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InTASC Standards 1-3 Learner and Learning		Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	<i>The teacher candidate...</i>						
1.	Respects learners’ developmental strengths and needs (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III B.1, III.B.2-3)	demonstrates respect for all learners by considering diverse perspectives when implementing developmentally appropriate practices to address learners’ strengths and needs.	In addition to score of “ 2” performance, partial success at score of “ 3”	demonstrates respect for learners by implementing developmentally appropriate practices to address learners’ strengths and needs.	In addition to score of “ 1” performance, partial success at score of “ 2”	demonstrates minimal respect for learners’ developmental needs by displaying behaviors that seem uninformed, intolerant, or biased.	
2.	Believes that all students can learn and achieve (InTASC 2.i, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3)	believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.		believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.		minimally displays a belief that all students can learn by a lack of support for learner differences and setting low expectations.	
3.	Commits to knowing about the cultures and communities that impact their students (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.		engages in opportunities to learn about the cultures and communities that impact their students.		makes minimal efforts toward learning about the cultures and communities that impact their students.	
4.	Displays a commitment to provide equitable learning and development opportunities for all (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III:A.1)	consistently commits effort toward providing equitable learning and development opportunities for all.		commits effort toward providing equitable learning and development opportunities for all.		displays minimal effort toward providing equitable learning and development opportunities for all.	
5.	Engages learners in decision-making for purposeful learning (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2)	intentionally plans for engaging learners in decision-making, resulting in purposeful learning.		engages learners in decision-making for purposeful learning as the opportunities present themselves.		misses opportunities to engage learners in decision-making for purposeful learning.	
6.	Engages learners in collaborative learning (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2)	engages learners in collaborative learning activities, resulting in a classroom culture of shared ownership of ideas and outcomes.		engages learners in collaborative learning, resulting in shared ownership of ideas.		misses opportunities to engage learners in collaborative learning, resulting in varying degrees of shared ownership of ideas.	
	<i>Standards 1-3 Comments regarding strengths &/or areas for growth:</i>						

[illegible][illegible]

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	<i>The teacher candidate...</i>						
12.	Maintains a positive attitude in professional settings (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.	In addition to score of " 2 " performance, partial success at score of " 3 "	maintains a positive attitude when interacting respectfully with stakeholders.	In addition to score of " 1 " performance, partial success at score of " 2 "	periodically displays a disrespectful or impatient attitude when working with stakeholders.	
13.	Commits to professional appearance in dress and grooming (InTASC 9.o)(Marzano 21) (MCEE III A.4)	displays continuous commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.	
14.	Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V)	continuously upholds the profession's code of ethics and legal responsibilities.		upholds the profession's code of ethics and legal responsibilities.		lacks commitment in upholding the profession's code of ethics and legal responsibilities.	
15.	Values appropriate interpersonal relationships in all settings (InTASC 3.n, 9.o, 10.r) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5,E.1-4)	values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.		sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.		does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/families/colleagues.	
16.	Is dependable: prepared, on time (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.		is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.		is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	
17.	Is approachable: nonthreatening, positive (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	is welcoming and positive, and invites interactions with stakeholders.		is positive and open to interaction with stakeholders.		is negative or unapproachable; avoids interaction with stakeholders.	

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
18.	Receives/uses constructive feedback professionally (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	invites and accepts constructive feedback and uses it for professional improvement.	In addition to score of “ 3” performance, partial success at score of “ 2”	is receptive to constructive feedback and uses it for improvement.	In addition to score of “ 1” performance, partial success at score of “ 2”	is unreceptive to constructive feedback or shows limited effort to make recommended improvements.	
19.	Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	communicates professionally with stakeholders through nonverbal means by maintaining enthusiasm and employing active listening skills.		communicates professionally with stakeholders through nonverbal means by employing active listening skills.		displays limited professionalism in nonverbal communication with stakeholders through inactive listening skills.	
20.	Communicates professionally through electronic means (email, social media, course management system) (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	communicates professionally and collaboratively with stakeholders through electronic means to support student learning.		communicates professionally with stakeholders through electronic means.		displays limited professionalism when communicating with stakeholders through electronic means.	
21.	Communicates professionally in oral language when working with stakeholders (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	communicates professionally through oral language to create a culture of collaboration with stakeholders.		communicates professionally through oral language to work with stakeholders.		displays limited professionalism when communicating orally with stakeholders.	
22.	Accepts responsibility for personal actions and behaviors (InTASC 9.I, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	consistently accepts responsibility for personal action and behaviors; displays professional maturity by focusing on solutions rather than assigning blame.		accepts responsibility for personal actions and behaviors; focuses on solutions.		is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather than seeking solutions.	
	Standards 9-10 Comments regarding strengths &/or areas for growth:						

Cooperating Teacher Signature _____ Date _____

Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document. *The Valley City State University School of Education developed this form through a pilot process with cooperating teachers and the contributions from faculty representatives at the University of Mary, Mayville State, Dickinson State, North Dakota State University, and VCSU teacher education faculty.*