

Performance Indicators for Candidate Completers**THE LEARNER AND LEARNING - InTASC Standards 1, 2, 3****InTASC Standard #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.

1.1 The candidate designs, modifies, and implements developmentally appropriate and challenging learning experiences that support learners' cognitive, linguistic, social, emotional, and physical development.

InTASC Alignment: 1(a), 1(b)

InTASC Standard #2: Learning 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.

2.1 The candidate designs, modifies, and implements instruction to address each student's diverse learning strengths, needs, and language development.

InTASC Alignment: 1(b), 2(a), 2(e), CAEP Diversity

2.2 The candidate incorporates multiple perspectives into learning experiences including learners' personal, family, cultural, and community experiences.

InTASC Alignment: 2(d), CAEP Diversity

InTASC Standard #3: Learning Environments

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.

3.1 The candidate collaborates with learners and colleagues to create a positive learning environment that fosters respect for all members of the school community taking into account different experiences and perspectives, and family and cultural backgrounds.

InTASC Alignment: 3(a), 3(f), CAEP Diversity

3.2 The candidate manages the learning environment to actively and equitably engage learners in self-directed and collaborative learning by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

InTASC Alignment: 3(b), 3(c), 3(d)

CONTENT - InTASC Standards 4 & 5**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 the discipline accessible and meaningful for learners to assure mastery of the content.

4.1 The candidate uses multiple representations and explanations of concepts and practices to guide learners through learning progressions and promote each learner's achievement of content standards.

InTASC Alignment: 4(a), 8(e)

4.2 The candidate engages learners in understanding, questioning, and analyzing ideas from diverse perspectives to master the content of the discipline.

InTASC Alignment: 4(b)

4.3 The candidate stimulates learner reflection on prior content knowledge and practices, links new concepts to familiar knowledge and practices, and makes connections to learners' experiences.

InTASC Alignment: 4(d), CAEP Diversity

4.4 The candidate creates opportunities for students to learn, practice, and master academic language in the discipline.

InTASC Alignment: 4(h), CAEP Diversity

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.

5.1 The candidate engages learners in critical thinking, creativity, and collaborative problem solving using perspectives from varied disciplines.

InTASC Alignment: 5(a), 5(d), CAEP 1.4 College & Career-Readiness

5.2 The candidate engages learners in applying content knowledge and practices of the discipline to real-world problems.

InTASC Alignment: 5(b)

INSTRUCTIONAL PRACTICE - InTASC Standards 6, 7, 8**InTASC Standard #6: 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 and learner's decision making.

6.1 The candidate uses formative assessment to monitor student learning, engage learners in assessing their progress, and modify instruction in response to learners' needs.

InTASC Alignment: 6(a), 6(g), 8(b), CAEP 1.2 Research & Evidence

6.2 The candidate uses summative assessment to evaluate, verify, and document learning.

InTASC Alignment: 6(a), 6(g), CAEP 1.2 Research & Evidence

6.3 The candidate designs and uses multiple types of assessments that align with learning goals.

InTASC Alignment: 6(b)

6.4 The candidate provides learners with descriptive feedback from assessments to guide and engage them towards learning goals.

InTASC Alignment: 6(d)

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.

7.1 The candidate selects and creates relevant learning experiences that are aligned to curricular goals and content standards.

InTASC Alignment: 7(a)

7.2 The candidate develops sequential learning experiences and provides multiple ways for learners to demonstrate knowledge and practices of the discipline and cross-disciplinary skills.

InTASC Alignment: 2(a), 6(e), 7(c), 8(e), CAEP 1.4 College & Career-Readiness

7.3 The candidate plans instruction based on formative and summative assessments, prior learner knowledge and experiences, and learner interest.

InTASC Alignment: 2(c), 7(d)

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.

8.1 The candidate uses appropriate strategies and resources to modify instruction to meet the needs of individual learners and to develop deep understanding of content.

InTASC Alignment: 7(b), 8(a)

8.2 The candidate models and engages learners in using a range of digital technologies to access, interpret, evaluate, and apply information to meet learning goals.

InTASC Alignment: 8(g), CAEP 1.5 Technology

8.3 The candidate uses a variety of instructional strategies to support learners' reading, writing, speaking, listening, and language skills.

InTASC Alignment: 5(h), 8(h), CAEP 1.4 College & Career-Readiness

8.4 The candidate uses questioning strategies to stimulate discussion that serve different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to ask questions).

InTASC Alignment: 8(i), CAEP 1.4 College & Career-Readiness

PROFESSIONAL RESPONSIBILITY - InTASC Standards 9, 10**InTASC Standard #9: Professional Learning and Ethical Practice**

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.

9.1 The candidate engages in learning opportunities aligned with his/her own needs and the needs of the learners and school.

InTASC Alignment: 9(a), 9(b)

9.2 The candidate uses research and evidence (e.g., student growth data, self-reflection tools, classroom observations, feedback from professionals) to reflect on and evaluate his/her teaching effectiveness.

InTASC Alignment: 9(c), OSU College of Education PTE Conceptual Framework, CAEP 1.2 Research & Evidence

9.3 The candidate models safe and ethical use of information and technology.

InTASC Alignment: 9(f), CAEP 1.5 Technology

9.4 The candidate demonstrates professional and ethical behavior in all interactions with students, families, other professionals, and the community.

InTASC Alignment: Standard 9, OSU College of Education PTE Conceptual Framework

9.5 The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

InTASC Alignment: 9(e), CAEP Diversity

InTASC Standard #10: Leadership & 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 to advance the profession.

10.1 The candidate collaborates with other school professionals to plan and facilitate student learning.

InTASC Alignment: 10(b)

10.2 The candidate engages in school-wide efforts to build a shared vision and supportive culture and enhance knowledge of practice.

InTASC Alignment: 10(c), 10(f)