

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Contextual Factors				
<p><u>1.1. Community and school information</u></p> <p>The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p> <p><i>CAEP 1.1; INTASC 2; TGR 7</i></p>	<p>The TC does not discuss information for any of the areas about the community and school and/or the provided information is inaccurate.</p>	<p>The TC provides an incomplete or inaccurate description of characteristics of the community and school for any of the following areas: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p>	<p>The TC provides an accurate and comprehensive description for each of the following: information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p>	<p>The TC provides an accurate and comprehensive description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p> <p><i>The TC also discusses the following: Stability of the community; Political climate; Community support for education; and Other factors in the environment that impact education.</i></p>
<p><u>1.2. Classroom Information</u></p> <p>The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.)</p>	<p>The TC describes inaccurate classroom factors related to the following: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate but incomplete description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>

<p>CAEP 1.1,1.5; INTASC 3; TGR 7; ISTE 3</p>		<p>practices (whole group, small group, pairs, etc.).</p>	<p>group, small group, pairs, etc.).</p>	<p><i>The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.</i></p>
<p><u>1.3. Student Characteristics</u></p> <p>The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences</p> <p>CAEP 1.1; INTASC 1.k, 2; TGR 2</p>	<p>The TC describes inaccurate or incomplete classroom and student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.</p>	<p>The TC provides an accurate but incomplete description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.</p>	<p>The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.</p>	<p>The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.</p> <p><i>The TC also includes background information from parents/guardians and/or former teachers that is helpful in better understanding student characteristics.</i></p>
<p><u>1.4. Accommodations /Modifications for Planning, Instruction, and/or Assessment</u></p> <p>The teacher candidate (TC) describes his/her rationale for instructional planning to include how classroom and student characteristics influenced accommodations/modifications planning of instruction, implementation of instruction, and</p>	<p>The TC does not provide a rationale for instructional planning based on classroom and student characteristics or does not discuss how these characteristics influenced accommodations /modifications planning of instruction,</p>	<p>The TC provides an incomplete rationale for instructional planning that includes classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and</p>	<p>The TC provides a rationale for instructional planning and includes implications for each of the classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction,</p>	<p>The TC provides a thorough rationale for instructional planning and includes implications for each of the classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and</p>

<p>assessment/s. A chart is provided that identifies the student characteristics and accommodations/modifications.</p> <p><i>CAEP 1.1; INTASC 1; TGR 2</i></p>	<p>implementation of instruction, and assessment/s. A chart is not provided that identifies the student characteristics and accommodations /modifications.</p>	<p>assessment/s. A chart is provided that identifies student characteristics and accommodations /modifications.</p>	<p>implementation of instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations /modifications.</p>	<p>assessment/s. A chart is provided that identifies the student characteristics and accommodations /modifications.</p> <p><i>The TC's discussion also includes how the accommodations /modifications improved learning for individual students.</i></p>
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Learning Goals and Objectives for Unit and/or Group of Lessons

<p><u>2.1. & 2.2. MCCRS and Unit or Group of Lessons Topic and Learning Goals</u></p> <p>The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals.</p> <p><i>*MCCRS refers to the Mississippi College- and Career-Readiness Standards</i></p> <p><i>CAEP 1.4; INTASC 7; TGR 1</i></p>	<p>The TC does not identify MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and does not describe the lesson plans learning purposes/goals</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but does not describe the lesson plans learning purposes/goals.</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.</p> <p><i>The TC also includes a chart/table that clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.</i></p>
<p><u>2.3. Appropriateness of Objectives</u></p> <p>Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills,</p>	<p>Daily learning goals and objectives are not aligned with MCCRS and do not reflect a connection to the real world or to the TC's research on</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and the TC's research on community, school, and classroom</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's research on factors</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's research on factors including, but not limited to,</p>

<p>experiences, and/or other needs of students as indicated in the Contextual Factors.</p> <p>CAEP 1.4; INTASC 1; TGR 2</p>	<p>community, school, or classroom factors. The objectives do not consider students' development, characteristics, experiences, skills, or prior learning.</p>	<p>factors but does not take into consideration knowledge of students' development, characteristics, experiences, skills, or prior learning.</p>	<p>including, but not limited to, knowledge of student development, characteristics, experiences, skills, and prior learning.</p>	<p>knowledge of students' development, characteristics, experiences, skills, and prior learning.</p> <p><i>The TC also discusses the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.</i></p>
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Assessment Plan

<p><u>3.1. Assessment Plan Overview</u></p> <p>The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p> <p>CAEP 1.4; INTASC 6; TGR 3</p>	<p>The TC does not include an Assessment Plan Overview Table or assessments do not align with the daily objectives or accommodations/modifications are not included or are not based on individual student needs or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that is incomplete and does not include all daily assessments that match daily objectives AND/OR accommodations/modifications are not included based on individual student needs or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p> <p><i>The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors.</i></p>
<p><u>3.2. Pre-Assessment and Summative Assessment</u></p> <p>The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery.</p> <p>CAEP 1.4; INTASC 6; TGR 3</p>	<p>The TC does not describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the</p>	<p>The TC provides incomplete descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery.</p>	<p>The TC describes how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC includes</p>	<p>The TC describes how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.),</p>

	TC does not include copies of these assessments and scoring guides (rubrics, answer keys, etc.),	Copies of the pre- and post-assessments and scoring guides (rubrics, answer keys, etc.) are included .	copies of these assessments and scoring guides (rubrics, answer keys, etc.), descriptions of when assessments will be administered, and the criteria used to establish mastery.	descriptions of when assessments will be administered, and the criteria used to establish mastery. <i>The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.</i>
<p><u>3.3. Daily Assessments (Formative Assessments)</u></p> <p>The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.</p> <p>CAEP 1.4; INTASC 6; TGR 3</p>	The TC does not provide a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Daily assessments are not included .	The TC provides an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of daily assessments (include scoring guides if applicable) are not all included or do not vary in type.	The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of all daily assessments (include scoring guides if applicable) are included .	The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of all daily assessments (include scoring guides if applicable) are included. <i>The TC also describes how specific assessments address individual differences. (INTASC 6k)</i>
<p><u>3.4. Assessment Data</u></p> <p>The teacher candidate (TC) provides an assessment data table that documents individual performance on all assessments. Mastery criteria for each assessment is included for all students.</p> <p>CAEP 1.2; INTASC 6; TGR 3</p>	The TC does not provide an assessment data table for keeping track of student performance on all assessments.	The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on all assessments.	The TC provides an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is included for all students.	The TC provides an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is included for all students. <i>The TC also discusses how students will be given opportunities to review and communicate about their</i>

				<i>own progress and learning. (INTASC 6q)</i>
<p>3.5. Communication of Assessment Results</p> <p>The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.</p> <p>CAEP 1.2; INTASC 6; TGR 3</p>	<p>The TC does not provide a plan for communicating assessment expectations, results, or feedback.</p>	<p>The TC provides a plan for communicating assessment expectations, results, and feedback to all students, but the plan lacks a method for students to monitor their own progression through the unit.</p>	<p>The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.</p>	<p>The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.</p> <p><i>The TC also includes a variety of strategies for communicating feedback to all students.</i></p>
Instructional Design				
<p>4.1. Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis</p> <p>The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/modifications for the whole group, subgroups of students, or for individual students.</p> <p>CAEP 1.2; INTASC 7; TGR 2</p>	<p>The TC does not analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and does not describe instructional modifications for the whole group, subgroups of students, or for individual students</p>	<p>The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives but does not describe instructional modifications for the whole group, subgroups of students, or for individual students.</p>	<p>The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.</p>	<p>The TC analyzes pre-assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.</p> <p><i>The TC also provides a research-based rationale for the instructional accommodations/modifications for whole group, for subgroups, and individual students.</i></p>
<p>4.2. Differentiation</p> <p>The teacher candidate (TC) provides evidence of research-based</p>	<p>The TC does not include differentiation of instruction for different</p>	<p>The TC provides a description of an instructional strategy</p>	<p>The TC provides a description of an instructional strategy</p>	<p>The TC provides a description of multiple instructional strategies</p>

<p>strategies or procedures to differentiate learning for all students.</p> <p>CAEP 1.1; INTASC 2; TGR 4</p>	<p>levels of learners or learning differences based on contextual factors.</p>	<p>utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, but does not reference specific individual student characteristics as described in the contextual factors section.</p>	<p>utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p>	<p>utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p> <p><i>The TC also provides evidence that the instructional strategies are research-based.</i></p>
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<p>4.3. Technology – Teacher Candidate</p> <p>The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of social networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p> <p>CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 4, 5, 6, 7</p>	<p>The TC did not use technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning but does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning.</p> <p>The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning.</p> <p>The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p> <p><i>The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.</i></p>
<p>4.4 Technology –Student Use</p> <p>The teacher candidate (TC) describes how technology is used by students to research, create,</p>	<p>The TC does not describe how technology is used by students to research, create, communicate,</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present</p>	<p>The TC describes how technology is used by students to research,</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present.</p>

<p>communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.</p> <p><i>CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 4, 5, 6</i></p>	<p>and present and does not explain how students used technology to analyze, synthesize, and evaluate.</p>	<p>but does not explain how students used technology to analyze, synthesize, and evaluate.</p>	<p>create, communicate, and present.</p> <p>The TC explains how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC explains how students used technology to analyze, synthesize, and evaluate.</p> <p><i>The TC also describes how students used multiple forms of current technology to research, learn, create, communicate, and track student learning.</i></p>
<p><u>4.5. Plan for Parent/Guardian Communication</u></p> <p>The teacher candidate (TC) describes the plan for communicating with parents/guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.</p> <p><i>CAEP 1.1; INTASC 10; TGR 9; ISTE 7</i></p>	<p>The TC describes an incomplete plan for disseminating unit information and explaining how individual student progress was shared with parents/guardians. The TC does not provide evidence of communication with parents or guardians.</p>	<p>The TC describes an incomplete plan for disseminating unit/lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians.</p>	<p>The TC describes the plan for disseminating unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.</p>	<p>The TC describes a plan for disseminating unit/lesson information and communicating student progress to parents and/or guardians. The TC provides multiple pieces of evidence of consistent communication with parents or guardians.</p> <p><i>The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students' education.</i></p>
<p>Instructional Decision-Making</p>				
<p><u>5.1. Instructional Modifications Based on Needs of Students</u></p> <p>The teacher candidate (TC) describes and provides specific</p>	<p>The TC does not describe modifications to instruction that are congruent with learning</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives but does</p>	<p>The TC describes modifications to instruction that are congruent with learning</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives and</p>

<p>examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.</p> <p>CAEP 1.2; INTASC 2; TGR 2</p>	<p>objectives or does not provide a complete rationale for those modifications based on student performance; or the TC does not provide a description of how the modification led students toward meeting objectives.</p>	<p>not provide a complete rationale for those modifications based on student performance. The TC provides an incomplete description of how the modification led students toward meeting objectives.</p>	<p>objectives and provides a rationale of how those modifications are based on student performance during instruction. The TC provides a description of how the modifications assisted students with meeting the objectives.</p>	<p>provides a rationale of how those modifications are based on student performance. The TC provides a description of how the modifications led students toward meeting objectives.</p> <p><i>The TC also provides a research-based citation for modifications.</i></p>
<p>5.2. Instructional Differentiation or Modifications Based on Formative Assessments</p> <p>The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p>CAEP 1.2; INTASC 6; TGR 3</p>	<p>The TC does not describe the use of formative assessment data or does not include examples of data-based modifications to instruction.</p>	<p>The TC gives an incomplete description of the use of formative assessment data and includes an example of modifications to instruction to accommodate individual differences in developmental and/or educational needs of students but does not cite student data as the basis for the modification.</p>	<p>The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p>	<p>The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p><i>The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.</i></p>
<p>Analysis of Student Learning</p>				
<p>6.1. Data Analysis</p> <p>The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated</p>	<p>The TC does not provide analyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.</p>	<p>The TC provides an incomplete analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category are provided.</p>	<p>The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and</p>	<p>The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two</p>

<p>different levels of performance with samples of student work.</p> <p><i>CAEP 1.2; INTASC 6; TGR 3</i></p>			<p>two students who demonstrated different levels of performance with samples of student work.</p>	<p>students who demonstrated different levels of performance with samples of student work.</p> <p><i>The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.</i></p>
<p><u>6.2. Evidence and Interpretation of Impact on Student Learning</u></p> <p>The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p> <p><i>CAEP 1.2; INTASC 6; TGR 3</i></p>	<p>The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives</p>	<p>The TC uses pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but does not draw conclusions about the impact on student learning.</p>	<p>The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p>	<p>The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p> <p><i>The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment.</i></p>
<p>Reflection</p>				
<p><u>7.1. Reflection on High Success/ Levels of Mastery</u></p> <p>The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that</p>	<p>The TC selects objective/s for which students were most successful but does not discuss factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with</p>	<p>The TC selects objective/s for which students were most successful and provides limited discussion of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student</p>	<p>The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along</p>	<p>The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student</p>

<p>might have successfully impacted student learning.</p> <p>CAEP 1.2; INTASC 9; TGR 8</p>	<p>student characteristics and other contextual factors).</p>	<p>characteristics and other contextual factors).</p>	<p>with student characteristics and other contextual factors).</p>	<p>characteristics and other contextual factors).</p> <p><i>The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.</i></p>
<p><u>7.2. Reflection on Low Success/ Levels of Mastery</u></p> <p>The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.</p> <p>CAEP 1.2; INTASC 9; TGR 8</p>	<p>The TC selects objective/s for which students were the least successful but does not provide a discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a limited discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p> <p><i>The TC also includes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.</i></p>
<p><u>7.3. Implications for Future Instructional Design and Teaching</u></p> <p>The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the</p>	<p>The TC does not discuss ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.</p>	<p>The TC discusses ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT they are inappropriate or there is no rationale provided explaining why these</p>	<p>The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will</p>	<p>The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.</p>

<p>modifications will improve student learning.</p> <p><i>CAEP 1.2; INTASC 9; TGR 8</i></p>		<p>modifications would improve student learning.</p>	<p>improve student learning.</p>	<p><i>The TC also provides research-based evidence that supports these ideas.</i></p>
<p><u>7.4. Implications for Professional Development</u></p> <p>The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p> <p><i>CAEP 1.2; INTASC 9; TGR 8</i></p>	<p>The TC does not discuss professional learning goals or ideas for professional development to improve teaching.</p>	<p>The TC discusses one professional learning goal to improve teaching that emerged from insights learned from teaching the unit.</p>	<p>The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p>	<p>TheTC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p> <p><i>The TC also identifies research based professional development to improve practice.</i></p>