

Description	Proficient (Effective)	Basic (Acceptable)	Developing (Needs Improvement)	Unsatisfactory	Not Applicable
<p><b>Learner Development</b> (InTASC 1, Learning Outcome 1) GSOE overarching goal is for candidate to design and implement developmentally appropriate and challenging learning experiences using their understanding of how learners grow and develop.</p>					
<p><b>Growth and Development:</b> Candidate's artifact demonstrates knowledge and understanding of how learners grow and develop.</p>	<p>The artifact evidences in-depth consideration of how learners grow and develop in order to effectively meet the needs of each individual student and provides resources to support their learning.</p>	<p>The artifact evidences consideration of how learners grow and develop in order to effectively meet the needs of each individual student.</p>	<p>The artifact evidences limited consideration of how learners grow and develop in order to effectively meet the needs of each individual student.</p>	<p>The artifact lacks evidence of how learners grow and develop and/or fails to recognize the needs of individual students.</p>	<p>Not Applicable</p>
<p><b>Diversity</b> (InTASC 2 Learner and Learning) GSOE overarching goal is for candidates to consider the individual learners in his or her classroom and utilize activities and strategies that promote inclusiveness.</p>					
<p><b>Individual Differences:</b> Candidate's artifact demonstrates an awareness of individual differences and promotes the creation of an inclusive learning environment.</p>	<p>The artifact evidences in-depth awareness of and consideration for individual differences. Artifact exhibits purposeful instructional adaptations to meet unique needs of individuals and groups to promote an inclusive learning environment.</p>	<p>The artifact evidences awareness of and consideration for individual differences. Artifact exhibits instructional adaptations to meet unique needs of individuals and/or groups to promote an inclusive learning environment.</p>	<p>The artifact evidences awareness of individual differences. Artifact exhibits limited instructional adaptations to meet needs of individuals and/or groups to promote an inclusive learning environment.</p>	<p>The artifact does not evidence awareness of individual differences and lacks instructional adaptations to meet needs of individuals or groups.</p>	<p>Not Applicable</p>
<p><b>Learning Environment</b> (InTASC 3, Learning Outcome 3) GSOE overarching goal is for candidates to create and manage inclusive, safe, respectful, and engaging learning environments.</p>					

<p><b>Environment:</b> Candidate's artifact demonstrates an understanding of how to create and manage a safe, respectful, and engaging learning environment.</p>	<p>The artifact evidences an in-depth understanding of how to create and manage a safe, respectful, and engaging learning environment including: individual and collaborative learning, positive social interaction, active engagement, and self motivation.</p>	<p>The artifact evidences an understanding of how to create and manage a safe, respectful, and engaging learning environment including two of the following: individual and collaborative learning, positive social interaction, active engagement, and self motivation.</p>	<p>The artifact evidences a limited understanding of how to create and manage a safe, respectful, and engaging learning environment including one of the following: individual and collaborative learning, positive social interaction, active engagement, and self motivation.</p>	<p>The artifact evidences an absence of understanding how to create and manage a safe, respectful, and engaging learning environment.</p>	<p>Not Applicable</p>
<p><b>Content Knowledge and Application of Content</b> (InTASC 4, 5, Learning Outcomes 4, 5, *12) GSOE overarching goal is for candidates to grow in content and pedagogical knowledge with an understanding of grade level and endorsement area.</p>					
<p><b>Content Knowledge:</b> Candidate's artifact represents learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content using the central concepts, tools of inquiry, and the structures of the discipline.</p>	<p>The artifact evidences an in-depth understanding of the major concepts, assumptions, and ways of knowing that are central to the discipline. The candidate skillfully integrates background knowledge and academic language utilizing deep knowledge of student content standards.</p>	<p>The artifact evidences an understanding of the major concepts, assumptions, and ways of knowing that are central to the discipline. The candidate integrates background knowledge and academic language utilizing knowledge of student content standards.</p>	<p>The artifact evidences a limited understanding of the major concepts that are central to the discipline. The candidate utilizes knowledge of student content standards.</p>	<p>The artifact evidences a lack of understanding of the major concepts that are central to the discipline and/or knowledge of student content standards.</p>	<p>Not Applicable</p>
<p><b>Application of Content:</b> Candidate's artifact connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.</p>	<p>The artifact evidences skillful application of approaches for relevant and meaningful learning experiences including the integration of content, use of critical thinking and higher-level questioning skills, and effective selection and utilization of relevant resources.</p>	<p>The artifact evidences application of approaches for relevant and/or meaningful learning experiences including the integration of content, use of questioning skills, and effective selection and utilization of relevant resources.</p>	<p>The artifact evidences limited application of approaches for relevant and/or meaningful learning experiences. Lacks integration of content, use of questioning skills, and/or effective selection and utilization of relevant resources.</p>	<p>The artifact lacks application of relevant and/or meaningful learning experiences. Integration of content, use of questioning skills, and/or effective selection and utilization of relevant resources is absent.</p>	<p>Not Applicable</p>

<p><b>Grade level and endorsement area:</b> Candidate's artifact includes methods of teaching that have an emphasis on the subject and grade-level endorsement desired. *Ch.79.15(5)[/]</p>	<p>The artifact demonstrates highly effective methods of teaching for the endorsement area and grade-level(s).</p>	<p>The artifact demonstrates appropriate methods of teaching for the endorsement area and grade-level(s).</p>	<p>The artifact demonstrates minimal understanding of effective methods of teaching for the endorsement area and/or grade-level(s).</p>	<p>The artifact fails to demonstrate understanding of appropriate methods of teaching for the endorsement area and/or grade-level(s).</p>	<p>Not Applicable</p>
<p><b>Assessment</b> (InTASC 6, Learning Outcome 6, 11) GSOE overarching goal is for candidates to use multiple methods of assessment to engage learners in their own growth, to monitor to learner progress, minimize bias and to guide the teacher's and learners' decision making.</p>					
<p><b>Assessment:</b> Candidate's artifact demonstrates the utilization of mutiple methods of assessment to engage learners in their own growth, to monitor learners' progress, to minimize bias, and to guide the candidates' and learners' decisions.</p>	<p>The artifact evidences the effective use two or more methods of assessment to set or address specific learning goals. The artifact also includes: detailed analysis of assessment data to guide ethical decision making, demonstrates thoughtful understanding of the value of meaningful feedback, accomodation of student differences, and monitors and reports progress.</p>	<p>The artifact evidences the effective use one or more methods of assessment to set or address specific learning goals. The artifact also includes: analysis of assessment data, demonstrates minimal understanding of the value of meaningful feedback, accomodation of student differences, and monitors and reports progress.</p>	<p>The artifact evidences the use a method of assessment to address learning goals. The artifact also includes: limited analysis of assessment data and accomodation of student differences.</p>	<p>The artifact does not include a method of assessment that would effectively guide in decision making.</p>	<p>Not Applicable</p>
<p><b>Planning for Instruction and Instructional Strategies</b> (InTASC 7, 8, Learning Outcome 7, 8, 12) GSOE overarching goal is for candidates to demonstrate instructional decision making based on assessment data and sound pedagogical content knowledge.</p>					

<p><b>Planning for Instruction:</b> Candidate's artifact includes a plan of instruction based on assessment data, content standards, and other resources and selects, creates, and sequences learning experiences and performance tasks that support all learners.</p>	<p>The artifact evidences a highly effective plan of instruction guided by data from formative and/or summative assessments and reflects strong alignment with content standards. The artifact demonstrates a well-developed sequence of scaffolded learning experiences that support all learners.</p>	<p>The artifact evidences a effective plan of instruction guided by data from formative and/or summative assessments and reflects alignment with content standards. The artifact demonstrates a sequence of learning experiences that support most learners.</p>	<p>The artifact evidences a plan of instruction with limited data from formative and/or summative assessments and reflects minimal alignment with content standards. The organizational sequence is incomplete and may not support most learners.</p>	<p>The artifact lacks evidence of a plan of instruction with data and reflects minimal/missing alignment with content standards. The organizational sequence is incomplete and does not evidence the capacity to support learners.</p>	<p>Not Applicable</p>
<p><b>Instructional Strategies:</b> Candidate's artifact uses a variety of instructional strategies to make learning accessible and relevant for all learners.</p>	<p>The artifact demonstrates application of highly effective strategies that evidence clear understanding of best practice. The artifact also reflects forms 4-5 methods of communication (oral, written, nonverbal, digital, visual) that conveys ideas, foster self expression, and build relationships.</p>	<p>The artifact demonstrates effective strategies that evidence understanding of best practice. The artifacts also reflects at least 2-3 forms of communication (oral, written, nonverbal, digital, visual) that conveys ideas, foster self-expression, and build relationships.</p>	<p>The artifact demonstrates minimal understanding of best practice. The artifact also reflects at least 1 form of communication (oral, written, nonverbal, digital, visual) that conveys ideas, foster self-expression, and/or build relationships.</p>	<p>The artifact does not demonstrate an understanding of best practice and/or reflect any form of communication .</p>	<p>Not Applicable</p>
<p>Professional Learning and Ethical Practice (InTASC 9, Learning Outcome 9) GSOE overarching goal is for candidates to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, family, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>					

<p>Professional Practice: Candidate's artifact engages in reflection and professional learning to adapt their practices to meet learner needs.</p>	<p>The artifact evidence in-depth self assessment that includes thoughtful analysis and reflection that is used to inform ethical practice and professional development needs. The artifact reflects insightful utilization of learning data to effectively differentiate instruction and heightened awareness of self and others to minimize bias. The artifact evidences a strong understanding of how educational law relates to the rights and responsibilities of self and others.</p>	<p>The artifact evidence self assessment that includes analysis and reflection that is used to inform ethical practice and professional development needs. The artifact reflects utilization of learning data to differentiate instruction and awareness of self and others to minimize bias. The artifact evidences a understanding of how educational law relates to the rights and responsibilities of self and others.</p>	<p>The artifact evidence self assessment that includes limited analysis and reflection. The artifact reflects minimal application of learning data and limited understanding of how educational law relates to the rights and responsibilities of self and others.</p>	<p>The artifact lacks evidence self assessment, analysis, and/or reflection. The artifact lacks application of learning data and understanding of how educational law relates to the rights and responsibilities of self and others.</p>	<p>Not Applicable</p>
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**Leadership and Collaboration** (InTASC 10, Learning Outcome 10) GSOE overarching goal is for candidates to seek and engage in appropriate leadership roles and opportunities to collaborate with the educational community to ensure student growth.

<p><b>Leadership and Collaboration:</b> The candidate seeks and engages in appropriate leadership roles and opportunities to collaborate with the educational community to ensure student growth.</p>	<p>The artifact evidences a detailed description of leadership roles and opportunities the candidate assumed within the educational community (learners, families, colleagues, other school professionals, and community members). Artifact evidences effective collaboration and interaction with stakeholders and a commitment to high expectations and positive student growth.</p>	<p>The artifact evidences a description of leadership roles and opportunities the candidate explored within the educational community (learners, families, colleagues, other school professionals, and community members). Artifact evidences collaboration and interaction with stakeholders and a commitment to positive student growth.</p>	<p>The artifact has limited description of leadership roles and opportunities the candidate explored within the educational community (learners, families, colleagues, other school professionals, and community members). Artifact reflects minimal evidences of collaboration and interaction with stakeholders and/or lacks a commitment to positive student growth.</p>	<p>The artifact lacks description of leadership roles and opportunities the candidate explored within the educational community (learners, families, colleagues, other school professionals, and community members). Evidence of collaboration and interaction with stakeholders and/or commitment to positive student growth is absent.</p>	<p>Not Applicable</p>
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**Technology** (InTASC 5, 8, Learning Outcome 11) GSOE overarching goal is for candidates to model and apply effective instructional technology as they learn to design, implement, and assess student learning.

<p>Technology: Candidate's artifact effectively integrates technology into instruction to support student learning.</p>	<p>The artifact evidences an appropriate and detailed description of how the integration of technology can support content, skill development, and student engagement to advance student learning, creativity, and innovation.</p>	<p>The artifact evidences an appropriate description of how the integration of technology can support content, skill development, and student engagement to advance student learning, creativity, and innovation.</p>	<p>The artifact evidences a limited description of how the integration of technology can support content, skill development, and student engagement to advance student learning, creativity, and innovation.</p>	<p>The artifact lacks evidence of how the integration of technology can support content, skill development, and student engagement to advance student learning, creativity, and innovation.</p>	<p>Not Applicable</p>