



College of Education
One University Boulevard
La Grande, OR 97850
(541) 962-3772

Final Evaluation of Student Teaching

Student (Last name) (First name) (Middle Initial)

Student Placement Grade Level(s) Subject(s)

School School District

Check One: Primary Elementary Middle School High School

University Supervisor

Date of Evaluation with Cooperating Teacher(s)

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This Final Evaluation of Student Teaching provides a summative evaluation of the student's performance based on the teaching competencies required by the Oregon Teacher Standards and Practices Commission (TSPC) to obtain an Initial Teaching License.

Directions: Review the performance information for this student collected on Form C during previous observations. Using these observations to inform the final evaluation, examine the Student Teacher's progress in each InTASC Standard. Potential performance indicators for each standard are appended to the end of this document. If there is evidence that the student has made exceptional progress and has met all the requirements at a level anticipated at program completion, mark "4" or "target." If the student has made adequate progress and is at an acceptable level for the end of student teaching, yet still has room for growth in some areas, then mark "acceptable" or "3." If there are multiple recommendations, indicate with a "2" or a "1" and carry specific recommendations forward. At the point of the final evaluation, the student must have ratings of 3 or 4 in all 10 InTASC Standards to be recommended for licensure.

Rating Scale (see each standard on the following pages for specific scoring rubrics):

- 4 - Target
3 - Acceptable
2 - Developing
1 - Emerging

Please note: Full InTASC Standards with possible performance indicators are appended to the end of this document.

**InTASC Standard 1: Learner Development** – The candidate 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.

<b>4=Target</b>	<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Developmentally appropriate instruction for ALL learners; Consistent instructional support	Developmentally appropriate instruction for MOST learners; Instructional support often given	Developmentally appropriate instruction for SOME learners; Inconsistent instructional support	Instruction not developmentally appropriate; Instructional support not given
The candidate shows exit competency in learner development. Commendations are provided below:	The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>		

**InTasc Standard 2: Learning Differences** – The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<b>4=Target</b>	<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Makes adaptations to scaffold ALL learners' abilities to meet high standards	Makes adaptations to scaffold MOST learners' abilities to meet high standards	Makes adaptations to scaffold SOME learners' abilities to meet high standards	No clear adaptations made to scaffold learners' abilities to meet high standards
The candidate shows exit competency in learning differences. Commendations are provided below:	The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>		

**InTASC Standard 3: Learning Environments** – The candidate 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.

<b>4=Target</b>		<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Consistently manages classroom effectively; Creates an engaging learning environment for ALL		Often manages classroom effectively; Creates an engaging learning environment for MOST	Rarely manages classroom effectively; Creates an engaging learning environment for SOME	Does not manage classroom effectively; Does not create an engaging learning environment
The candidate shows exit competency in learning environments. Commendations are provided below:		The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>			

**InTASC Standard 4: Content Knowledge** – The candidate understands the central concepts, tools of inquiry, and the 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.

<b>4=Target</b>		<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Demonstrates a thorough understanding of concepts; Recognizes and addresses ALL student misconceptions		Demonstrates a good understanding of concepts; Recognizes and addresses MANY misconceptions	Demonstrates a limited understanding of concepts; Recognizes but may be unable to address misconceptions	Demonstrates poor understanding of concepts; Does not recognize or address misconceptions
The candidate shows exit competency in content knowledge. Commendations are provided below:		The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>			

**InTASC Standard 5: Application of Content** – The 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.

<b>4=Target</b>	<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Creates MEANINGFUL connections between old and new concepts; Deeply engages learner through critical thinking	Creates MANY connections between old and new concepts; Some engagement of learner through critical thinking	Creates SOME connections between old and new concepts; Little engagement of learner through critical thinking	Does not create connections between old and new concepts; No engagement of learner through critical thinking
The candidate shows exit competency in application of content. Commendations are provided below:	The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>		

**InTASC Standard 6: Assessment** – The candidate 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.

<b>4=Target</b>	<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Assessment(s) clearly align with objectives; Uses ongoing assessment to adapt lesson	Assessment(s) mostly align with objectives; Uses ongoing assessment to adapt lesson	Assessment(s) somewhat align with objectives; Inconsistently adapts lesson based on assessment	Assessment(s) not used or do not align with objectives ; Does not adapt lesson when needed
The candidate shows exit competency in assessment. Commendations are provided below:	The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>		

**InTASC Standard 7: Planning for Instruction** –The 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.

<b>4=Target</b>		<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Lesson plan complete and cohesive; Objective clearly articulated; Objective, concept(s) and application are aligned; Makes clear and appropriate connections;		Lesson plan complete and cohesive; Objective articulated; Objective, concept(s) and application are mostly aligned; Makes general connections	Lesson plan complete but not cohesive; Objective included, but may be broad or vague; Objective, concept(s) and application are minimally aligned; Few connections made	Incomplete lesson plan; Not cohesive; Objective not included or not clear; Objective, concept(s), and application are not aligned; Does not make connections
The candidate shows exit competency in planning for instruction. Commendations are provided below:		The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>			

**InTASC Standard 8: Instructional Strategies** – The 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.

<b>4=Target</b>		<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
An array of effective instructional strategies used; Multiple ways to represent content used		Some effective instructional strategies used; Some representations of content used	Few effective instructional strategies used; Few representations of content used	Instructional strategies ineffective; Single representation of content
The candidate shows exit competency in instructional strategies. Commendations are provided below:		The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>			

**InTASC Standard 9: Professional Learning and Ethical Practice** – The candidate 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.

**InTASC Standard 10: Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

<b>4=Target</b>		<b>3=Acceptable</b>	<b>2=Developmental</b>	<b>1=Emerging</b>
Regularly reflects upon and consistently adapts practices to improve student learning; Demonstrates professionalism in attendance/punctuality, appearance, language, and interactions with students and school personnel.		Reflects upon and adapts practices to improve student learning; Demonstrates professionalism in attendance/punctuality, appearance, language, and interactions with students and school personnel.	Little reflection or ability to adapt practices to improve student learning; Limited professionalism in attendance/punctuality, appearance, language, and interactions with students and/or school personnel.	No reflection or adaptation demonstrated to improve student learning; Lacks professionalism in appearance, language or interactions with students and/or school personnel.
The candidate shows exit competency in professionalism and leadership. Commendations are provided below:		The candidate is at an acceptable level for the end of student teaching. There are areas where the student has met the target standard and others that can continue to grow with more experience. Areas of strength and continued growth are indicated below:	The candidate has made progress towards the expected standard, but is not at the level anticipated for the end of the student teaching experience. There are several areas where recommendations are necessary. The specific areas of attention are noted below:	The candidate has not demonstrated progress toward the anticipated standard. There are serious concerns and multiple deficiencies in this area. The areas of concern are:
<b>Score</b>	<b>Examples/Comments/Suggestions:</b>			

A Conference to discuss student progress was held on \_\_\_\_\_ with \_\_\_\_\_  
Date

\_\_\_\_\_, \_\_\_\_\_ / \_\_\_\_\_, \_\_\_\_\_  
Name Title Name Title

\_\_\_\_\_, \_\_\_\_\_ / \_\_\_\_\_, \_\_\_\_\_  
Name Title Name Title

**Summative/Final Evaluation: To successfully complete the student teaching requirement for licensure recommendation, the student must have ratings of 3 or 4 in all ten InTASC Standards.**

After conferring with the student and the cooperating teacher, and after consideration of the ratings in InTASC Standards 1 through 10, this student

**(Check One) IS IS NOT** recommended for an Initial Teaching License.

\*\*Please use electronic signature or type in your name and date on the line below and email this form from your official email address to provide proof of authenticity to this document.

\_\_\_\_\_  
**Signature** (University Representative)

\_\_\_\_\_  
**Date**

## InTASC Standards and Performance Possible Indicators

### 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.

#### **Performances**

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

### 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.

#### **Performances**

- 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

### 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.

#### **Performances**

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual

### 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.

#### **Performances**

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

### 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.

#### **Performances**

- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(h) The teacher develops and implements supports for learner literacy development across content areas.

### 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.

## **Performances**

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

## **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.

### **Performances**

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

## **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.

### **Performances**

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

## **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.

### **Performances**

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher 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.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

## **Standard #10: Leadership and 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.

### **Performances**

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.