

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” and should aspire to perform at the “Proficient” level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 1: Professional Knowledge			
<i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>			
Performance Indicators at the Proficient Level			
1.1 Addresses appropriate curriculum standards and integrates key content elements.			
1.2 Facilitates students’ use of higher-level thinking skills in instruction.			
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.			
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.			
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.			
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.			
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> • Continually makes meaningful connections to students’ prior knowledge and stated interests that advance learning. (1.2) • Guides students to explore and report content knowledge as independently as possible and to apply what they have learned in new ways. (1.2) • Gives assignments that have students laying groundwork for upcoming topics, helps them evaluate sources, and then guides them to see connections. (1.4) 	<ul style="list-style-type: none"> ▪ Arranges opportunities for students to explore content knowledge in various and complex ways. (1.2) ▪ Uses students’ prior knowledge and stated interests to guide instruction (1.2) ▪ The teacher candidate consistently connects the assigned content to other content areas and makes the content relevant to the students. (1.3) ▪ Provides background information relative to topic of discussion and is able to direct students to appropriate sources to retrieve additional information 	<ul style="list-style-type: none"> ▪ Sometimes attempts to connect the assigned content to other content areas or makes the content relevant to the students. (1.3) ▪ Sometimes makes connections to students’ prior knowledge and stated interests. (1.2) ▪ Occasionally includes opportunities to explore and discover knowledge and report discoveries to others. (1.2) ▪ Gives background material and information for new content, but does 	<ul style="list-style-type: none"> • Rarely plans instruction that demonstrates adequate knowledge of the assigned content area(s), or the teacher candidate is unable to teach content using effective instructional methodology. (1.1) • Rarely attempts to connect the assigned content to other content areas or to make the content relevant to the students. (1.3) • Rarely plans instruction that demonstrates adequate

<ul style="list-style-type: none"> • Seeks ways to use various materials, resources, technologies, and research skills in lessons based on best practice and adapts teaching to support students when assessment indicate a lack of understanding or a need for extension. (1.5) • Continually makes connections between content area and to real life experiences and encourages students to make these connections. (1.3) • Continual evidence of differentiated instruction to facilitate the learning of all students. (1.6) • Continually uses best practice and current research to create lessons that avoid impediments to student learning. (1.6) • Continually uses the curriculum as a tool to set high expectations for all students and help them meet these expectations. (1.6) • Content is developmentally appropriate and is well planned to encourage students to call upon their backgrounds for understanding. (1.7) • Models and encourages students to communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to a variety of student differences. (1.7) • Continually demonstrates use of a variety of resources to support positive, engaging activities for diverse learners. <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Students routinely participate in activities that involve higher order thinking including analyzing, synthesizing, and evaluating an idea or product. (1.2) • Students are active participants in assignments, leading discussions, researching and sharing findings. (1.2) 	<ul style="list-style-type: none"> ▪ Demonstrates ability to model information evaluation techniques and to facilitate and direct students' thought processes (1.4) ▪ Selects and uses materials, resources, technologies, and research skills appropriate for subject discipline. ▪ Plans appropriate intervention when students indicate a lack of understanding. ▪ Adapts teaching methodologies based on unexpected but welcomed teachable moments (1.5) ▪ Plans instruction that demonstrates strong knowledge of the students' developmental needs or backgrounds. (1.7) • Designs teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences (1.3) • Encourages students to use their everyday knowledge and experiences in classroom discussion, activities, and assignments (1.3) • Shows evidence of differentiated instruction to facilitate the learning of all students; (1.6) • Positively mediates the fusion of student's skills and prior knowledge to new information resulting in students' increased knowledge and abilities (1.6) • Uses established curriculum to create an environment that encourages students to set and meet academic and social growth goals (1.6) • Content is developmentally appropriate and reflects an understanding of students' backgrounds (1.7) • Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to student differences. (1.7) • Consistently uses a variety of resources to support positive, engaging activities for diverse learners (1.7) • Plans activities that emphasize interpretation of knowledge and application of skills. 	<p>not encourage students to find or consider material on their own. (1.4)</p> <ul style="list-style-type: none"> ▪ Uses a variety of resources and materials, but uses them in limited ways; does not include best practice from current research. (1.5) ▪ Sometimes encourages students to use higher order thinking and complete assignments that allow them to analyze, synthesize, and evaluate. (1.2) ▪ Lesson plans need to more closely match the learning needs of the students. Varied instructional strategies need to be included. ▪ Clear and strong connections to other content areas and real life experiences are evident in some lessons. (1.3) ▪ Sometimes connects key concepts to prior content or students' life experiences. Needs to explicitly state the connections in order for students to understand how to relate content and concepts. (1.3) ▪ Content is sometimes developmentally appropriate and reflects a growing understanding of the students' backgrounds. ▪ Sometimes varies planning and instruction to address students' lack of understanding and performance. (1.6) ▪ Sets goals and expectations for students that encourage student progress, but are not high enough to be challenging to all students. (1.6) ▪ Content sometimes is developmentally appropriate and sometimes considers students backgrounds. (1.7) ▪ Occasionally uses a variety of resources to support positive, engaging activities for diverse learners. (1.7) <p><u>Student Evidence</u></p>	<p>knowledge of the students' developmental needs or backgrounds. (1.7)</p> <ul style="list-style-type: none"> ▪ Rarely makes connections to other content areas or references why the content is relevant to students. ▪ Rarely/ formulates key questions to develop and clarify the need for information. (Relevance) ▪ Rarely models verbal and nonverbal communication that demonstrates respect for and responsiveness to cultural backgrounds. (1.7) ▪ Provides little time for students to contribute knowledge from experiences. ▪ Asks students primarily for facts rather than in-depth concepts. ▪ Content is often developmentally inappropriate and reflects little understanding of the students' backgrounds. ▪ Plans and implements lessons without considering students' prior knowledge and stated interests. (1.2) ▪ Teaches new content independently, separate from other information; relies on few resources, does not encourage students to question, evaluate, or wonder about the material. (1.4) ▪ Student assignments do not encourage bringing in everyday knowledge and experience to classroom discussion, activities, and assignments. (1.3) ▪ Little or no evidence of differentiated instruction to facilitate the learning of all students. (1.6)
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<ul style="list-style-type: none"> • Students know to use everyday knowledge and experiences in classroom discussion, activities and assignments. (1.3) • Strong evidence of students being able to independently fuse skills and prior knowledge to new information, yielding students' increased knowledge and abilities. (1.6) 	<ul style="list-style-type: none"> • Locates, evaluates, selects, and organizes information resources based on students' learning needs and the required curriculum. • Plans teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences. • Invites students to bring their everyday knowledge and experiences into the classroom on a regular basis. • Relates stories, problems, and solutions from personal experiences to establish connections between content and real life. <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> ▪ Students are engaged, asking and answering questions, participating in group activities, conducting research, reporting findings. (1.2) ▪ Students share their personal experiences or prior knowledge in response to prompts. ▪ Students demonstrate respect for the differences of other students. 	<ul style="list-style-type: none"> ▪ Sometimes verbalize or write about connections between prior knowledge, life experiences, and current learning. 	<ul style="list-style-type: none"> ▪ Little or no evidence of student goals that reflect high expectations for all learners. (1.6) ▪ Content appears to be planned without regard for what is developmentally appropriate and without understanding of students' backgrounds. (1.7) ▪ Little evidence of the use of a variety of resources to support positive, engaging activities for diverse learners. (1.7) <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> ▪ Cannot describe how to connect content to real life experience. • Students do not work in groups, ask and answer questions, discuss ideas, conduct research, and report findings. (1.2)
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Evidence/Documentation

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Performance Standard 2: Instructional Planning			
<i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.</i>			
Performance Indicators at the Proficient Level			
2.1 Analyzes and uses student learning data to inform planning			
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).			
2.3 Plans instruction effectively for content mastery, pacing, and transitions.			
2.4 Plans for instruction to meet the needs of all students.			
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.			
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Uses multiple data sources (e.g., student responses to questions, standardized test results, anecdotal notes) to plan differentiated instruction ▪ Uses both class and individual student data to plan instruction ▪ Allows the students to practice at self-selected levels of learning ▪ Plans instruction to accommodate the needs of learners when remediation or extension is relevant ▪ Incorporates national (i.e., professional organizations) standards within lesson plans in addition to state and local school district curricula and standards 	<ul style="list-style-type: none"> ▪ Analyzes and uses student learning data to inform planning (2.1) ▪ Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). (2.2) ▪ Plans instruction effectively for content mastery, pacing, and transitions. (2.3) ▪ Plans for instruction to meet the needs of all students. (2.4) ▪ Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. (2.5) 	<ul style="list-style-type: none"> ▪ Identifies only prior student knowledge <i>or</i> experiences (i.e., cognitive, linguistic, social, emotional, and/or physical development) as it relates to the lesson ▪ Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail ▪ Fails to promote higher order thinking through incorporation of best practices for instruction ▪ Unclear link between lesson outcomes and state and local school district curricula and standards 	<ul style="list-style-type: none"> ▪ Few or no prior student knowledge or experiences identified. ▪ Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail ▪ Promoting student learning via best practices is not evident. ▪ No state or local standards listed ▪ No modification of learner needs listed

	▪ Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed. (2.6)	▪ Attends to the needs of some students, but not all	
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Performance Standard 3: Instructional Strategies			
<i>The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i>			
Performance Indicators at the Proficient Level			
3.1 Engages students in active learning and maintains interest.			
3.2 Builds upon students' existing knowledge and skills.			
3.3 Reinforces learning goals consistently throughout the lesson.			
3.4 Uses a variety of research-based instructional strategies and resources.			
3.5 Effectively uses appropriate instructional technology to enhance student learning.			
3.6 Communicates and presents material clearly, and checks for understanding.			
3.7 Develops higher-order thinking through questioning and problem-solving activities.			
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Continually engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Continually uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) 	<ul style="list-style-type: none"> ▪ Consistently engages to students to work in collaborative groups/individually to create, present, research and problem solve. (3.1) ▪ Consistently uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ Consistently uses multiple strategies to address goals and build an increased 	<ul style="list-style-type: none"> ▪ Inconsistently engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Inconsistently use multiple strategies or uses only a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) 	<ul style="list-style-type: none"> ▪ Does not provide students with opportunities to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Does not use a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2)

<ul style="list-style-type: none"> ▪ Continually uses multiple strategies to address goals and build an increased proficiency in the standard by including varied ways of acquiring knowledge and skill. (3.3) ▪ Continually incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Continually uses technology for open-ended student work, student reinforcement of learning, presentation and planning purposes. (3.5) ▪ Continually checks student for understanding or for what they learned in the lesson; continually presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Continually uses higher order questioning to develop thinking and learning and supports students as they consider multiple perspectives during problem solving. (3.7) ▪ Continually engages students in authentic learning by providing real-life examples and interdisciplinary connections. (3.8) 	<p>proficiency in the standard by including some ways of acquiring knowledge and skill. (3.3)</p> <ul style="list-style-type: none"> ▪ Consistently incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Consistently uses technology for open-ended student work, student reinforcement of learning, presentation and planning purposes. (3.5) ▪ Consistently checks students for understanding or for what they learned in the lesson; consistently presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Consistently uses higher order questioning to guide student thinking and learning and to guide student problem solving. (3.7) ▪ Consistently engages students in authentic learning by providing real-life connections and examples to more than one standard.(3.8) 	<ul style="list-style-type: none"> ▪ Inconsistently uses one or more strategies to address goals and build an increased proficiency in the standard by focusing on one way to acquire knowledge and skill. (3.3) ▪ Inconsistently incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Inconsistently uses technology for open-ended student work, student reinforcement of learning, presentation or planning purposes. (3.5) ▪ Inconsistently checks students for understanding or for what they learned in the lesson; inconsistently presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Inconsistently uses higher order questioning to guide student thinking and learning OR primarily uses factual questioning to guide student thinking and learning. (3.7) ▪ Inconsistently engages students in authentic learning by providing real-life connections and examples to a standard.(3.8) 	<ul style="list-style-type: none"> ▪ Does not use a strategy that addresses a goal or builds an increased proficiency in the standard. (3.3) ▪ Does not incorporate teaching strategies consistent with research based best practices. (3.4) ▪ Does not use technology for open-ended student work, student reinforcement of learning, presentation or planning purposes. (3.5) ▪ Does not check students for understanding or for what they learned in the lesson; does not present material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Does not provide higher order questioning or problem solving opportunities to guide student thinking and learning. (3.7) ▪ Does not provide real-life examples to engage students in learning.(3.8)
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Evidence/Documentation

- Lesson plans – include goals that are clearly aligned with instructional procedures and assessments, activities build on content knowledge and skill as related to goals
- Lesson plans – include connections to students’ prior knowledge, background experiences, interests and real-life examples provided
- Lesson plans – include higher order questions, problem solving activities, interdisciplinary connections
- Incorporation of technology for student learning and teacher candidate directed activities
- Lesson plans – include procedures that are sequenced in a logical and developmentally appropriate format
- Student work samples- evidence of higher order thinking, problem solving, individual and collaborative effort
- Student response to instruction – written, verbal
- Level of student engagement – individual, peer interaction
- Research-based strategies, cited resources
- Implementation of lesson plan procedures upon observation
- Portfolios
- Integrated unit plans

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Performance Standard 4: Differentiated Instruction			
<i>The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</i>			
Performance Indicators at the Proficient Level			
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.			
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.			
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.			
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.			
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.			
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Teacher candidate facilitates learning activities on multiple occasions that offer alternative forms of the content, process, product and/or learning environment that appropriately meets individual developmental needs. (4.1) ▪ Teacher candidate uses multiple forms of assessment data to inform instruction and provides learning activities that vary in degree of difficulty and student interest. (4.2, 4.4) 	<ul style="list-style-type: none"> ▪ Teacher candidate facilitates learning activities that offer one alternative form of the two or more of the following: (1) content, (2) process, (3) product and (4) learning environment to meet individual developmental needs. (4.1) ▪ The teacher candidate divides content into subgroups, provides student choice (i.e. partner read, computer, independent work), provides instructional opportunities that consider student interest, modifications and accommodations to the content, process, 	<ul style="list-style-type: none"> ▪ Teacher candidate facilitates learning activities that offer one alternative form of the content, process, product or learning environment. (4.1) ▪ Teacher candidate adjusts learning activities to incorporate varying degrees of difficulty or student interest, but the adjustments are not informed by assessment data. (4.2, 4.4) ▪ The teacher candidate uses flexible grouping practices that are inflexible with students working in unchanging ability level or management groups only. (4.3) 	<ul style="list-style-type: none"> ▪ Teacher candidate delivers a lesson that is identical for all students in content, process, product, and learning environment. (4.1) ▪ No evidence of differentiation to meet individual developmental needs, including evidence of accommodations and modifications. (4.1) ▪ Teacher candidate does not use assessment data to inform instruction and adjust learning activities that incorporates varying degrees of difficulty or student interest. (4.2, 4.4) ▪ The teacher candidate does not use flexible grouping practices. (4.3)

<p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Complete individualized activities designed to achieve success in specific content and/or skills. (4.1) ▪ All students are able to meet learning expectations. (4.3) 	<p>product and learning environment are evident. (4.1)</p> <ul style="list-style-type: none"> ▪ Teacher candidate uses assessment data to inform instruction and provides learning activities that vary in degree of difficulty or student interest. (4.2, 4.4) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students meet the standards using differentiated products. (4.1) ▪ Students are presented with the standard through differentiated content and processes. (4.1) ▪ Most students are able to meet learning expectations. (4.2, 4.4) 	<p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students engage with the content through two processes. (4.1) ▪ Students demonstrate understanding of the content through two products. (4.1) ▪ Some students are able to meet learning expectations. (4.2, 4.4) ▪ Students assigned to participate in the same groupings repeatedly. (4.3) 	<p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students demonstrate understanding of instruction through uniform processes and products. (4.1) ▪ Students are not able to meet learning expectations. (4.2, 4.4) ▪ All students working on the same activities. (4.3) ▪ All students seated in the same groups. (4.3)
<p>Evidence/Documentation:</p> <ul style="list-style-type: none"> ▪ Lesson plans, units ▪ Formative and summative assessments ▪ Rubrics ▪ Grade sheets ▪ Portfolios ▪ Student Work samples 			

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Performance Standard 5: Assessment Strategies			
<i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i>			
Performance Indicators at the Proficient Level			
5.1 Aligns student assessment with the established curriculum and benchmarks.			
5.2 Involves students in setting learning goals and monitoring their own progress.			
5.3 Varies and modifies assessments to determine individual student needs and progress.			
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.			
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.			
5.6 Uses assessment techniques that are appropriate for the developmental level of students.			
5.7 Collaborates with others to develop common assessments, when appropriate.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ All lesson plans/units contain appropriate formal and informal assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include a variety of assessments that meet all students' needs 	<ul style="list-style-type: none"> ▪ Lesson plans/units contain numerous appropriate formal and informal assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include a variety of assessments that meet most student needs 	<ul style="list-style-type: none"> ▪ Lesson plans/ units demonstrate some use of formal and informal assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include some variety of assessments that meet some student needs. 	<ul style="list-style-type: none"> ▪ Within lesson plans/units, the candidate does not use formal and informal assessments for diagnostic, formative, and summative purposes ▪ Within lesson plans/units, the candidate does not or inadequately varies and adjusts assessments to meet student needs

<ul style="list-style-type: none"> ▪ Lesson plans/units include a variety of assessments that are linked to all student needs ▪ All lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population ▪ Candidate consistently involves students in setting learning goals and self-evaluation ▪ All lesson plans/units include an appropriate variety of assessments that are modified based on student needs ▪ All lesson plans/units include a wide variety of appropriately differentiated assignments/ assessments to meet the needs of most students • Involves students in deciding how instruction will be differentiated based on diagnostic data results. • Uses engaging strategies for diagnosing student readiness to learn. • Explains the different forms of assessments used, why diagnostic work is not graded, and how it is used. • Discusses individual and class strengths, misconceptions, and areas of weakness based on diagnostic assessment data. ▪ Describes how students have been involved in diagnosing their own strengths and weaknesses. 	<ul style="list-style-type: none"> ▪ Lesson plans/units include a variety of assessments that are linked to most student needs ▪ Most lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population ▪ Candidate regularly involves students in setting learning goals and self-evaluation ▪ Most lesson plans/units include an appropriate variety of assessments that are modified based on student needs ▪ Lesson plans/units include numerous appropriately differentiated assignments/assessments to meet the needs of most students • Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and of individual students. • Identifies students' prior knowledge in the content area(s) and plans to link it to new learning. • Includes a variety of opportunities for <i>differentiation</i> based on diagnostic data. • Differentiates the lesson to address the needs of students who start the lesson at a lower level of understanding. • Uses a variety of diagnostic strategies (e.g., initial writing prompts, informal reading assessments, pre-tests, KWLs, anticipation guides, etc.). • Can describe how a unit or lesson was adapted based on diagnostic assessment data. • Can explain how assessment data from current students were analyzed and used in planning. 	<ul style="list-style-type: none"> ▪ Assessments are included in lesson plans/units but these are sometimes not linked to student needs. ▪ Lesson plans/ units include assessment instruments, but these are sometimes inappropriate for the content or student population ▪ Candidate sometimes involves students in setting learning goals and/or self-evaluation ▪ Lesson plans/units includes some variety of assessments or some assessments that are modified based on student needs ▪ Lesson plans/units include some appropriately differentiated assignments/ assessments • Includes <i>diagnostic assessments</i> at the beginning of some instructional units. • Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit. • Asks questions to determine prior knowledge during a lesson. • Has a general understanding of the students' readiness to learn new content. • Understands the need to differentiate lessons to address the needs of students who start the lesson at a lower level of understanding, but is not always certain how to plan for or manage a differentiated lesson. 	<ul style="list-style-type: none"> ▪ Assessments are not aligned with appropriate objectives, curriculum, and/or benchmarks. ▪ Assessment instruments are inappropriate for the content or student population ▪ Candidate does not involve students in setting learning goals and/or self-evaluation ▪ Lesson plans/units do not include a variety of assessments or assessments or not modified based on student needs ▪ Lesson plans do not include appropriately differentiated assignments/ assessments • Does not include <i>diagnostic assessments</i> in plans. • Is not guided by diagnostic data when planning for <i>differentiation</i>. • Does not consider students' prior knowledge to determine starting points for instruction. • Does not use informal or formal <i>diagnostic assessments</i> at the beginning of a lesson or unit. • Does not probe for prior knowledge during a lesson. • Does not match the instruction to the prior knowledge of the learners. • Cannot describe how a unit or lesson was planned based on diagnostic data. • Cannot articulate how he/she determines the readiness level of students to take on new content.
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Evidence/Documentation

- Lesson plans, units
- Formative and summative assessments
- Rubrics
- Grade sheets
- Portfolios

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” and should aspire to perform at the “Proficient” level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 6: Assessment Uses			
<i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>			
Performance Indicators at the Proficient Level			
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.			
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.			
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.			
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.			
6.5 Shares accurate results of student progress with students, parents, and key school personnel.			
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.			
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Uses formative and summative assessments continually and systematically ▪ Continually checks for students’ prior knowledge and uses data to develop instructional plans ▪ Continually uses leveled questions to engage students and assess content knowledge ▪ Continually uses data to plan and implement flexible grouping 	<ul style="list-style-type: none"> ▪ Uses formative and summative assessments systematically ▪ Consistently checks for students’ prior knowledge and uses data to develop instructional plans ▪ Consistently uses leveled questions to engage students and assess content knowledge ▪ Consistently uses data to plan and implement flexible grouping ▪ Consistently collects and analyzes data to identify skill gaps and adjust lessons 	<ul style="list-style-type: none"> ▪ Sometimes uses formative and summative assessments ▪ Sometimes checks for students’ prior knowledge and at times uses data to develop instructional plans ▪ Sometimes uses leveled questions to engage students and assess content knowledge ▪ Sometimes uses data to plan and implement flexible grouping 	<ul style="list-style-type: none"> ▪ Do not use and/or uses inappropriate formative and summative assessments ▪ Does not check for students’ prior knowledge and does not use or inappropriately uses data to develop instructional plans ▪ Does not use leveled questions to engage students and assess content knowledge

<ul style="list-style-type: none"> ▪ Continually collects and analyzes data to identify skill gaps and adjust lessons ▪ Continually provides student commentary aligned to learning goals on student product ▪ Continually provides time and scaffolding for student reflection and self-assessment of learning ▪ Candidates rated as exemplary continually seek ways to serve as role models or assist others 	<ul style="list-style-type: none"> ▪ Consistently provides student commentary aligned to learning goals on student product ▪ Continually provides time and scaffolding for student reflection and self-assessment of learning 	<ul style="list-style-type: none"> ▪ Sometimes collects and analyzes data to identify skill gaps and adjust lessons ▪ Sometimes provides student commentary aligned to learning goals on student product ▪ Sometimes provides time and scaffolding for student reflection and self-assessment of learning 	<ul style="list-style-type: none"> ▪ Does not uses data to plan and implement flexible grouping ▪ Does not collect or analyzes data to identify skill gaps and adjust lessons ▪ Does not provide student commentary aligned to learning goals on student product ▪ Does not provide time and scaffolding for student reflection or self-assessment of learning
<p>Evidence/Documentation</p> <ul style="list-style-type: none"> ▪ Lesson plans, units ▪ Pre-on-going & post assessments ▪ Student self-assessments; ▪ Student feedback ▪ Conferences ▪ Candidate electronic portfolios ▪ Work samples ▪ Progress reports and report cards ▪ Differentiated homework ▪ Communication tools (emails/letters, etc.) 			

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

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Performance Standard 7: Positive Learning Environment			
<i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>			
Performance Indicators at the Proficient Level			
7.1 Responds to disruptions in a timely, appropriate manner.			
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.			
7.3 Models caring, fairness, respect, and enthusiasm for learning.			
7.4 Promotes a climate of trust and teamwork within the classroom.			
7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.			
7.6 Actively listens and pays attention to students’ needs and responses.			
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.			
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Fairness and respect are evident in a climate of democratic practices where everyone matters within orderly, shared governance ▪ Expectations for behavior are posted and consequences are administered fairly ▪ If/when disruptions occur, low profile intervention strategies with 	<ul style="list-style-type: none"> ▪ Safe, clean and/or orderly environment ▪ Content related bulletin boards; learning stations and centers. ▪ Standards posted ▪ Materials readily accessible ▪ Student work samples displayed ▪ Technology used to enhance instruction ▪ Rules posted 	<ul style="list-style-type: none"> ▪ Evidence of respectful communication and correct name pronunciation of some of the learners in the classroom, but not all ▪ Minimal evidence of tracking and permanent ability grouping of learner ▪ Insufficient evidence of RTI usage ▪ Promotes a climate of trust and teamwork for some learners - 	<ul style="list-style-type: none"> ▪ Little or no evidence of respectful communication and correct name pronunciation of the learner ▪ Little or no evidence of flexible grouping ▪ Little or no evidence of knowledge or implementation of RTI ▪ Little or no evidence of efforts to promote trust and teamwork for learners

<p>language that diffuses and de-escalates tension and non-instructional behaviors are used</p> <ul style="list-style-type: none"> ▪ All students report their lack of understanding without punitive consequences ▪ There is no evidence of tracking ▪ Employs differentiated instruction techniques based on need without permanently grouping the learners, and peer support is evident ▪ Tasks are relevant and appropriate ▪ The classroom is neat, orderly and comfortable ▪ There is evidence of RTI 	<ul style="list-style-type: none"> ▪ Evidence of respectful communication and correct name pronunciation of all learners in the classroom ▪ Employs differentiated instruction techniques based on need without permanently grouping the learners ▪ Uses RTI to furnish and document alternative teaching and/or behavioral management strategies ▪ Promotes a climate of trust and teamwork for all learners 		
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Evidence/Documentation

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

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Performance Standard 8: Academically Challenging Environment			
<i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>			
Performance Indicators at the Proficient Level			
8.1 Maximizes instructional time.			
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.			
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.			
8.4 Provides transitions that minimize loss of instructional time.			
8.5 Communicates high, but reasonable, expectations for student learning.			
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.			
8.7 Encourages students to explore new ideas and take academic risks.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ The teacher candidate continually has materials, supplies readily available and accessible during instructional time. (8.1) ▪ The teacher candidate continually uses classroom space and resources efficiently to support student learning.(8.1) ▪ The teacher candidate continually models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate continually provides instructions with a variety of 	<ul style="list-style-type: none"> ▪ The teacher candidate consistently has materials, supplies readily available and accessible during instructional time. (8.1) ▪ The teacher candidate consistently uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate consistently models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate consistently provides instructions with a variety of 	<ul style="list-style-type: none"> - The teacher candidate inconsistently has materials, supplies readily available and accessible during instructional time. (8.1) - The teacher candidate inconsistently uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate inconsistently models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate inconsistently provides instructions with a variety of 	<ul style="list-style-type: none"> - Teacher candidate does not have materials, supplies readily available and accessible during instructional time. (8.1) - Teacher candidate does not use classroom space and resources efficiently to support student learning. (8.1) ▪ Teacher candidate fails to model how to correct and learn from mistakes. (8.2) ▪ Teacher candidate fails to provide instructions with a variety of activities addressing student interests and abilities. (8.3)

<p>activities addressing student interests and abilities. (8.3)</p> <ul style="list-style-type: none"> ▪ The teacher candidate continually guides students among large and small groups and independent learning. (8.4) ▪ The teacher candidate continually exhibits a clear plan for transitions between tasks or classes. (8.4) ▪ The teacher candidate continually communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate continually reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate continually uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate continually encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate continually encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7) 	<p>activities addressing student interests and abilities. (8.3)</p> <ul style="list-style-type: none"> ▪ The teacher candidate consistently guides students among large and small groups and independent learning. (8.4) ▪ The teacher candidate consistently plans for transitions between tasks or classes. (8.4) ▪ The teacher candidate consistently communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate consistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate consistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate consistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate consistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7) 	<p>activities addressing student interests and abilities. (8.3)</p> <ul style="list-style-type: none"> ▪ The teacher candidate inconsistently guides students among large and small groups and independent learning. (8.4) ▪ The teacher candidate inconsistently plans for transitions between tasks or classes. (8.4) ▪ The teacher candidate inconsistently communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate inconsistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate inconsistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate inconsistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate inconsistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7) 	<ul style="list-style-type: none"> ▪ Teacher candidate inadequately guides students among large and small groups and independent learning. (8.4) ▪ There is no clear plan evident for transitions between tasks or classes. (8.4) ▪ Teacher candidate inadequately communicates lesson objectives and learning outcomes. (8.5) ▪ Teacher candidate inadequately reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ Delivery lacks higher order questioning, student responsibility, and accountability. (8.6) ▪ Teacher candidate fails to encourage creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ Teacher candidate fails to encourage higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)
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Evidence/Documentation

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” and should aspire to perform at the “Proficient” level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 9: Professionalism			
<i>The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession</i>			
Performance Indicators at the Proficient Level			
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.			
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).			
9.3 Respects and maintains confidentiality.			
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.			
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.			
9.6 Demonstrates flexibility in adapting to school change.			
9.7 Engages in activities outside the classroom intended for school and student enhancement			
<i>9.8 Maintains appropriate interactions with students, parents, faculty, and staff.</i>			
<i>9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.</i>			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Teacher candidate continually meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) 	<ul style="list-style-type: none"> ▪ Teacher candidate consistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) 	<ul style="list-style-type: none"> ▪ Teacher candidate inconsistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) 	<ul style="list-style-type: none"> ▪ Teacher candidate inadequately meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2)

<ul style="list-style-type: none"> ▪ The teacher candidate continually maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate continually works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate continually reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate continually participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is an involved member of a national, state, and local professional organizations. (9.7) 	<ul style="list-style-type: none"> ▪ The teacher candidate consistently maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate consistently works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate consistently reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate consistently participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is a member of a national, state, and local professional organizations. (9.7) 	<ul style="list-style-type: none"> ▪ The teacher candidate inconsistently maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate inconsistently works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate inconsistently reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate inconsistently participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is a member of a state or local professional organizations.(9.7) 	<ul style="list-style-type: none"> ▪ The teacher candidate inadequately maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate inadequately works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate inadequately reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate inadequately participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate unaware of professional organizations. (9.7)
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<p>Evidence/Documentation</p> <ul style="list-style-type: none"> ▪ Attendance log, dress code, lesson plans, meeting deadline (e.g., grades submitted in a timely manner), etc. (9.1) ▪ Attendance logs, dress code (observation), parent contact log, etc. (9.2) ▪ Parent contact log, dispositions evaluation, interaction with colleagues (observation), maintains confidentiality of student records, etc. (9.3) ▪ Lesson plans, performance conferences, reflection log, etc. (9.4) ▪ Agendas, transcripts, membership cards, observations, reflection log, etc. (9.5) ▪ Observations, performance conferences, reflection log, etc. (9.9) ▪ Sign-in sheets, agendas, meeting minutes, observations, activity log, etc. (9.7)
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Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

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Performance Standard 10: Communication			
<i>The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i>			
Performance Indicators at the Proficient Level			
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.			
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.			
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.			
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.			
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.			
10.6 Adheres to school and district policies regarding communication of student information.			
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.			
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).			
10.9 Uses modes of communication that are appropriate for a given situation.			
10.10 <i>Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.</i>			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> ▪ Uses both verbal and non-verbal communications, engaging students in positive and meaningful ways to promote learning in the classroom and school environment (10.1) 	<ul style="list-style-type: none"> ▪ Uses verbal and/or non-verbal communications to promote learning in the classroom and/or the school environment (10.1) 	<ul style="list-style-type: none"> ▪ Uses verbal and/or non-verbal communications to address learning in the classroom environment (10.1) 	<ul style="list-style-type: none"> ▪ Uses unclear or ambiguous verbal and/or non-verbal communications that hinder learning in the classroom environment (10.1)

<ul style="list-style-type: none"> ▪ Engages families in positive and encouraging communications about instructional goals, expectations, and student progress in a timely and constructive manner (10.2) ▪ Facilitates collaboration and networking with colleagues and community to reach educational decisions that enhance and promote student learning (10.3) ▪ Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication in positive and engaging ways to enhance learning and promote student growth (10.4) ▪ Uses multiple modalities to explain directions, concepts, and lesson content to students in logical, sequential, and age-appropriate ways (10.5) ▪ Seeks to understand all school and district policies regarding communication of student information and adheres to above policies (10.6) ▪ Encourages parent and student involvement by collaborating with parents and students and being consistently available to them (10.7) ▪ Seeks the voice and opinions of stakeholder in positive ways by listening, responding with cultural awareness and empathy (10.8) ▪ Selects mode of communication that enhances understanding amongst all involved. Uses a variety of appropriate modes for communication and shifts among modes as necessary (10.9) ▪ All communication with all parties is appropriate showing awareness of 	<ul style="list-style-type: none"> ▪ Communicates consistently with families about instructional goals, expectations, and student progress in a timely and constructive manner (10.2) ▪ Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning (10.3) ▪ Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication (10.4) ▪ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner (10.5) ▪ Adheres to school and district policies as needed regarding communication of student information (10.6) ▪ Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style (10.7) ▪ Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8) ▪ Selects mode of communication with awareness for enhancing understanding between teacher candidate and student, teacher candidate and colleagues, and teacher candidate and parents. Uses a variety of appropriate modes for communication (10.9) ▪ Consults and adheres to communication guidelines for professional educators particularly with regard to issues of confidentiality and the use of electronic media. Checks for understanding infrequently yet is rarely insensitive to the communication norms of others (10.10) 	<ul style="list-style-type: none"> ▪ Communicates with families about instructional goals, expectations, or student progress (10.2) ▪ Collaborates with colleagues only to reach educational decisions that enhance and promote student learning (10.3) ▪ Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication inconsistently (10.4) ▪ Explains directions, concepts, and lesson content to students in ways that are not logical, sequential, and/or age-appropriate (10.5) ▪ Is unaware of school and/or district policies regarding communication of student information (10.6) ▪ Is accessible, but does not demonstrate a collaborative or an approachable style (10.7) ▪ Responds to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8) ▪ Uses a variety of appropriate modes for communication but is not intentional in selection with regard to audience or purpose (10.9) ▪ Is aware of communication guidelines for professional educators and follows them when communicating with students and parents. May treat communication venues informally showing a lack of awareness for the possibility for miscommunication, especially communication with those outside of the classroom (10.10) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students appear to have difficulty understanding the teacher candidate (10.1) 	<ul style="list-style-type: none"> ▪ Makes no effort to communicate with families about instructional goals, expectations, or student progress (10.2) ▪ Makes no effort to collaborate or network with colleagues and/or community about educational decisions that enhance and promote student learning (10.3) ▪ Lacks an awareness of the need for the use of Standard English in oral and/or written communication (10.4) ▪ Uses unclear or ambiguous language to explain directions, concepts, and lesson content to students. Presentation of content is often not logical, sequential or age-appropriate (10.5) ▪ Communicates student information that is in direct conflict with either school and/or district policies (10.6) ▪ Is not accessible for parents and/or students and does not welcome collaboration (10.7) ▪ Is unresponsive to stakeholder (parents, community, students, and colleagues) voice and opinions (10.8) ▪ Relies on a single or few modes of communication and as a result the mode is often inappropriate for the situation and is ineffective (10.9) ▪ Is not aware of or does not adhere to communication guidelines for professional educators. Violates confidentiality rules or does not exercise caution when communicating through electronic media. Frequent miscommunication with students, parents, or faculty occurs as there is no check for understanding (10.10) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students appear to have “tuned out” the teacher candidate by drawing, daydreaming, or talking to others during teacher candidate communications (10.1)
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<p>audience, tone, cultural sensitivity, and ethical concerns. Adheres strictly to professional guidelines for confidentiality and applies caution when communicating electronically. Consistently checks for understanding to guard against miscommunication (10.10)</p> <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students reciprocate respectful communications with the teacher candidate (10.1) ▪ Students understand directions, concepts and content due to the teacher candidate’s logical, sequential, and age-appropriate communications (10.5) ▪ Students are regularly engaged by the teacher candidate and feel comfortable asking questions about instructional goals and expectations (10.7) ▪ Students regularly receive feedback regarding their performance and progress (10.7) 	<p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students communicate with the teacher candidate about their performance and progress (10.7) ▪ Students may have questions about directions, concepts, and/or content (10.5) ▪ Students have questions about teacher candidate communications and/or feedback about their performance and progress (10.7) 	<ul style="list-style-type: none"> ▪ Students ask multiple questions about directions, concepts, and/or content (10.5) ▪ Students ask peers for assistance with directions, concepts, and/or content (10.5) 	<ul style="list-style-type: none"> ▪ Students ask multiple questions about directions, concepts, and/or content (10.5) ▪ Students have difficulty with tasks after discussing them with the teacher candidate (10.5) ▪ Students do NOT ask the teacher candidate about their performance and progress (10.7)
<p>Evidence/Documentation</p> <ul style="list-style-type: none"> ▪ Blogs ▪ Code of Ethics training signatures ▪ Communication logs ▪ Emails ▪ FERPA training signatures ▪ Informal/formal observation notes ▪ Meeting logs ▪ Mentor teacher candidate notes ▪ Newsletters ▪ Parent letters ▪ School and district communication policies ▪ Teacher candidate-made content activities ▪ Worksheets, etc. ▪ Unit plans ▪ Websites/web pages. 			