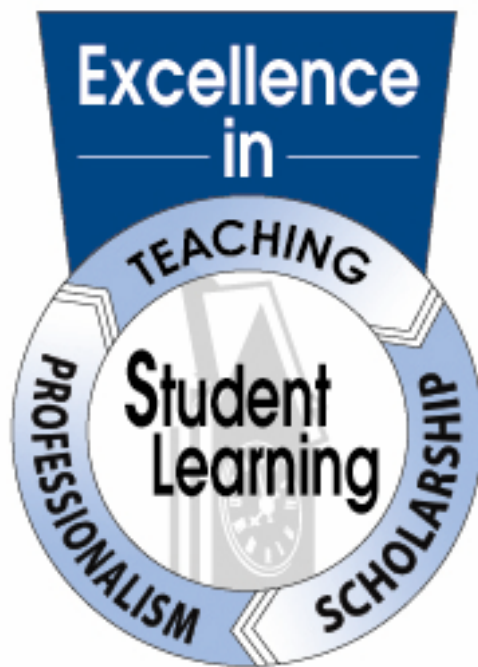


**EXPECTING EXCELLENCE:
THE MODEL OF
APPROPRIATE PRACTICE
(MAP)
FOR TEACHER CANDIDATES**



“To achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles . . .”

**COLLEGE OF EDUCATION
COLUMBUS STATE UNIVERSITY**



COLUMBUS STATE UNIVERSITY COLLEGE OF EDUCATION

“To achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles . . . ”

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COLUMBUS STATE UNIVERSITY COLLEGE OF EDUCATION SYNOPSIS OF THE CONCEPTUAL FRAMEWORK

At Columbus State University, faculty in the College of Education embrace this mission: **“to achieve excellence by guiding individuals as they develop the proficiency, expertise and leadership consistent with their professional roles.”** They recognize that new teachers must begin and finish their own journeys of learning in order to master the content knowledge, teaching repertoires, and habits of practice displayed by accomplished professional educators. Members of the faculty are skillful guides; ready to show how, to show the way. Yet they celebrate the individuality, the diversity, and the ability of the next generation of teachers to make the journey.

Core Beliefs of the Faculty

- ❖ *becoming a professional* is a developmental process;
- ❖ teacher candidates display an array of *individual experiences, cultural and ethnic identities, motivations, and insights*;
- ❖ the diversity of *individual* candidates is a programmatic resource;
- ❖ faculty *guide* candidates through learning experiences through which they acquire and refine professional knowledge, proficiencies, and dispositions/habits;
- ❖ *individual* candidates initiate and continue the process by which they become professionals;
- ❖ *proficiency, expertise, and leadership* are stages of professional growth an educator seeks and experiences over time in undergraduate and graduate study;
- ❖ propositions of the National Board of Professional Teaching Standards (NBPTS), the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), and specialty association guidelines provide an authoritative definition of *professional educator*.

The following visual model represents the key features of the Conceptual Framework. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of our efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 level and the university level.



Teaching

Excellence in teaching embodies the use of best practices to improve student learning in the university as well as the P-12 classroom. Within the learning community in the College of Education, faculty employ best practices in the areas of teacher preparation, counseling and educational leadership. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. Faculty model best practices for teacher candidates and other school professionals who then apply similar ideas and activities in P-12 schools and classrooms. Educators collaborate within communities of learning as they apply best practices. They continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. Counselors and leaders support and contribute to excellence in teaching by creating and maintaining safe and supportive school environments that promote high levels of learning. Furthermore, counselors improve student learning by promoting the academic, career, and social development of students. The result of these efforts by teachers, counselors, and leaders is performances that lead to accomplished teaching and improved learning for all students.

Scholarship

Scholarship is systematized knowledge that is accurate, authoritative, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.

Professionalism

Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards as represented in the INTASC Principles, NBPTS Core Propositions, CACREP School Standards, ASCA Standards, ISLLC Standards, and specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and standards for the field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.

In the College of Education, excellence in teaching, scholarship, and professionalism has multiple layers.

- Faculty exhibit scholarship in theoretical and practical pursuits in their area of expertise; model excellence in teaching through the use of pedagogical best practices based on current research; seek feedback from colleagues and students; reflect upon the efficacy of their practice; generate and disseminate new knowledge within their disciplines; and collaborate within communities of practice in schools, the university, professional organizations, and the community.
- Teacher candidates and other school professionals give their best scholarly efforts in coursework across the university; display intellectual curiosity and a desire to learn; apply models of best practice within their fields or disciplines to bring diverse students to high levels of learning; seek feedback from peers, mentors, and students; reflect upon the efficacy of their practice; collaborate within communities of learning among their peers, with university faculty and cooperating teachers, and within professional organizations; and model scholarship for the students in their schools and classrooms, inspiring young people to learn through their example.

Ultimately, the professional educator believes in the transforming role of education in human lives and strives to improve the learning of all students by achieving excellence in teaching, scholarship, and professionalism.

The Conceptual Framework is closely aligned with INTASC Principles, which influence the planning of initial teacher preparation programs. Initial programs are geared toward developing high levels of proficiency among beginning teachers. The faculty recognizes that INTASC Standards provide common ground for cross-program planning and assessment of candidates. The Model of Appropriate Practice (MAP) is correlated with these standards.



COLUMBUS STATE UNIVERSITY COLLEGE OF EDUCATION MODEL OF APPROPRIATE PRACTICE (MAP)

The Educator Preparation Faculty in 2000-2001 created the Model of Appropriate Practice (MAP) for teacher candidates. The MAP puts into practice the principles of the COE Conceptual Framework. It acknowledges that, with guidance of faculty, teacher candidates must undertake and manage the process of developing an understanding about teaching and learning for themselves. Through their coursework and field experiences, teacher candidates should gain competence in engaging students in constructing important knowledge. The MAP specifies behaviors that may result in such effective instruction.

Faculty guidance of candidates using the MAP will include: (a) Instructing teacher candidates; (b) Mentoring teacher candidates; and (c) Assessing teacher candidates.

Instructing Teacher Candidates

The MAP is infused into all preservice teacher education courses. It outlines the skills beginning teachers should demonstrate, thus providing an instructional set of guidelines for faculty. Instructors in EDUF 2116, EDUF 2215, SPED 2256, methods courses/ practica, and student teaching use the four domains of Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities as organizing principles for their courses. Teacher candidates learn about the qualities of effective teachers by exploring the content of these four domains. They also create products based on the components of each domain.

Mentoring Teacher Candidates

Field experiences are part of teacher candidates' programs beginning in EDUF 2215. By specifying effective behaviors and dispositions, the MAP provides guidelines for mentoring teacher candidates. In methods courses/practica and student teaching, teacher candidates experience at least one full observation cycle (pre-observation conference, observation, post-observation conference). This leads to identification by the teacher candidate, the university supervisor, and the cooperating teacher of clearly defined strengths and areas for improvement. The MAP stresses the use of evidence from teacher candidates' planning, teaching, and professional activities to support suggestions for improvement.

Assessing Teacher Candidates

The MAP provides a structure for teacher candidates' self-assessment, as well as evaluation by faculty and cooperating teachers. Teacher candidates construct a portfolio through which they show their competence in the four domains of the MAP. In addition, cooperating teachers and faculty from the College of Education, the College of Arts and Letters, and the College of Science collect and submit evidence on teacher candidates' competence to be maintained in cumulative folders in the Office of Undergraduate Services and Field Experiences. At the beginning of each semester, COE faculty members review the folders for their upcoming teacher candidates to determine the domains/components of the MAP that need improvement. They then develop individual remediation plans as necessary.



**COLUMBUS STATE UNIVERSITY
COLLEGE OF EDUCATION
MODEL OF APPROPRIATE PRACTICE (MAP)
OBSERVATION/ASSESSMENT CYCLE**

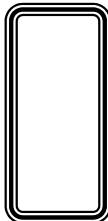


PRE-OBSERVATION CONFERENCE

Provide your university supervisor and cooperating teacher the completed Planning Questions form, lesson plan, and instructional materials at least two days prior to the scheduled pre-observation conference.



CLASSROOM OBSERVATION OF LESSON



**ANALYSIS OF CLASSROOM OBSERVATION EVIDENCE BY
UNIVERSITY SUPERVISOR AND COOPERATING TEACHER
USING THE COE MAP**



POST-OBSERVATION CONFERENCE

Provide your university supervisor and cooperating teacher with the completed Reflection Questions form and any additional artifacts requested at least two days prior to the scheduled post-observation conference.



SUMMARY REPORT/CONFERENCE



COLLEGE OF EDUCATION MODEL OF APPROPRIATE PRACTICE (MAP)

DOMAIN 1: PLANNING AND PREPARATION

Component 1A: Demonstrating Knowledge of Content and Pedagogy

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrating Knowledge of Content and Pedagogy	Teacher Candidate displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher Candidate's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher Candidate demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher Candidate's instructional practices reflect current pedagogical knowledge.

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Knowledge of Content	Teacher Candidate makes significant content errors or does not correct content errors students make.	Teacher Candidate displays basic content knowledge in area of expertise, but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher Candidate displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
Knowledge of Prerequisite Relationships	Teacher Candidate displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher Candidate indicates some awareness of prerequisite learning, although such knowledge may be limited.	Teacher Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts.
Knowledge of Content-Related Pedagogy	Teacher Candidate displays little understanding of pedagogical issues involved in student learning of the content.	Teacher Candidate displays basic pedagogical knowledge but does not anticipate possible student misconceptions.	Teacher Candidate's instructional practices reflect current research on best pedagogical practice within the discipline.

DOMAIN 1: PLANNING AND PREPARATION
Component 1B: Demonstrating Knowledge of Students

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrating Knowledge of Students	Teacher Candidate makes little or no attempt to acquire knowledge of students' backgrounds, approaches to learning, skills, or interests, and does not use such information in planning.	Teacher Candidate demonstrates partial knowledge of students' backgrounds, approaches to learning, skills, and interests, and attempts to use this information in planning for the class as a whole.	Teacher Candidate demonstrates thorough knowledge of students' backgrounds, approaches to learning, skills, and interests, and uses this knowledge to plan for groups of students.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Knowledge of Characteristics of Age Group	Teacher Candidate displays minimal knowledge of developmental characteristics of age group.	Teacher Candidate displays generally accurate knowledge of developmental characteristics of age group.	Teacher Candidate displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher Candidate is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and multiple intelligences.	Teacher Candidate displays general understanding of the different approaches to learning that students exhibit, applying this understanding in some lessons.	Teacher Candidate displays solid understanding of the different approaches to learning that different groups of students exhibit, applying this understanding in most lessons.
Knowledge of Students' Skills and Knowledge	Teacher Candidate displays little knowledge of students' skills and knowledge and does not indicate such knowledge is valuable.	Teacher Candidate demonstrates the value of understanding students' skills and knowledge. Teacher Candidate displays this knowledge for the class as a whole.	Teacher Candidate displays knowledge of students' skills and knowledge for groups of students, including those with special needs, and demonstrates the value of this knowledge.
Knowledge of Students' Interests and Cultural Heritage	Teacher Candidate displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher Candidate demonstrates the value of understanding students' interests or cultural heritage. Teacher Candidate displays this knowledge for the class as a whole.	Teacher Candidate displays knowledge of the interests or cultural heritage of individuals or groups of students and demonstrates the value of this knowledge.

DOMAIN 1: PLANNING AND PREPARATION

Component 1C: Selecting Instructional Goals

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Selecting Instructional Goals	Teacher Candidate's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not present viable methods of assessment.	Teacher Candidate's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher Candidate's goals represent valuable learning and are suitable for most students in the class. They reflect opportunities for integration and permit viable methods of assessment.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Value	Goals are not valuable or consistent with curriculum, framework, or standards (e.g. QCCs), and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable and are somewhat consistent with curriculum, framework, or standards (e.g. QCCs), in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable and are consistent with curriculum, framework, or standards (e.g. QCCs), in their expectations, conceptual understanding, and importance of learning.
Clarity	Goals either are not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are moderately clear or include a combination of goals and activities. Some goals may not permit viable methods of assessment.	Goals are clear and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class, including those with special needs.	All the goals are suitable for most students in the class, including those with special needs.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.

DOMAIN 1: PLANNING AND PREPARATION

Component 1D: Demonstrating Knowledge of Resources

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrating Knowledge of Resources	Teacher Candidate is unaware of resources available through the school, district, Columbus State University, professional organizations, the Internet, or the community, either for teaching or for students who need them.	Teacher Candidate displays limited knowledge and use of resources available through the school, district, Columbus State University, professional organizations, the Internet, or the community, either for teaching or for students who need them.	Teacher Candidate is fully aware of and accesses resources available through the school, district, Columbus State University, professional organizations, the Internet, or the community, either for teaching or for students who need them.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Resources for Teaching	Teacher Candidate does not use resources available through the school, district, Columbus State University, professional organizations, the Internet, and the community.	Teacher Candidate displays limited use of resources available through the school, district, Columbus State University, professional organizations, the Internet, and the community.	Teacher Candidate uses a variety of resources available through the school, district, Columbus State University, professional organizations, the Internet, and the community.
Resources for Students	Teacher Candidate does not use resources available to assist students who need them.	Teacher Candidate displays limited awareness of resources for students available through the school or district and exhibits understanding of the referral process (e.g. SST, 504).	Teacher Candidate uses a variety of resources for students available through the school or district and knows how to gain access to them.

DOMAIN 1: PLANNING AND PREPARATION
Component 1E: Designing Coherent Instruction

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning. The lesson or unit has a recognizable structure.	All of the elements of the instructional design support the stated instructional goals. Most students are engaged in meaningful learning. The lesson or unit has a clearly defined structure.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Most of the learning activities are suitable to students or instructional goals. Progression of activities in the unit may be uneven. Some activities reflect recent professional research.	All of the learning activities are suitable to most students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Most of the materials and resources support the instructional goals and engage students (including those with special needs) in meaningful learning.	All materials and resources support the instructional goals, and engage students (including those with special needs) in meaningful learning.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups usually are consistent in suitability to the instructional goals but may offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure may not be uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.

DOMAIN 1: PLANNING AND PREPARATION

IF: Assessing Student Learning

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Assessing Student Learning	Teacher Candidate's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher Candidate's plan for student assessment is partially aligned with the instructional goals. Most criteria and standards are clear and understood by students. Teacher Candidate uses the assessment to plan for future instruction to the class as a whole.	Teacher Candidate's plan for student assessment is aligned with the instructional goals with clear assessment criteria and standards that have been communicated to students. Teacher Candidate uses the assessment to plan for groups of students or individuals.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Most of the instructional goals are appropriately assessed.	All of the instructional goals are appropriately assessed.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they may not be clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.
Use for Planning	Teacher Candidate has no plan to use assessment results in designing future instruction.	Teacher Candidate uses assessment results to plan for the class as a whole.	Teacher Candidate uses assessment results to plan for individuals and groups of students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2A: Creating an Environment of Respect and Rapport

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Creating an Environment of Respect and Rapport	Classroom interactions, between the teacher and students and/or among students, are negative or inappropriate, and are characterized by sarcasm, put-downs, and conflict.	Classroom interactions are generally appropriate and free from conflict.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Teacher Interaction with Students	Teacher-student interactions are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Most teacher-student interactions are appropriate and respectful but may reflect occasional inconsistencies.	Teacher-student interactions are appropriate and respectful of the cultural and developmental differences among groups of students.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2B: Establishing a Culture for Learning

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little pride in student work.	The classroom environment represents a culture for learning with modest or inconsistent student commitment to the subject, modest expectations for student work, and moderate pride in student work.	The classroom environment represents a genuine culture for learning with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and general student pride in their work.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Importance of the Content	Teacher Candidate conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher Candidate communicates the importance of the work but with little enthusiasm.	Teacher Candidate conveys enthusiasm for the subject.
Student Pride in Work	Teacher Candidate does not motivate students to produce high quality work.	Teacher Candidate attempts to motivate students to produce high quality work but follows through inconsistently.	Teacher Candidate motivates most students to produce high quality work.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey low expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey modest or inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2C: Managing Classroom Procedures

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established but function with inconsistent efficiency.	Classroom routines and procedures have been established and function smoothly, with little loss of instructional time.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Management of Instructional Groups	Many groups are not productively engaged in learning.	Most groups are productively engaged in learning.	All students within groups are productively engaged in learning.
Management of Transitions	Much time is lost during transitions.	Transitions are usually efficient, resulting in limited loss of instructional time.	Transitions occur smoothly, resulting in maximum use of instructional time.
Management of Materials and Supplies	Materials are handled inefficiently resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with almost no loss of instructional time.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Routines for performing non-instructional duties are fairly efficient.	Efficient routines for performing non-instructional duties are in place.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during most of the class.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2D: Managing Student Behavior

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher Candidate makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher Candidate is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of students.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.
Monitoring of Student Behavior	Student behavior is not monitored, and Teacher Candidate is unaware of what students are doing.	Teacher Candidate is generally aware of student behavior but may miss the activities of some students.	Teacher Candidate is alert to student behavior at all times and uses preventive strategies.
Response to Student Misbehavior	Teacher Candidate does not respond appropriately to misbehavior (the response is inconsistent, overly repressible, does not respect the student's dignity, or misbehavior is ignored).	Teacher Candidate responds to student misbehavior with uneven results or only minor misbehavior occurs.	Teacher Candidate's response to misbehavior is appropriate, successful, and respectful of the student's dignity.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2E: Organizing Physical Space

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Organizing Physical Space	Teacher Candidate makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. There is a serious mismatch between use of furniture/equipment and the lesson activities.	Teacher Candidate's physical environment is safe, and essential learning is accessible to all students. The use of furniture/equipment supports the learning activities.	Teacher Candidate's physical environment is safe, and learning is accessible to all students. Teacher Candidate uses physical resources well and furniture/equipment are a resource for learning.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Learning Environment	The learning environment is unsafe, and/or the furniture/equipment is not suited to the lesson activities.	The learning environment is safe, and furniture/equipment is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture/equipment.	The learning environment is safe, and the furniture/equipment arrangement is a resource for learning activities.
Accessibility to Learning and Use of Physical Resources	Teacher Candidate uses physical resources poorly, or learning is not accessible to some students.	Teacher Candidate uses physical resources adequately, and essential learning is accessible to most students.	Teacher Candidate uses physical resources skillfully, and all learning is accessible to all students.

DOMAIN 3: INSTRUCTION
Component 3A: Communicating Clearly and Accurately

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Communicating Clearly and Accurately	Teacher Candidate's oral and written communication contain errors or are unclear or inappropriate to students.	Teacher Candidate's oral and written communication contain no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher Candidate communicates clearly and accurately to students, both orally and in writing.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Communicating Learning Objectives	Learning objectives/goals are not communicated to students.	Learning objectives/goals are usually communicated to students.	Learning objectives are always clearly communicated to students with an emphasis on their significance in the lesson.
Directions and Procedures	Teacher Candidate's directions and procedures are confusing, inadequate, or excessively detailed.	Teacher Candidate's directions and procedures are clear to most students and contain an appropriate level of detail. In addition, Teacher Candidate clarifies any misunderstandings that may have occurred.	Teacher Candidate's directions and procedures are clear to students and contain an appropriate level of detail. In addition, Teacher Candidate anticipates possible student misunderstandings.
Oral and Written Language	Teacher Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher Candidate's spoken language is audible, and written language is legible. Vocabulary is generally correct but limited or may not be appropriate to all students' ages or backgrounds. Teacher Candidate uses Standard English appropriately and consistently.	Teacher Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest, and in some cases, enriches the lesson.

DOMAIN 3: INSTRUCTION
Component 3B: Using Questioning and Discussion Techniques

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Using Questioning and Discussion Techniques	Teacher Candidate makes poor use of questioning and discussion techniques, with low-level questions, little true discussion, and limited student participation.	Teacher Candidate's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher Candidate's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Quality of Questions	Teacher Candidate's questions are of poor quality and are ineffective in accomplishing instructional objectives (vaguely worded, low-level, yes/no response, or does not ask questions).	Teacher Candidate's questions are usually effective in accomplishing instructional objectives. They may be a combination of high and low quality. Teacher Candidate usually provides adequate time for response.	Most of Teacher Candidate's questions are of high quality and are congruent with lesson objectives. Teacher Candidate provides adequate time for response. Questions asked elicit a variety of student responses.
Discussion Techniques	Interaction between Teacher Candidate and students is predominantly recitation style, with Teacher Candidate mediating all questions and answers. Few students participate actively.	Teacher Candidate attempts to engage many students in a true discussion. Teacher-student and student-student dialogues occur.	Classroom interaction represents true discussion, with Teacher Candidate acting as a facilitator. Most students participate actively.
Student Participation	Only a few students participate in the discussion.	Teacher Candidate attempts to engage all students in the discussion but with limited success.	Teacher Candidate successfully engages all students in the discussion.

DOMAIN 3: INSTRUCTION
Component 3C: Engaging Students in Learning

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Engaging Students in Learning	Students are not engaged in significant learning as a result of inappropriate activities or materials, poor presentation of content, or lack of lesson structure.	Students are usually effectively engaged in significant learning.	Students are effectively engaged throughout the lesson with appropriate materials and activities, instructive presentation of content, and suitable structure and pacing of the lesson.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Presentation of Content	Presentation of content is inappropriate and unclear, or Teacher Candidate uses poor examples and analogies.	Some content is presented skillfully with good examples; other portions are difficult to follow.	Presentation of content is appropriate and skillful and links well with students' knowledge and experience.
Activities and Assignments	Activities and assignments are inappropriate for students and do not support the learning objectives. Students are not engaged.	Most activities and assignments are appropriate for students, support the learning objectives, and engage students.	All activities and assignments are generally appropriate for students and achieve the learning objectives. Almost all students are engaged in them.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are usually appropriate to the students and are moderately successful in advancing instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students.	Instructional materials and resources usually are suitable to the instructional goals and usually engage students.	Instructional materials and resources are suitable to the instructional goals and engage students.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson usually has a recognizable structure. Pacing of the lesson is generally appropriate.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students.

DOMAIN 3: INSTRUCTION
Component 3D: Providing Feedback to Students

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Providing Feedback to Students	Teacher Candidate's feedback to students is of poor quality and is not given in a timely manner. The quantity and frequency of feedback do not facilitate students' improvement.	Teacher Candidate's feedback to students is usually of high quality and usually is timely. Feedback is given frequently and in appropriate quantity.	Teacher Candidate's feedback to students is timely, of consistently high quality, and is given frequently with consideration of individual student improvement.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is ineffective.	Feedback is usually consistent and is effective.	Feedback is consistently high quality.
Timeliness	Feedback is not provided in a timely manner.	Feedback is usually provided in a timely manner.	Feedback is consistently provided in a timely manner.
Quantity/Frequency	The quantity and frequency of feedback is limited, or no feedback is given.	Feedback is given frequently and in appropriate quantity.	Feedback is given frequently, in appropriate quantity, and with consideration for individual student needs.

DOMAIN 3: INSTRUCTION

Component 3E: Demonstrating Flexibility and Responsiveness

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrating Flexibility and Responsiveness	Teacher Candidate adheres to the instructional plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions. Teacher Candidate assumes no responsibility for students' failure to understand.	Teacher Candidate demonstrates moderate flexibility and responsiveness to students' needs and interests during the lesson, and seeks to ensure the success of all students.	Teacher Candidate seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plan and responding to student interests and questions.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Lesson Adjustment	Teacher Candidate adheres rigidly to an instructional plan, even when a change will clearly improve student learning outcomes.	Teacher Candidate adjusts an instructional plan with mixed results.	Teacher Candidate makes an adjustment to an instructional plan, and the adjustment improves student learning.
Response to Students	Teacher Candidate ignores or brushes aside students' questions or interests.	Teacher Candidate attempts to accommodate students' questions or interests, taking advantage of spontaneous opportunities for learning (i.e. teachable moments).	Teacher Candidate successfully accommodates students' questions or interests, taking advantage of spontaneous opportunities for learning.
Persistence	When a student has difficulty learning, Teacher Candidate either gives up or blames the student or the environment for the student's lack of success.	Teacher Candidate accepts responsibility for the success of all students but demonstrates a limited repertoire of instructional strategies.	Teacher Candidate persists in seeking approaches for students who have difficulty learning, utilizing an extensive repertoire of instructional strategies.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4A: Reflecting on Teaching

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Reflecting on Teaching	Teacher Candidate does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher Candidate's reflection on the lesson is generally accurate, and Teacher Candidate makes global suggestions as to how it might be improved.	Teacher Candidate reflects accurately on the lesson, citing general characteristics and several specific suggestions about how it might be improved.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Accuracy	Teacher Candidate does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which it achieved instructional goals. Teacher Candidate can cite general references to support the judgment.	Teacher Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite several specific examples to support the judgment.
Use in Future Teaching	Teacher Candidate has no suggestions for how a lesson may be improved.	Teacher Candidate makes general suggestions about how a lesson may be improved, including at least a few specific examples.	Teacher Candidate makes specific and insightful suggestions of how a lesson may be improved.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4B: Maintaining Accurate Records

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Maintaining Accurate Records	Teacher Candidate has no system or an ineffective system of maintaining records.	Teacher Candidate's system for maintaining records is usually effective.	Teacher Candidate's system for maintaining records is efficient and effective.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Student Completion of Assignments	Teacher Candidate has no system for maintaining information on student completion of assignments or the system is ineffective.	Teacher Candidate's system for maintaining information on student completion of assignments is usually effective.	Teacher Candidate's system for maintaining information on student completion of assignments is effective.
Student Progress in Learning	Teacher Candidate has no system for maintaining information on student progress in learning, or the system is ineffective.	Teacher Candidate's system for maintaining information on student progress in learning is usually effective.	Teacher Candidate's system for maintaining information on student progress in learning is effective.
Non-instructional Records	Teacher Candidate has no system for non-instructional records or the system is inefficient.	Teacher Candidate's system for maintaining non-instructional records is usually effective.	Teacher Candidate's system for maintaining non-instructional activities is effective.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4C: Communicating with Families

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Communicating with Families	Teacher Candidate provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher Candidate complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher Candidate communicates frequently with families and successfully engages them in the instructional program.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Information About the Instructional Program	Teacher Candidate provides little information about the instructional program to families.	Teacher Candidate participates in the school's activities for parent communication but offers little additional information.	Teacher Candidate provides frequent information to parents, as appropriate, about the instructional program.
Information About Individual Students	Teacher Candidate provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher Candidate adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher Candidate communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.
Engagement of Families in the Instructional Program	Teacher Candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher Candidate makes modest attempts to engage families in the instructional program.	Teacher Candidate's efforts to engage families in the instructional program are frequent and successful.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4D: Contributing to the School

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Contributing to the School	Teacher Candidate's relationships with cooperating teacher, university supervisor, other teacher candidates, and other school/university personnel are negative or self-serving. Teacher Candidate avoids involvement in school events.	Teacher Candidate's relations with cooperating teacher, university supervisor, other teacher candidates, and other school/university personnel are cordial. Teacher Candidate participates in school events when specifically requested.	Teacher Candidate maintains positive relationships with cooperating teacher, university supervisor, other teacher candidates, and other school/university personnel. Teacher Candidate participates actively in school events.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Relationship with Colleagues	Teacher Candidate's relationships with cooperating teacher, university supervisor, other teacher candidates, and other school/university personnel are negative or self-serving.	Teacher Candidate maintains cordial relationships with cooperating teacher, university supervisor, other teacher candidates, and other school/university personnel to fulfill the duties that the school requires.	Support and cooperation characterize relationships with cooperating teacher, university supervisor, other teacher candidates, and other school/university personnel.
Service to the School	Teacher Candidate avoids becoming involved in school events.	Teacher Candidate participates in school events when specifically asked.	Teacher Candidate volunteers to participate in school events.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4E: Growing and Developing Professionally

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Growing and Developing Professionally	Teacher Candidate does not engage in professional development activities or act upon feedback in order to improve instructional skills, even when improvement is clearly needed.	Teacher Candidate participates limitedly in professional development activities and attempts to improve based on feedback.	Teacher Candidate seeks ways to improve instructional skills through professional development and feedback.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Enhancement of Content Knowledge and Pedagogical Skill	Teacher Candidate engages in no professional development activities to enhance knowledge or skill.	Teacher Candidate participates in professional development activities to a limited extent.	Teacher Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
Response to Feedback	Teacher Candidate resists or does not respond to feedback from university supervisor and/or cooperating teacher.	Teacher Candidate accepts feedback from university supervisor and/or cooperating teacher and attempts to improve the suggested areas.	Teacher Candidate seeks feedback from university supervisor and/or cooperating teacher and makes genuine and successful efforts to follow suggestions for improvement.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4F: Showing Professionalism

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Showing Professionalism	Teacher Candidate displays unprofessional behavior with regard to appearance, punctuality, and maintaining confidentiality.	Teacher Candidate displays professional behavior with regard to appearance, punctuality, and maintaining confidentiality.	Teacher Candidate is a role model of professionalism.

Element	Below Expectations	Meets Expectations	Exceeds Expectations
Professional Dress	Appearance and attire are often inappropriate.	Appearance and attire are appropriate.	Teacher Candidate is a role model of professionalism through personal appearance and presentation.
Punctuality and Reliability	Teacher Candidate does not consistently adhere to schedules or deadlines in carrying out assigned or assumed responsibilities. Teacher Candidate is frequently tardy or absent.	Teacher Candidate usually adheres to schedules or deadlines in carrying out assigned or assumed responsibilities. Teacher Candidate is rarely tardy or absent.	Teacher Candidate always adheres to schedules or deadlines in carrying out assigned or assumed responsibilities. Teacher Candidate is always present and on time, often arriving early and staying late to attend to teaching responsibilities.
Confidentiality	Teacher Candidate does not maintain confidentiality of records. Teacher Candidate participates in gossip about students, university supervisor, other teacher candidates, or school personnel or does not respect confidentiality of professional correspondence or conversations.	Teacher Candidate maintains confidentiality of student records and of professional correspondence and conversations.	Teacher Candidate maintains confidentiality of student records and of professional correspondence and conversations, and does not tolerate abuses of such confidentiality by others.

***CORRELATION OF THE MODEL OF APPROPRIATE PRACTICE (MAP)
WITH INTASC STANDARDS***

INTASC Standard	Description of Teacher Performance	MAP Component	Description of Teacher Performance
Principle 1	Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.	1a 1e 3c	Demonstrates knowledge of content and pedagogy. Designs coherent instruction. Engages students in learning.
Principle 2	Understands how children learn and develop; provides learning opportunities that support their development.	1b 1c 1f 3b 3c	Demonstrates knowledge of students. Selects instructional goals. Assesses student learning. Uses questioning and discussion techniques. Engages students in learning.
Principle 3	Understands how children differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.	1b 1e 2a 2b 3b 3c 3d 3e	Demonstrates knowledge of students. Designs coherent instruction. Creates an environment of respect and rapport. Establishes a culture for learning. Uses questioning and discussion techniques. Engages students in learning. Provides feedback to students. Demonstrates flexibility and responsiveness.
Principle 4	Understands and uses a variety of instructional strategies.	1d 1e 3b 3c 3d 3e	Demonstrates knowledge of recourses. Designs coherent instruction. Uses questioning and discussion techniques. Engages students in learning. Provides feedback to students. Demonstrates flexibility and responsiveness.
Principle 5	Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1e 2a 2b 2c 2d 2e 3c	Designs coherent instruction. Creates an environment of respect and rapport. Establishes a culture for learning Manages classroom procedures. Manages student behavior. Organizes physical space. Engages students in learning.

INTASC Standard	Description of Teacher Performance	MAP Component	Description of Teacher Performance
Principle 6	Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2a 3a 3b 3c	Creates an environment of respect and rapport. Communicates clearly and accurately. Uses questioning and discussion techniques. Engages students in learning.
Principle 7	Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	1a 1b 1c 1d 1e 3c 3e	Demonstrates knowledge of content and pedagogy. Demonstrates knowledge of students. Selects instructional goals. Demonstrates knowledge of resources. Designs coherent instruction. Engages students in learning. Demonstrates flexibility and responsiveness.
Principle 8	Understands and uses formal and informal assessment strategies.	1b 1f 3d 3e 4a 4b 4c	Demonstrates knowledge of students. Assesses student learning. Provides feedback to students. Demonstrates flexibility and responsiveness. Reflects on teaching. Maintains accurate records. Communicates with families.
Principle 9	Reflects on teaching.	4a 4d 4e	Reflects on teaching. Contributes to the school and district. Grows and develops professionally.
Principle 10	Fosters relationships with colleagues, parents, and agencies in the larger community.	1d 4c 4d 4f	Demonstrates knowledge of resources. Communicates with families. Contributes to the school and district. Shows professionalism.