InTASC Professional Statement (rev 2023)

You may wish to change your printer settings to "landscape" mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETINGS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
9(G) THE TEACHER UNDERSTANDS AND KNOWS HOW TO USE A VARIETY OF SELFASSESSMENT AND PROBLEM-SOLVING STRATEGIES TO ANALYZE AND REFLECT ON HIS/HER PRACTICE AND TO PLAN FOR ADAPTATIONS/ADJUSTMENTS.	Includes all of Meets, plus: Evidence provided in support of this standard includes specific examples of practice supported by valid, external, research-based citations and sources.	The professional statement provides evidence that the teacher candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments in accordance with best-practices and research in the field.	The professional statement provides evidence that the teacher candidate understands and knows how to use self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. The connection between this knowledge and best practices may be unclear, or unsupported.	The professional statement does not provide evidence that the teacher candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments in accordance with best-practices and research in the field.
9(H) THE TEACHER KNOWS HOW TO USE LEARNER DATA TO ANALYZE PRACTICE AND DIFFERENTIATE INSTRUCTION ACCORDINGLY.	Includes all of Meets, plus: Evidence provided in support of this standard includes	The professional statement provides evidence that the teacher candidate knows how to use learner data to analyze practice	The professional statement provides evidence that the teacher candidate understands the value of using learner data to	The professional statement does not provide evidence that the teacher candidate knows how to use learner data to analyze

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	specific examples of practice supported by valid, external, research-based citations and sources.	and differentiate instruction accordingly in accordance with best-practices and research in the field.	analyze practice and differentiate instruction accordingly. The connection between this knowledge and best practices may be unclear, or unsupported.	practice and differentiate instruction accordingly in accordance with best-practices and research in the field.
9(I) THE TEACHER UNDERSTANDS HOW PERSONAL IDENTITY, WORLDVIEW, AND PRIOR EXPERIENCE AFFECT PERCEPTIONS AND EXPECTATIONS, AND RECOGNIZES HOW THEY MAY BIAS BEHAVIORS AND INTERACTIONS WITH OTHERS.	Includes all of Meets, plus: Evidence provided in support of this standard includes specific examples of practice supported by valid, external, research-based citations and sources.	The professional statement provides evidence that the teacher candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others in accordance with best-practices and research in the field.	The professional statement provides evidence that the teacher candidate acknowledges that personal identity, worldview, and prior experience affect perceptions and expectations, and that they may bias behaviors and interactions with others, however, the statement may not clearly convey an understanding of the educational impact of these components and/or	The professional statement does not provide evidence that the teacher candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others in accordance with best-practices and research in the field.

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			the connection between this knowledge and best practices may be unclear or unsupported.	
9(J) THE TEACHER UNDERSTANDS LAWS RELATED TO LEARNERS' RIGHTS AND TEACHER RESPONSIBILITIES (E.G., FOR EDUCATIONAL EQUITY, APPROPRIATE EDUCATION FOR LEARNERS WITH DISABILITIES, CONFI DENTIALITY, PRIVACY, APPROPRIATE TREATMENT OF LEARNERS, REPORTING IN SITUATIONS RELATED TO POSSIBLE CHILD ABUSE).	Includes all of Meets, plus: Evidence provided in support of this standard expands beyond a basic understanding of the most general laws, rights, and responsibilitie s, and includes examination of ethical responsibilitie s supported by valid, external, research-based	The professional statement provides evidence that the teacher candidate has an accurate understanding of critical laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	The professional statement provides evidence that the teacher candidate has is aware of critical laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse), but this awareness may lack critical	The professional statement does not provide evidence that the teacher candidate has an accurate understanding of critical laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations

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	citations and sources.		understanding, or evidence may be insufficient to connect this knowledge to teaching, learning, or best practices in the field.	related to possible child abuse).
9(K) THE TEACHER KNOWS HOW TO BUILD AND IMPLEMENT A PLAN FOR PROFESSIONAL GROWTH DIRECTLY ALIGNED WITH HIS/HER NEEDS AS A GROWING PROFESSIONAL USING FEEDBACK FROM TEACHER EVALUATIONS AND OBSERVATIONS, DATA ON LEARNER PERFORMANCE, AND SCHOOL- AND SYSTEMWIDE PRIORITIES.	Includes all of Meets, plus: Evidence provided in support of this standard includes a specific plan for practice and growth in the future, supported by valid, external, research-based citations and sources.	The professional statement provides evidence that the teacher candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities in	The professional statement provides evidence that the teacher candidate knows how a plan for professional growth is necessary, but alignment with his/her needs as a growing professional or the value of using feedback from teacher evaluations and observations, data on learner performance, may be unclear or unaddressed. School- and systemwide	The professional statement does not provide evidence that the teacher candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities in

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		accordance with best-practices and research in the field.	priorities with regard to personal, professional development accordance with best-practices and research in the field may not be addressed or inaccurately conveyed.	accordance with best-practices and research in the field..
10(L) THE TEACHER UNDERSTANDS SCHOOLS AS ORGANIZATIONS WITHIN A HISTORICAL, CULTURAL, POLITICAL, AND SOCIAL CONTEXT AND KNOWS HOW TO WORK WITH OTHERS ACROSS THE SYSTEM TO SUPPORT LEARNERS.	Includes all of Meets, plus: Evidence provided in support of this standard includes specific examples of practice supported by valid, external, research-based citations and sources.	The professional statement provides evidence that the teacher candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners in accordance with best-practices and research in the field.	The professional statement provides evidence that the teacher candidate understands schools as organizations within a historical, cultural, political, and social context. Evidence of the candidate's knowledge of how to work with others across the system to support learners in accordance with best-practices and research in the field	The professional statement does not provide evidence that the teacher candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners in accordance with best-practices and research in the field.

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			is not clearly or accurately provided.	
10(M) THE TEACHER UNDERSTANDS THAT ALIGNMENT OF FAMILY, SCHOOL, AND COMMUNITY SPHERES OF INFL UENCE ENHANCES STUDENT LEARNING AND THAT DISCONTINUITY IN THESE SPHERES OF INFLUENCE INTERFERES WITH LEARNING.	Includes all of Meets, plus: Evidence provided in support of this standard includes specific examples of practice supported by valid, external, research-based citations and sources.	The professional statement provides evidence that the teacher candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning in accordance with best-practices and research in the field.	The professional statement provides evidence that the teacher candidate understands there is a connection between family, school, and community spheres of influence, but specific ways aligning these spheres of influence to enhance student learning in accordance with best-practices and research in the field is not present or accurately captured.	The professional statement does not provide evidence that the teacher candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning in accordance with best-practices and research in the field.
10(N) THE TEACHER KNOWS HOW TO WORK	Includes all of Meets, plus:	The professional statement provides	The professional statement provides	The professional statement does not

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WITH OTHER ADULTS AND HAS DEVELOPED SKILLS IN COLLABORATIVE INTERACTION APPROPRIATE FOR BOTH FACE-TOFACE AND VIRTUAL CONTEXTS.	Evidence provided in support of this standard includes specific examples of practice supported by valid, external, research-based citations and sources.	evidence that the teacher candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts in accordance with best-practices and research in the field.	evidence that the teacher candidate knows the importance of working with other adults, but evidence of the development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts is not provided, or provided in accordance with best-practices and research in the field.	provide evidence that the teacher candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts in accordance with best-practices and research in the field.
10(O) THE TEACHER KNOWS HOW TO CONTRIBUTE TO A COMMON CULTURE THAT SUPPORTS HIGH EXPECTATIONS FOR STUDENT LEARNING.	Includes all of Meets, plus: Evidence provided in support of this standard includes specific examples of practice	The professional statement provides evidence that the teacher candidate knows how to contribute to a common culture that supports high expectations for student learning in	The professional statement provides evidence that the teacher candidate knows the importance of holding high expectations for student learning, but evidence of	The professional statement does not provide evidence that the teacher candidate knows how to contribute to a common culture that supports high expectations for

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	supported by valid, external, research-based citations and sources.	accordance with best-practices and research in the field.	how to contribute to a common culture that supports these expectations is not shared or aligned with best-practices or research in the field.	student learning in accordance with best-practices and research in the field.