

Practicum Journal (Current 2021)

1.0 □ Writing

The teacher candidate communicates effectively in writing through use of grammar and the mechanics of writing.

- **4.0 Proficient**

Each weekly submission is well organized, coherent, and has two or fewer errors in grammar or the mechanics of writing.

- **3.0 Basic**

Each weekly submission is coherent and has less than five errors in grammar or the mechanics of writing.

- **2.0 Developing**

Weekly submission is coherent but has five to nine errors in grammar or the mechanics of writing.

- **1.0 Unsatisfactory**

Weekly submission is difficult to understand and has ten or more errors in grammar or the mechanics of writing.

- **n/a Not Observed**

No Description

1.0 □ InTASC 2: Learning

Differences

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

- **4.0 Proficient**

The candidate provided a clear and detailed reflection tied to the standard.

- **3.0 Basic**

The candidate provided a clear reflection tied to the standard.

- **2.0 Developing**

The candidate provided a vague reflection tied to the standard.

- **1.0 Unsatisfactory**

The candidate provided no evidence of reflection tied to the standard.

- **n/a Not Observed**

No Description

1.0 **InTASC 4: Content**

Knowledge

The teacher candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **4.0 Proficient**

The candidate provided a clear and detailed reflection tied to the standard.

- **3.0 Basic**

The candidate provided a clear reflection tied to the standard.

- **2.0 Developing**

The candidate provided a vague reflection tied to the standard.

- **1.0 Unsatisfactory**

The candidate provided no evidence of reflection tied to the standard.

- **n/a Not Observed**

No Description

1.0 **InTASC 5:**

Application of Content

The teacher candidate 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.

- **4.0 Proficient**

The candidate provided a clear and detailed reflection tied to the standard.

- **3.0 Basic**

The candidate provided a clear reflection tied to the standard.

- **2.0 Developing**

The candidate provided a vague reflection tied to the standard.

- **1.0 Unsatisfactory**

The candidate provided no evidence of reflection tied to the stand

- **n/a Not Observed**

No Description

1.0 **InTASC 7: Planning**

for Instruction

The teacher candidate 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.

- **4.0 Proficient**

The candidate provided a clear and detailed reflection tied to the standard.

- **3.0 Basic**

The candidate provided a clear reflection tied to the standard.

- **2.0 Developing**

The candidate provided a vague reflection tied to the standard.

- **1.0 Unsatisfactory**

The candidate provided no evidence of reflection tied to the standard.

- **n/a Not Observed**

No Description

1.0 □ InTASC 8:

Instructional Strategies

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 build skills to apply knowledge in meaningful ways.

▪ 4.0 **Proficient**

The candidate provided a clear and detailed reflection tied to the standard.

▪ 3.0 **Basic**

The candidate provided a clear reflection tied to the standard.

▪ 2.0 **Developing**

The candidate provided a vague reflection tied to the standard.

▪ 1.0 **Unsatisfactory**

The candidate provided no evidence of reflection tied to the standard.

▪ n/a **Not Observed**

No Description

Outcomes Linked to Criteria

Criterion: Writing

No linked outcomes.

Criterion: InTASC 2: Learning Differences

INTASC 2020

Section	Description
InTASC Standard 2: Learner Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Criterion: InTASC 4: Content Knowledge

INTASC 2020

Section	Description
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Section	Description
InTASC Standard 4: Content Knowledge	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 discipline accessible and meaningful for learners to assure mastery of the content.

Criterion: InTASC 5: Application of Content

INTASC 2020

Section	Description
InTASC Standard 5: 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.

Criterion: InTASC 7: Planning for Instruction

INTASC 2020

Section	Description
InTASC Standard 7: 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.

Criterion: InTASC 8: Instructional Strategies

INTASC 2020

Section	Description
InTASC Standard 8: 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.