

## DOMAIN I: PLANNING AND PREPARATION

\*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

### 1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I – 4; NCATE 1a)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Objectives are not based on Mississippi Curriculum Frameworks/Common Core State Standards and are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards and are appropriate for student learning, but are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.	<b>In addition to acceptable</b> , includes objectives at different instructional levels that meet individual needs of students (DOK Levels, Bloom's, Understanding by Design, etc.).

### 2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.  Does not incorporate diversity or multicultural perspectives into lessons.	Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge.  <b>Does not effectively</b> use the information in developing learning experiences that are relevant and meaningful.  Ineffectively incorporates diversity into lessons.	Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge.  <b>Effectively</b> uses this knowledge in developing learning experiences that are relevant and meaningful.  Incorporates diversity, including multicultural perspectives, into lessons.	Demonstrates a <b>thorough</b> understanding of student backgrounds, interests, experiences, and prior knowledge.  <b>Effectively and consistently</b> uses this knowledge in developing learning experiences that are relevant and meaningful.  Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.



**3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Plans and instruction <b>do not include</b> the necessary content and do not connect content across the disciplines.	Plans and instruction <b>inconsistently include</b> the necessary content and/or do not connect to content across disciplines.	Plans and instruction <b>frequently include</b> the necessary content and connect content across disciplines; however, connections are <b>not consistently clear, meaningful, or relevant</b> to students' lives.	<b>In addition to acceptable</b> , plans and instruction <b>consistently include</b> the necessary content and connect content across disciplines; connections are <b>consistently clear, meaningful, and relevant</b> to students' lives.

**4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Procedures are <b>not connected</b> to core content knowledge, sequential, and do not include effective introductions, closures, or use of technology.	Procedures are referenced to objectives and are appropriate for students, but <b>may not be</b> sequential. Plans include introductions or closures and some use of technology.	Procedures are appropriate and sequential, <b>clearly referenced to objectives</b> , include innovative introductions and closures, and incorporate technology and teaching materials effectively.	<b>In addition to acceptable</b> , procedures <b>include both teacher-centered direct instruction and learner-centered activities</b> (groups, choice of topics, self-evaluation of work, etc.)

**5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Assessments <b>are not aligned</b> with the Mississippi Curriculum Frameworks/Common Core State Standards.	Assessments in plans are <b>partially aligned</b> with the Mississippi Curriculum Frameworks/ Common Core State Standards.	Multiple assessments are included in plans where needed, and assessments <b>directly correlate</b> to objectives and are aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.	<b>In addition to acceptable</b> , plans include informal (performance) and formal assessments along with rubrics/checklists.



**6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not use assessment</b> results to adjust individual and/or whole-group instructional strategies.	<b>Ineffectively or inaccurately uses</b> assessment results to adjust individual and/or whole-group instructional strategies.	<b>Frequently uses</b> assessment results to adjust individual and/or whole-group instructional strategies.	<b>Consistently and appropriately</b> uses assessment results to adjust individual and/or whole-group instructional strategies.

## DOMAIN II: ASSESSMENT

\*Items 7 – 8 should reflect the teacher intern’s ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

**7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not communicate assessment criteria and performance standards to the students.  <b>Does not</b> provide students with feedback on their performance.	Ineffectively communicates assessment criteria and performance standards to the students.  Provides students with <b>minimal or only summative</b> feedback on their performance.	Effectively communicates assessment criteria and performance standards to the students.  <b>Frequently</b> provides clear and actionable feedback to students to enable them to improve their performance.	<b>In addition to acceptable</b> , various strategies are used to communicate assessment criteria and/or student input is sought in developing assessment criteria.  <b>Consistently</b> provides clear and actionable feedback to students to enable them to improve their performance.

**8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	<b>Occasionally</b> plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of <b>some</b> of the students.	<b>Frequently</b> plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	<b>Consistently</b> plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.

### DOMAIN III: INSTRUCTION

\*Items 9 – 19 should reflect the teacher intern’s overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.

**9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with <b>multiple</b> errors.	Uses acceptable written, oral, and nonverbal communication with <b>minimal</b> errors.	Uses acceptable written, oral, and nonverbal communication <b>proficiently</b> .

**10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	<b>In addition to acceptable</b> , uses concrete examples to model and clarify tasks and concepts.



**11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not communicate</b> high expectations for learning to any students and does not hold students accountable for meeting instructional goals.	<b>Inconsistent</b> in communicating to <b>all</b> students that they are capable of meeting learning expectations.	<b>Frequently and clearly</b> has high expectations for students of all levels and <b>frequently holds</b> students accountable for meeting instructional goals.	<b>Consistently and clearly</b> has high expectations for students of all levels and <b>consistently holds</b> students accountable for meeting instructional goals.

**12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	<b>In addition to acceptable</b> , the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.

**13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to work toward a common goal.	Involves the students in limited interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	<b>In addition to acceptable</b> , consistently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.

**14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; NCATE 1a, 1b)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Instruction <b>shows no knowledge</b> of the content (pedagogy) taught and does not lead class discussions effectively.	Instruction <b>shows basic knowledge</b> of content (pedagogy) taught but does not lead class discussions effectively.	Instruction shows <b>some evidence</b> of knowledge of content (pedagogy) through minimal reliance on written notes and shows ability to lead class discussions effectively.	<b>In addition to acceptable</b> , instruction demonstrates an <b>in-depth understanding</b> of content knowledge (pedagogy). Teacher candidate does not rely on written notes.

**15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; NCATE 1b )**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Uses a single instructional strategy or resource; strategy/resource is <b>consistently inappropriate</b> for most students' skill levels.	Uses a variety of instructional strategies and resources but strategies are <b>sometimes inappropriate</b> for most students' skills levels.	<b>Frequently</b> uses a variety of instructional strategies and resources that are appropriate for students' skills levels.	<b>Consistently</b> uses a variety of instructional strategies and resources that are appropriate for students' skills levels.

**16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c )**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not plan</b> or provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	<b>Inconsistently</b> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	<b>Consistently</b> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	<b>Consistently and effectively</b> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.



**17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c )**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> include multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.	<b>Inconsistently</b> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Few questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	<b>Frequently</b> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	<b>Consistently</b> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and elicit extensive participation and discussion.

**18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1c, 1d )**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses.	<b>Inconsistently</b> responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses.	<b>Consistently and appropriately</b> responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses.	<b>In addition to acceptable</b> , provides appropriate prompts to encourage students to expand and justify their responses.

**19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10; NCATE – 1c, 1g)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> use family or community resources in lessons.	<b>Limited</b> use of family or community resources in lessons to enhance student learning.	<b>Effectively</b> uses family and community resources in lessons to enhance student learning.	<b>In addition to acceptable,</b> encourages the students' effective use of family and community resources in lessons and assignments to enhance student learning.

**DOMAIN IV: LEARNING ENVIRONMENT**

\*Items 20 - 24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

**20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3; M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> monitor or adjust the classroom environment, and does not address classroom disruptions.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but <b>does not always make adjustments</b> to enhance learning. Classroom disruptions are addressed in an inefficient manner.	<b>Monitors and makes adjustments</b> that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.	<b>In addition to acceptable,</b> monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.

**21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> attend to or delegates routine tasks.	<b>Seldom</b> attends to and delegates routine tasks.	<b>Consistently</b> attends to and delegates routine tasks.	<b>In addition to acceptable,</b> has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.





**22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> establish and communicate rules and/or expectations.	Establishes and communicates classroom rules and/or expectations but <b>overlooks opportunities</b> to reinforce them.	<b>Frequently</b> establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.	<b>Consistently</b> establishes, communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.

**23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13 )**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	<b>Inconsistently</b> demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	<b>Consistently</b> demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	<b>In addition to acceptable</b> , creates a positive, interactive learning environment.

**24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<b>Does not</b> use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are <b>minor problems</b> with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are <b>no unnecessary delays</b> or undesirable digressions.	<b>In addition to acceptable</b> , students are on-task and engaged in meaningful learning activities.

## DOMAIN V: PROFESSIONAL RESPONSIBILITIES

\*Item 25 should reflect the teacher intern's ability to involve parents and/or guardians in the child's learning. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).

**25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)**

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
<p><b>Does not</b> establish opportunities for communication with parents and/or guardians.</p>	<p>Initiates communication with parents and/or guardians through an <b>introductory letter</b>.</p>	<p><b>In addition to emerging</b>, maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.</p>	<p><b>In addition to acceptable</b>, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.</p> <p>Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.</p>