time by ensuring content is accessible to special needs students and those who vary culturally and linguistically from the majority of the class. Plan a unit of instruction for a group of students with proper alignment of content standards, learning targets, and assessments. Receive constructive feedback from another professional as to its quality.</p> <p>Successfully pass all content knowledge assessments required by state for licensure.</p> |

InTASC Standard 5 (CAEP R1.2)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|--|---|---|
| <p>The teacher candidate understands how to connect concepts by tapping into students' prior knowledge.</p> | <p>The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in <i>collaborative problem solving.</i></p> | <p>The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving <i>related to authentic and global issues.</i></p> |
| <p>Explain how questions, real life examples, and instructional support strategies that connect students' prior knowledge and formerly learned content to new content such as texts, problems, ideas, theories, processes is beneficial to learners. Observe a teacher as they teach a specific topic. Note if the teacher references prior knowledge, formerly learned content, or personal experiences of students. Analyze the effectiveness of those references if they occur. If they do not occur, create some examples of what might be done when this content is taught in the future.</p> | <p>Work with a small group of students in thinking about content at the application level of Bloom's Taxonomy and in collaborative problem solving. Make content such as texts, problems, ideas, theories and processes explicit through content specific representations and by using specific "signature pedagogies" common to certain subject areas. Use representations effectively that are appropriate for the content in the lessons</p> | <p>Design collaborative learning opportunities that will encourage students to integrate information from multiple content sources and may provide possible solutions to authentic local and global issues. Work with a group of students in collaborative groups to conduct research using multiple content sources and provide a plausible solution for a local or global issue. Foster the learner's ability to question and challenge assumptions in the source material.</p> |

InTASC Standard 6 (CAEP R1.3)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|---|---|---|
| The teacher candidate understands methods of assessment. | The teacher candidate understands and uses <i>multiple methods of assessment to monitor learner progress.</i> | The teacher candidate understands and uses multiple methods of assessment to <i>engage learners in their own growth</i> , to monitor learner progress and to <i>guide the decision making for the teacher and learner.</i> |
| Identify the uses of assessment data at the state, district, building and the classroom level. Explain how assessment data are used by classroom teachers to inform instructional decisions. Check or grade papers with a key. Record grades for the cooperating teacher. Complete a checklist of observed student behaviors. Record participations patterns. | Have a discussion with the cooperating teacher or a classroom teacher to discover how they use data to make instructional decisions. Design short term learning targets or goals for students referenced to external benchmarks. Uses formative assessments to begin to understand how teachers make instructional decisions. Recognize common patterns of student thinking and development in a subject matter domain. Analyze student work by using specific evidence from samples, noting strengths, weaknesses and patterns of learning for individuals or a group of learners. | Design long term learning targets or goals for a group of students referenced to external benchmarks. Understand the benefits of student self-reflection in the instructional process and provide opportunities for students to evaluate their own ability to apply skills/content to authentic experiences. Provide feedback using a growth mindset model. Encourage students to evaluate their own growth through self-assessment. Design summative assessments for long-term learning targets or goals. Compose, select, interpret, and use information from quizzes, tests, and other methods of summative assessment and interpret information from them. Know and apply the school's grading policy. Keep track of student data through technology or other means accepted at the school. |

InTASC Standard 7 (CAEP R1.3)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|---|--|--|
| The teacher candidate understands that classroom teachers make instructional decisions. | The teacher candidate plans instruction that <i>supports every student in meeting learning goals</i> by drawing upon knowledge of content areas <i>as well as knowledge of learners</i> . | The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, <i>cross disciplinary skills</i> and pedagogy, as well as knowledge of learners and the <i>community context</i> . |
| Discuss the planning process with the cooperating teacher relative to how teachers make decisions of what to plan for instruction. Create materials with the cooperating teacher in preparation for a lesson. Review the school's protocol for lesson planning, as well as content standards teachers use for planning. | Set short-term measurable rigorous learning goals and objectives for students referenced to core standards that appropriately take into consideration prerequisites of certain topics. Appraise, choose and modify tasks, texts, tools, resources, tests and materials so that they are aligned to the learning goals and objectives. Identify and implement an instructional response or strategy in response to common patterns of student thinking. Anticipate student responses and possible misunderstandings before finalizing plans. Plan a series of questions to engage students on all levels of Bloom's Taxonomy. | Design a cross-disciplinary unit of instruction with an organized and logical sequence of lessons, providing opportunities for student choice, and by using multiple instructional strategies such as discussion, inquiry, and project based learning by drawing upon knowledge of the community context. Justify learning targets based on the relationship between standards and individual student needs/research and theory. |

InTASC Standard 8 (CAEP R1.3)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|--|---|--|
| <p>The teacher candidate understands that the use of a variety of instructional strategies encourages learners to develop deep understanding of content.</p> | <p>The teacher candidate understands a <i>variety of instructional strategies</i> and uses them to encourage learners to develop a deep understanding of content.</p> | <p>The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to <i>build skills to apply knowledge in meaningful ways</i>.</p> |
| <p>Observe classroom teachers and note instructional strategies. Discuss with the cooperating teacher, peer, university supervisor or instructor which strategy was used and how effective it was in each situation to deepen student's understanding of content. Watch video examples showcasing certain effective instructional strategies in use. Many of these videos have notes and comments with them that are useful.</p> | <p>Instruct a group of students. Facilitate group discussions by encouraging learners to develop a deep understanding of content. Facilitate interactions without being too directive or controlling. Respond to students' ideas by revoicing and monitoring student engagement. Provide opportunities to extend student thinking by being responsive to their thoughts and ideas and using strategies such as questioning and scaffolding.</p> | <p>Take the initiative to secure needed resources for instruction. Enact practices fluidly. Effectively describe how students will use assessment feedback on their strengths and areas for improvement. Engage students by providing opportunities to practice and apply knowledge with effective scaffolding. Plan effective re-engagement lessons based on formative assessment information and by using a variety of instructional strategies/tools. Effectively use a variety of instructional strategies and flexible groupings. Teach independently for an extended period of time by encouraging learners to develop a deep understanding and build skills to apply their knowledge in meaningful ways. Provide challenging tasks for all learners and set high expectations for student work.</p> |

InTASC Standard 9 (CAEP R1.4)

Professional Learning and Ethical Practices. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of choices and actions on others (learners, families, other professionals and the community; and adapts practice to meet the needs of each learner.

| Developing (1) | Proficient (2) | Advanced (3) |
|--|---|---|
| The teacher candidate behaves in a professional manner and maintains the confidentiality of student information that is shared with them or they have access to. | The teacher candidate <i>uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on learners</i> and adapts their practice to meet the needs of each learner. | The teacher candidate engages in <i>ongoing professional learning and uses evidence to continually evaluate their practice</i> , particularly effects of their choices and actions on others (learners, families, other professionals and the community) and adapts their practice to meet the needs of each learner. |
| Models appropriate language and ethical behavior. Dresses professionally and is punctual and notifies supervisor and cooperating teacher of absences or tardiness. Respectful of cooperating teacher, university supervisor, other teachers and professionals, learners, family members and the community. | Creates and analyzes their own teaching video by reflecting on individual lessons, examining the effects of their choices relative to professional practice and actions on learners and subsequently adapting practice based on those effects both positive and negative. | Develop resumes and portfolios in preparation for professional life. Write a professional growth plan by examining areas where professional or personal improvement is needed and identifying resources and opportunities to assist with growth and improvement. Keep accurate records. |

InTASC Standard 10 (CAEP R1.4)

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

| Developing (1) | Proficient (2) | Advanced (3) |
|---|---|---|
| <p>The teacher candidate seeks opportunities to collaborate with colleagues to advance the profession.</p> | <p>The teacher candidate seeks opportunities to take responsibility for student learning and to collaborate with learners and colleagues to ensure learner growth and to advance the profession.</p> | <p>The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and advance the profession.</p> |
| <p>Ask the cooperating teacher questions to clarify the role of the teacher. Seek constructive feedback from the cooperating teacher in order to improve. Obtain a copy of the ethics rules and professional code of conduct. Follow the code of ethics for the state and the school system. Interact professionally and appropriately with candidate peers and cooperating teacher</p> | <p>Develop materials to support student learning at home. Work collaboratively with colleagues, cooperating teacher and education support specialists to develop instructional, social emotional, motor and language development and behavior plans for students.</p> | <p>Participate in organizations that advance the teaching profession. Attend athletic events/extracurricular/community events or activities. Interact appropriately with professional and support staff about students. Attend a student support group meeting with a special educator, parent and general education teacher. Attend professional meetings at the site, such as faculty meetings, data team meetings, and other inservice opportunities. Conduct a student or staff service learning project within the school and community.</p> |