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# INTASC RUBRIC FOR TEACHER CANDIDATE PROFESSIONAL PORTFOLIO

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Teacher Candidate's Name \_\_\_\_\_

Evaluating supervisor \_\_\_\_\_

Semester and Year \_\_\_\_\_

Directions: Circle the level that best describes the candidate's evidence of mastery of each criterion according to the following:

<b>Level 1</b>	<b>Very little or no evidence</b>
<b>Level 2</b>	<b>Developing evidence</b>
<b>Level 3</b>	<b>Mastery</b>

## **Criterion 1            Discipline knowledge & Understanding.**

Common description:

(Knowledge) Teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing and relates disciplinary knowledge to other subject matter.

(Disposition) Realizes that subject matter knowledge is not a fixed body of facts and seeks to keep abreast of new ideas and understandings in the field.

(Performance) Teacher effectively uses multiple representations and explanations, representing a variety of differing viewpoints that encourage students to see, question and interpret ideas from diverse perspectives.

**Level 1**

**Level 2**

**Level 3**

## **Criterion 2            Understanding of student development.**

Common description:

(Knowledge) Teacher understands how learning occurs and is aware of developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive) and can identify levels of readiness in learning.

(Disposition) Teacher appreciates individual variation within each area of development and is disposed to use students' strengths as a basis for growth.

(Performance) Assesses individual and group performances to design instruction that meets learners' current needs in each domain.

**Level 1**

**Level 2**

**Level 3**

## **Criterion 3            Responsiveness during lessons**

Common description: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Diversity)

(Knowledge) Teacher understands and can identify differences in approaches to learning and performance, areas of exceptionality, and the process of second language acquisition. The teacher has a well-grounded framework for understanding cultural and community diversity.

(Disposition) Teacher believes that all children can learn at high levels and persists in helping all children achieve success. The teacher is sensitive to community and cultural norms.

(Performance) Teacher identifies and designs instruction appropriate to students' stages of development, learning, styles, strengths, and needs. The teacher creates a learning community in which individual differences are respected.

**Level 1**

**Level 2**

**Level 3**

#### **Criterion 4 Instructional variety**

Common description:

(Knowledge) Teacher understands the cognitive processes and associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(Disposition) Teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

(Performance) Teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

**Level 1**

**Level 2**

**Level 3**

#### **Criterion 5 Effective Learning Environments**

Common description:

(Knowledge) Teacher can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.

(Disposition) Teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

(Performance) Teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another (e.g. organizes, allocates, and manages the resources of time, space, activities, and attention) to provide active and equitable engagement of students in productive tasks.

**Level 1**

**Level 2**

**Level 3**

#### **Criterion 6 Effective communication skills**

Common description:

(Knowledge) Teacher understands communication theory, language development, and the role of language in learning.

(Disposition) Teacher recognizes the power of verbal and nonverbal language for fostering self-expression, identity development, and learning.

(Performance) Teacher models effective communication strategies in conveying ideas and information and in asking questions that also demonstrate sensitivity to cultural and gender differences.

**Level 1**

**Level 2**

**Level 3**

#### **Criterion 7 Curriculum planning**

Common description:

(Knowledge) Teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

(Disposition) Teacher values both long term and short term planning and sees it as a collegial activity.

(Performance) As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.

**Level 1**

**Level 2**

**Level 3**

## **Criterion 8            Assessment strategies**

Common description:

(Knowledge) Teacher understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

(Disposition) Teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

(Performance) Teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

**Level 1**

**Level 2**

**Level 3**

## **Criterion 9            Reflective practice**

Common description:

(Knowledge) Teacher is aware of major areas of research on teaching and of resources available for professional learning.

(Disposition) Teacher values critical thinking and self-directed learning as a habit of mind and is committed to reflection, assessment, and learning as an ongoing process.

(Performance) Teacher uses a variety of methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

**Level 1**

**Level 2**

**Level 3**

## **Criterion 10          Collegial and community relations**

Common description:

(Knowledge) Teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

(Disposition) Teacher, as an advocate for students, values and appreciates the importance of all aspects of a child's experience.

(Performance) Teacher participates in collegial activities designed to make the entire school a productive learning environment.

**Level 1**

**Level 2**

**Level 3**

Comments: