Internship Learning Progressions: InTASC

Intern: License:

InTASC Standard 1 Learner Development. The teacher understands how students learn 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.

Item	Does Not Yet Meet Expectations 0	Meets Early Expectations 1	Meets Mid-year Expectations 2	Meets Exit Expectations 3	Exceeds Expectations 4
1.1 Nurturing learners' growth and development	The intern is aware of learner developmental theories, literacy and language skills, exceptional needs, and learners' background knowledge.	The intern uses understanding of child and adolescent developmental theories to support the diverse needs of their students by creating lessons that draw on this understanding.	And… Uses understanding of literacy and language skills, exceptional needs, and learners' background knowledge to identify specific learning and linguistic needs of individuals and groups of learners. The intern creates an environment where learners can discuss personal, family, community and/or cultural values, experiences and norms.	And… The intern addresses areas of development such as cognitive, linguistic, social, emotional, and physical to meet learners' needs. The intern uses individual learners' strengths, interests and needs to create developmentally appropriate instruction	And… The intern integrates or builds multicultural curriculum materials that reflect global diversity and demonstrate global competency.

Evidence of Standard:

InTASC Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his or her full potential.

Item	Does Not Yet Meet Expectations 0	Meets Early Expectations 1	Meets Mid-year Expectations 2	Meets Exit Expectations 3	Exceeds Expectations 4
2.1 Responding to learners' commonalities and differences	The intern recognizes that learners process information and develop skills in different ways. The intern is aware there are legal obligations to the students in their care.	The intern knows and understands their legal obligations regarding the learners in their care. The intern can provide examples of strategies that can be used to meet the needs of English language learners and/or students with special learning needs.	And… The intern accesses resources for understanding and better meeting learners' needs. The intern applies interventions, modifications, and accommodations based on IEPs, 504s, RTI, gifted, English language learners, and/or other legal requirements, by seeking advice and support from specialized support staff and/or families. The intern uses a beginning repertoire of strategies for responding to learner commonalities and differences during instruction.	And… The intern adjusts for individual needs through pacing, task demands, communication, assessment, response modes, extended learning experiences, individualized supports, and flexible groups. The intern uses modified or culturally relevant materials, resources, tools and technology to include and support multilingual, multiethnic, and exceptional learner needs. The intern consistently uses instructional strategies to respond to the needs of English language learners and others with special learning needs. For example,	And… The intern brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. The intern engages learners in identifying their strengths and specific needs for support and uses this information to adapt instruction. The intern supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language.

				the intern integrates primary language resources into instruction to support ELLs.	

Evidence of Standard:

InTASC Standard 3: **Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.**

Item	Does Not Yet Meet Expectations 0	Meets Early Expectations 1	Meets Mid-year Expectations 2	Meets Exit Expectations 3	Exceeds Expectations 4
3.1 Creating a positive learning environment	The intern is aware of classroom dynamics.	The intern notices classroom dynamics and works with the mentor-teacher to establish a positive learning environment.	And… The intern establishes expectations for a safe, positive, open, mutually respectful, and supportive learning environment. The intern responds thoughtfully and consistently to student engagement and behavior using strategies that do not disrupt the flow of the lesson.	And… The intern collaborates with learners to establish expectations for a safe, positive, open, mutually respectful, and supportive learning environment. The intern develops learning experiences that engage learners in collaborative and self-directed learning.	And… The intern facilitates students in creating a safe, positive, open, mutually respectful, and supportive learning environment.
3.2 Managing a positive learning environment	The intern does not recognize a physically or emotionally unsafe learning environment	The intern can describe the classroom routines that make the learning environment safe and productive for learning.	And… The intern regularly uses established classroom routines to make the learning environment safe and productive for learning. The intern increases student engagement by using varied	And… The intern actively involves learners in managing the learning environment and making full use of instructional time. The intern employs strategies to build both collaboration and self-direction	And… The intern establishes an environment in which shared values and expectations for learning guide the students' expectations as they regulate their own participation in the activity and support each other in learning

			instructional methods and techniques.	encouraging student ownership of their learning.	

Evidence of Standard:

InTASC 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.**

Item	Does Not Yet Meet Expectations 0	Meets Early Expectations 1	Meets Mid-year Expectations 2	Meets Exit Expectations 3	Exceeds Expectations 4
4.1 Understanding content	The intern is aware of their own misunderstandings or limitations in content knowledge that affect his/her ability to teach.	The intern studies curriculum and other resources to better understand subject matter, including big ideas of the discipline, multiple representations of ideas in the discipline, and methods of inquiry in the discipline.	And… The intern takes responsibility to research content knowledge in advance of a lesson to deepen his/her own knowledge and to anticipate how learners think about subject matter, and incorporates these ideas into his/her planning and teaching.	And… The intern consistently, effectively and accurately presents, represents and models subject matter to students to help students achieve learning goals.	And… The intern supports and structures students' independent investigations into subject matter.

4.2 Creating learning experiences	The intern is aware of the importance of intentionally creating learning experiences.	The intern uses mentor-teacher's lessons and curriculum materials to design learning experiences.	And… The intern designs learning experiences appropriate to the content and sequence within the content. The intern creates opportunities for students to learn, practice, and master academic language in their content area.	And… The intern helps learners build from prior knowledge, recognize and address misconceptions, apply methods of inquiry used in the discipline, and connect learning to their own experiences. The intern supports learners' authentic use of academic language in communication and collaboration. The intern engages students in learning experiences that encourage them to understand, question, and analyze ideas from diverse perspectives.	And… The intern facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline. The intern facilitates learner autonomy in examining new concepts in relationship to their growing base of content knowledge.

Evidence of Standard:

to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

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5.1 Connecting content **5.2 Promoting creativity and critical thinking**	The intern teaches from a single perspective to address an issue, problem or need.	The intern can articulate some strategies that promote critical thinking, creativity, collaboration and/or effective communication by learners.	And….. The intern facilitates students' development and understanding of multiple perspectives on issues, problems or needs by modeling and scaffolding student thinking; for example, the intern models the use of a variety of representations of content area concepts and helps learners to practice using a variety of representations.	And… The intern helps learners see relationships across content areas and in applying content knowledge and skills in authentic contexts. The intern provides students opportunities to examine and generate multiple perspectives on issues, problems or needs, assess the strengths and weaknesses of those perspectives, and make a defensible judgment.	And... The intern provides opportunities for students to independently and/or collaboratively implement a solution or generate a product based on their critical or creative thinking The intern engages learners in demonstrating multiple ways to explain a concept or perform a process related to an instructional objective.

Evidence of Standard:

InTASC Standard 6: **Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.**

Item	Does Not Yet Meet Expectations 0	Meets Early Expectations 1	Meets Mid-year Expectations 2	Meets Exit Expectations 3	Exceeds Expectations 4
6.1 Designing assessment	The intern is aware that classroom assessment is used in their placement.	The intern discusses with their mentor-teacher the purpose, design, and use of classroom assessment. The intern examines student assessment data.	And… The intern designs or adapts a variety of classroom assessments, matching the method with the type of learning objective. The intern plans lessons with an awareness of assessments. The intern honors all legal obligations with respect to testing and assessment.	And... The intern provides learners with multiple ways to demonstrate performance using contemporary tools and resources. The intern effectively prepares learners for the content and cognitive demands of assessment The intern identifies learners who need additional support and/or acceleration and designs assessment experiences to support their progress. The intern identifies learners with similar strengths and/or needs and groups them for additional support.	And… The intern uses data to guide the design of differentiated individual learning experiences and assessments. The intern engages learners in generating criteria for quality work on a particular assignment.
6.2 Using assessment for growth	The intern is aware of providing assessment criteria and feedback.	The intern recognizes the value of providing criteria for quality in order to guide performance.	And… The intern provides students with the criteria for quality in order to guide performance.	And… The intern provides experiences to help students understand assessment criteria, prior to completing the task, for example	And… The intern structures learning experiences that help students apply feedback and strengthen performance.

		The intern collects assessment data. The intern provides generic feedback (e.g. “good job,” “needs more”) that does not help the student understand connections between the criteria for quality specified in the task and the student’s work.	The intern provides general feedback to students aligned with the criteria for quality specified in the task.	by reviewing a product descriptor and rubric and examining examples of quality work. The intern plans instruction using assessment data and/or what they know about learners, including developmental levels, prior learning, and interests. The intern provides specific feedback to reinforce each learner’s strengths and identify critical next steps for growth. The intern structures reflection to assist students in examining their work and making improvements. The intern tracks records of student performance.	The intern makes digital and/or other records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support.

Evidence of Standard:

InTASC Standard 7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Item	Does Not Yet Meet Expectations 0	Meets Early Expectations 1	Meets Mid-year Expectations 2	Meets Exit Expectations 3	Exceeds Expectations 4
7.1 Planning resources, timing, instructional strategies	The intern plans and sequences common learning experiences using limited resources.	The intern uses mentor-teacher's resources and guidance to plan lessons linked to the learning objectives aligned with learning standards.	And... The intern uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. The intern allocates appropriate time and resources to match the importance of a learning activity in achieving the learning objectives. The intern plans transitions between learning activities within a lesson to minimize loss of instructional time and maintain lesson flow.	And… The intern plans to use a variety of resources, range of learning experiences, and appropriate time, across a series of lessons to achieve the learning objectives. The intern structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning. The intern chooses instructional strategies to effectively support the learning target(s). The intern plans learning experiences that allow for learner agency, choice or varied pathways to the same goal.	And… The intern structures time in the plan to work with individual students with a variety of needs, building prerequisite skills, supporting steady progress, and/or extending learning. The intern refines learning objectives based on an understanding of individual student learning progressions and their students' development.

Evidence of Standard:

InTASC 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 access and appropriately apply information.**

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8.1 Communicating lesson objectives		The intern articulates topics or general goals, but not the learning objective(s) and standards in a lesson.	The intern activates learner background knowledge and helps students make connections to engage with the learning objective and standards.	And… The intern consistently makes the learning objective(s) in a lesson explicit and comprehensible for learners using strategies that are developmentally and discipline appropriate for all learners.	And… The intern consistently makes rationales for lesson objectives apparent in ways that are appropriate and compelling for students.	And... The intern supports students in posing extension questions or topics for further investigation to help them anticipate and shape the learning objectives for subsequent lessons.

Engaging learners through participation strategies		The intern is aware of strategies that engage learners.	The intern attempts to use various participation structures, engaging some learners.	And… The intern poses questions that encourage learner application of critical thinking skills such as inference making, comparing, and contrasting.	And… The intern flexibly uses a repertoire of participation structures to maintain learner engagement. The intern varies their role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction. The intern provides options for extensions and independent projects to challenge learners and to build their critical and creative thinking skills.	And... When appropriate, the intern offers choices (e.g. about topics, formats or participation structures) and supports learners' independence and self-direction while ensuring learners meet learning objectives.

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Engaging learners through discussion strategies		The intern has participated in or observed patterns of speaking and discussion.	The intern poses questions that elicit learner thinking about information and concepts in the content areas.	And… The intern models interaction patterns of speaking and thoughtful listening they intend for learners to use with one another.	And… The intern develops learners' abilities to participate in respectful, constructive discussions of content that advance learners toward learning objectives, in small and whole group settings.	And… The intern engages learners in discussion to learn from each other and to build skills of interpretation, perspective-taking and connection-making grounded in content.
Critical thinking Supporting students to develop questions		The intern is aware of sources and tools, including technology, to access information	The intern helps learners evaluate the trustworthiness of sources and use a variety of sources and tools,	And… The intern models higher order questioning skills related to content areas (e.g., generating hypotheses, taking multiple	And… The intern engages learners in using skills (e.g., critical and creative thinking skills, study skills, managing goals	And… The intern engages learners in demonstrating multiple ways to explain a concept or perform a process related

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		related to the content area.	including technology, to access information related to an instructional objective(s) and standards.	perspectives, using metacognitive processes) and engages learners in activities that develop these skills to promote learners' understanding of the learning objective(s) and standards. The intern models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that	and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s) and standards. The intern develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application. The intern engages learners in collaborative	to instructional objective(s) and standards. The intern collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them. The intern engages learners in connecting application of concepts from more than one content area to real world problems, community needs,

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				allows the learners to practice doing so.	work to generate, synthesize, and communicate information useful to a specific audience.	and/or service learning.

Evidence of Standard:

InTASC Standard 9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

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9.1 Engaging professionally **9.2 Reflecting on and adjusting practice** **9.3 Taking responsibility for students and learning**	The intern does not meet professional obligations. For example, they arrive late or leave early; do not make use of observation time to learn about learners; and/or do not take advantage of readily available professional learning opportunities.	The intern meets professional obligations. For example they honor school time commitments; observe their mentor-teacher to learn about students and their learning goals; and participate in formal and informal professional learning for and by teachers.	And… The intern adapts instructional practices to meet student learning needs based on their students' learning and feedback from others. The intern demonstrates awareness of personal biases and seeks to address them. The intern seeks out resources to deepen understanding of the cultural, ethnic, gender, and learning differences among students and applies this knowledge to help each student learn effectively.	And… The intern plans for professional growth using feedback as well as data on learner performance aligned with their professional goals.	And… The intern collaborates with colleagues to better understand learning needs at school- and system-wide levels as well as initiates change.

Evidence of Standard: