Evidence Charts

Standard 1
Learner Development (Student Needs)

The teacher understands how learners grow and develop, recognizing that patterns of learning development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC 1; CAEP 1.1
 	
 Proficient:
 Uses data about students and their development to adjust teaching.
 	
 *This standard is focused on the development of students within the classroom.
	Observable candidate behaviors may include:
	 ● Connects lessons to students' interests, personal experiences and prior knowledge
	  ○ Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.)
	 ● Modifies, adapts or adjusts instruction and materials for students
	  ○ Varies learning experiences and activities within a lesson
	  ○ Uses flexible groupings
	  ○ Makes appropriate and timely adjustments within lessons based upon students' responses
	 ● Collects data about student development and effectively uses the data to adjust teaching
	  ○ Data collected includes information about student interests, backgrounds, strengths needs, etc.
	  ○ Takes notes or keeps records on student learning to determine next steps for instruction
	 ● Creates opportunities to use and build on student strengths
	  ○ This is not always evident within a single observation and may be learned during a debriefing

Standard 2
Learning Differences (Differentiation)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards. InTASC 2; CAEP 1.1
 	
 Proficient:
 Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping and varied learning experiences.
 	
 *This standard is focused on the development of individual students within the classroom.
	Observable behaviors may include:
	 ● Implements developmentally appropriate and challenging learning experiences
	  ○ Varies learning experiences and activities within a lesson to meet individual students' needs
	  ○ Includes strategies for making content and academic language accessible to linguistically diverse students
	  ○ Asks varying levels of questions to promote interactive class discussions
	 ● Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content
	  ○ Creates multiple ways for students to demonstrate learning
	  ○ Adapts materials and instruction to meet individual student needs

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	● Includes multiple levels of activities to address varied levels of students and/or provide student choice
	    ○ Provides opportunities for student choice
	● Creates multiple ways for students to demonstrate learning
	    ○ Provides opportunities for students to realize cultural significance and global perspectives
	    ○ Encourages individual opinions during class discussions

Standard 3 **Learning Environment (Classroom Management)**	
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. InTASC 3; CAEP 1.1 **Proficient:** **Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment.**	***Observable candidate behaviors may include:*** **Communicates, models, and positively reinforces clear task and behavioral expectations** ● Reinforces and revisits rules/expectations as needed ● Acknowledges positive behaviors ● Monitors the classroom climate and adjusts as needed ● Communicates expectations in multiple ways (verbal, visual, nonverbal, etc.) ● Exhibits mutual respect between self and students **Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)** ● Exhibit mobility during lessons and uses proximity control ● Is strategic and intentional with proximity **Uses strategies for transitions that minimize problems and maximize instructional time** ● Engages students in smooth and non-disruptive transitions between and within lessons ○ Uses age-appropriate transitions **Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment** ● Maintains the attention of the classroom ● Adjusts for student engagement ● Builds positive relationships with students ● Organizes the classroom for learning

Standard 4 **Content Knowledge (Accuracy)**	
The teacher understands the central	***Observable candidate behaviors may include:***

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concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. InTASC 4; CAEP 1.1 **Proficient:** **Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.**	● Demonstrates a clear and direct match between activities and objective(s) throughout the lesson ● Addresses student questions and misconceptions accurately ● Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language ● Is knowledgeable of content and ensures accurate and relevant implementation ● Provides students opportunities to practice/demonstrate understanding
Standard 5 **Application of Content (Critical Thinking)**	
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. InTASC 4; CAEP 1.1 **Proficient:** **Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.**	***Observable candidate behaviors may include:*** ● Builds upon prior knowledge and background to initiate new learning ● Relates content to meaningful examples that provoke critical thinking ● Uses inquiry driven instruction to engage students in meaningful ways o Provides opportunities for students to reason, justify and provide evidence for thinking ● Uses questioning to engage students to conjecture and discover key ideas ● Synthesizes content across fields, making connections relevant to students
Standard 5 **Application of Content (Communication)**	
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving related to authentic local and global issues. InTASC 5; CAEP 1.1 **Proficient:** **Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content.**	***Observable candidate behaviors:*** ● Engages students in applying content knowledge and skills to real world contexts ● Develops students' communications skills through group work ● Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts ● Creates authentic writing assignments ● Provides opportunities for students to display and communicate their knowledge in a variety of ways o Creates reading, writing, speaking opportunities for students to demonstrate learning

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Standard 6 Assessment (Classroom Assessment)	
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's ad learner's decision making. InTASC 6; CAEP 1.1 **Proficient:** **Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.**	***Observable candidate behaviors may include:*** o Implements multiple assessments that measure lesson objectives o Checks for student understanding throughout the lesson o Adjustments to lesson are made based upon student responses o Uses assessments to engage student in his/her growth and decision making o Implements required accommodation in assessments and testing conditions o Provides a variety of opportunities to showcase learning

Standard 6 Assessment (Impact on Student Learning)	
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's ad learner's decision making. InTASC 6; CAEP 1.1 **Proficient:** **Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.**	***Observable candidate behaviors may include:*** ● Provides students clear criteria and performance standards by which their work will be evaluated ● Monitors student learning to guide instruction and to engage learners in their own progress (eg. goal setting, self-assessment, etc.) ● Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities ● Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction (questions in debrief after) ● Adjusts instruction based on student performance data o Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning ● Reteaches and/or extends learning within a lesson ● Provides on-going feedback to engage students in their own learning

Standard 7 Planning for Instruction (Written Lesson Plans)	
The teacher plans instruction that promotes 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. InTASC 7; CAEP 1.1	***Observable candidate behaviors may include:*** ● Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons ● Connects objective(s) to lesson activities to include the opening and closure of the lesson ● Uses a model that scaffolds learning (eg. gradual release) to support all connections to the learning objective(s) within lesson plans

Proficient: **Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.** ***** *This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).*	● Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives ● Prepares necessary resources and materials to include technology ● Modifies/adapts lesson plans based on student performance data and student needs

Standard 8 **Instructional Strategies (Technology)**	
The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; CAEP 1.1 **Proficient:** **Provides relevant learning experiences that incorporates digital tools and resources to promote student learning and creativity.**	***Observable candidate behaviors may include:*** ● Engages learners in using a range of technology tools to access, interpret, evaluate and apply information ● Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective ● Offers student choice through technology to provide experiential opportunities ● Utilizes technology to form connections between content and the real world

Standard 8 **Instructional Strategies (Evidence-Based Strategies)**	
The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; CAEP 1.1 **Proficient:** **Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.**	***Observable candidate behaviors may include:*** ● Incorporates a variety of instructional strategies that match the intended learning target ● Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience) ● Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses ● Ensures content is accessible to each learner

Standard 8 **Instructional Strategies (Engagement)**	
The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding	***Observable candidate behaviors may include:*** ● Creates a learning environment through organization, routine and structure for student engagement and

of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; CAEP 1.1 **Proficient:** **Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.**	learning ● Provides a variety of activities that are purposeful to student learning to ensure student involvement ○ Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.) ● Provides expectations for growth and opportunities for students to self-evaluate learning (eg. rubrics) ● Creates opportunities for students to demonstrate what they've learned through a variety of products ● Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers, other adults, guests to the classroom/school (eg. cooperative or collaborative learning)
Standard 9 **Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)**	

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
InTASC 9; CAEP 1.1
 	
Proficient:
Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.
	Observable candidate behaviors may include:
	● Seeks, accepts and implements feedback from a variety of sources including students
	   ○ Schedules regular meetings for monitoring progress with classroom teacher, supervisor, peers, other teachers and asks for feedback
	   ○ Seeks out educational opportunities to increase effectiveness as a teacher
	● Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness
	   ○ Analyzes a variety of data to evaluate outcomes of teaching to improve practice and planning
	   ○ Utilizes research-based practices to improve practice

Standard 10 **Leadership and Collaboration (Professional Demeanor - Dispositions)**	
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; CAEP 1.1 **Proficient:** **Conveys a confident, professional decorum when interacting with learners, peers, colleagues, and the community in**	***Observable candidate behaviors may include:*** ● Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice ● Collaborates with other school professionals to plan and jointly facilitate learning to meet the needs of students ● Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities) ● Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices ○ Poised, tactful and responsive and respectful to

small and large group situations.	others

Standard 10 **Leadership and Collaboration (Professional Communication - Dispositions)**	

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; CAEP 1.1
 	
Proficient:
Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis effectively.
	Observable candidate behaviors may include:
	● Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing
	● Applies school policy when dealing with problems and crises
	● Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience
	    ○ Chooses the right mode of communication for the circumstance (i.e., phone call vs. email, etc.)
	    ○ Demonstrates professional nonverbal and verbal communication