

Cooperating Teacher Training



College of **EDUCATION**
and **HUMAN SCIENCES**

University of **NORTH ALABAMA**

Purpose: The cooperating teacher training, along with the handbook, will serve as a reference tool and guide during the student internship experience. Please take the opportunity to carefully read through the presentation in order to gain an understanding of the university's policies and procedures. The University Supervisor and Office of Clinical Experiences promises to support you in this crucial role throughout the placement. Please contact us at anytime should you need assistance.

Interns-- Covid Guidelines and the Classroom

- All UNA interns have been asked to show their passport before entering the classroom/school.
- Interns will be checked and tracked daily through the GuideSafe System. UNA monitors all students and provides them with the daily passport.
- A detailed summary of UNA's reopening plan <https://una.edu/reopening/>
- Interns will following the assigned plan for their cooperating teacher for face-to-face vs. virtual days



How Can an Intern Support My Classroom?

Virtually:

- Create enrichment/supplemental materials to accompany the lessons you are posting online.
- Construct a timeline of topics/events that will be covered in your class this year and supplement with review games. Bonus--These could be used in your classroom next year too.
- Zoom Chat (or whatever you feel comfortable using) with your intern while you are in a platform/district site (Example: Google Classroom). While on the platform/site go to screen share so they can see how and what you are posting. No passwords should ever be shared with interns. Certainly, do not violate any school policies. If you are unable to screen share, allow them to chat with you about how that process looks, what you had to gather, and the adjustments made to move to online.
- Assign them content material to research and gather for you---They could create games, reviews, lessons, etc.
- If you hold online chats with your students, allow them to participate if possible.
- For band, PE, Elem, or really any content area---allow them to create technique, how to, demonstrations, exercises, read alongs, think alouds, etc. that can be posted for your students to follow along. Students love fun videos of investigating something/visiting a place/crafts/hobbies etc.

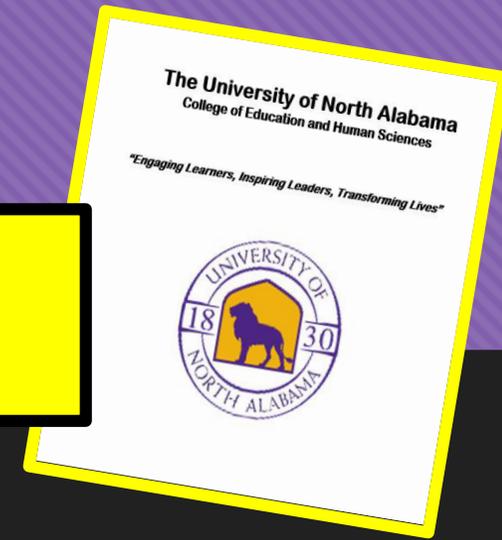
Onsite:

- Create enrichment/supplemental materials/review games that will accompany your lesson plans.
- Help with classroom tasks (copying, bulletin boards, teacher letters, grading, etc.)
- Work with a small group to support remediation or for enrichment.
- Co-teach or help during a lesson as the teacher assistant. (Very beneficial to an intern)
- Work on time management by keeping the schedule and moving students to extra classes (art, library, band, etc.)
- Upload content or help to manage online students on virtual days.

Quick Review of the Internship Handbook

A full copy of the handbook can be view at this link:

<https://www.una.edu/education/educator-preparation/Intern%20Handbook%20Fall%202020.pdf>



- Interns are to exhibit the dispositions at all times in the classroom setting.
- Notification of an absent should be submitted by 7:00 AM. **All absences must be reported through an email to the supervisor, cooperating teacher, and Christy Waters.**
- Interns should not request to leave early for employment reasons.
- Interns must be well dressed and groomed at all times.
- **Interns are not allowed to teach any content without pre-approval of lesson plans from the cooperating teacher and supervisor.**
- Interns are not the teacher of record and cannot be left alone as the substitute teacher.
- Interns should attend professional development with you. PD days are not off days for interns.
- Interns are required to attend school events outside of the regular school day (PTO, open house, parent conferences, etc...)

Internship Timeline Fall 2020 (Tentative)

*Interns follow school calendars for holidays not UNA's schedule
Check edTPA timelines for specific due dates and trainings*

August 24th-October first placement **March 9th-May 1st** second placement

August:

17 th	Orientation meeting	SH Auditorium (ECE/Elem: 8:30-12:30; Sec: 1:30-4:30)	
18 th	A.L.I.C.E training	East Campus (ECE/Elem: 8:30-11:30; Sec: 1:00-4:00)	
18 th	Elem Only—edTPA (Task 4)	East Campus	1:00-4:00
19 th -21 st	ARI training (bring 2 inch three ring binder)	Science Building	8:30-3:30
24 th -28 th	Orientation days in schools	First placement begins	Full school day

September:

1 st	First Seminar	Zoom	3:30-5:30
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October:

6 th	Second Seminar	Zoom	3:30-5:30
19 th	edTPA submission/second placement begins		
27 th	Mock interview day	GUC	3:30-5:30

November:

18 th	Educational Recruitment Day	Banquet Halls	12:30-3:00
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December:

1 st	Final Seminar	Zoom	3:30-4:00
4 th	Internship placement ends		
11 th	Graduation Reception/Ceremony	GUC/Flowers	

Internship Calendar

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- Interns follow the school's calendar and not UNA's calendar
- Interns should share edTPA dates/times with you. Mrs. Sparks will email you an edTPA timeline.
- Interns must return to campus for mandatory meetings and seminars

Solo Teaching Days

Interns are required to solo teach 10 consecutive days and maintain full responsibilities of the classroom at least 20 days.

- **Split Placements:** Early Childhood, Collaborative, and P-12 majors (PE, Band, Choral)--10 days per placements for a total of 20
- **Full Semester Placements:** Elementary and Secondary—10 consecutive days and 10 flex days (flex days do not have to be consecutive and represent days the intern is teaching for the full school day)

Solo Time—Question/Answer

- What is solo teaching? Interns are required to solo teach as part of their graduation and certification requirements in Alabama. Solo teaching provides the opportunity for an intern to have full responsibility of planning, managing, and teaching in the classroom setting under the guidance of a cooperating teacher.
- While the intern is soloing, is it required that I leave the classroom? No, our students are guest in your classroom and each teacher can make that decision. Cooperating teachers should check with their building administrator for further guidance. We do ask that an intern not be left for extended periods of time.
- Does solo teaching mean I am unable to step in as needed or teach along side my intern? No, you are always welcome to step in or correct content errors. We request that it is done in a respectful and constructive way. If the university supervisor is observing, we ask for you not be involved in the lesson.
- What needs to be done if the intern is overwhelmed and unable to solo teach? The first few days of solo teaching can be difficult for an intern to manage and may require additional support from the cooperating teacher. Interns are novices teachers and will need consistent constructive feedback after mistakes are made. If the intern's soloing teaching is negatively affecting student learning, we ask that immediate contact is made with the university supervisor. As a team, we will co-construct a remediation plan and provide extra supervision. In extreme cases or at the request of the cooperating teacher, the intern will be removed from the placement.

Special Circumstances

Departmentalize Teachers

- Elementary interns are being certified in all subject areas and must have experience in each content area. The University Supervisor will provide assistance in working out the best plan for rotating among the other team members. Only the cooperating teacher assigned to the intern must hold a masters degree and three years of teaching experience.

Last Period Planning-Leaving Early

- Interns are never permitted to leave placement before the end of the school day. They should not stay in the classroom if the cooperating is off campus. Interns can either move to common work areas (workroom, library) and finish planning or rotate to another teacher's classroom within their content area.

Internship Experience Checklist

Interns will work with their cooperating teacher to complete the Internship Checklist. Please be sure all expectations are set during orientation week. A copy of the checklist can be found in the internship handbook on [page 21-23](#).



Internship Experience Checklist

Teacher Candidate's Name: _____

Placement Location: _____ Grade/Content: _____

University Supervisor: _____

Cooperating Teacher: _____

<i>The teacher candidate should establish and facilitate meetings during orientation week with the cooperating teacher and supervisor. The goal is to gain an understanding of expectations outline within this form.</i>	Date	Cooperating Teacher Initials	Teacher Candidate Initials
Orientation			
Meet building personnel <ul style="list-style-type: none"> • Secretary/Office Staff • Principal • Team/Partner Teachers • Other/Special Area • Support Staff (Custodians, Nurse, Counselor, Library, Aides) 			
Tour Building			
Visit the following classrooms for observations <ul style="list-style-type: none"> • Music / Band • Title I / Interventionist • ESL or ESOL • Special Education 			
Review regulations regarding parking, faculty restroom, lunch, and space for personal items			
Discuss other supervisory duties <ul style="list-style-type: none"> • Hall Area • Playground Area • Study Hall Area • Lunchroom Area • Before/After School (Bus/Car duty) 			
Introduction to class—Review introduction letter to be sent to parents			
Share contact information for questions or concerns			
Procedures if/when student teacher may be tardy or absent (see handbook policy)			
Expectation of when lesson plans will be due Date: _____ Time: _____			
Expectation of when to arrive _____ and leave _____ each day			
Share internship and edTPA timeline			
Review School Policies (District, Building, & Classroom)			
Locate and read school handbook/Code of Conduct			
Review room policies regarding discipline, illness, injuries, absences, student referrals			

Absences From Internship

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- Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of the internship.
- **Internship is designed as a “no cut” experience**; however serious personal illness of the intern or death of an immediate family member may require an absence from placement. **These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.**
- **Tardy Policy**: Interns are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered an absence. If illness or an emergency makes it necessary for you to be tardy from the internship assignment., notify the cooperating teacher/school prior to the beginning of the school day.

A form of absence is required anytime the intern misses time from the classroom. This form is shown above and must be signed by you. Please report to the University Supervisor if any of the procedures are not being followed correctly.

REPORT OF ABSENCE FROM INTERNSHIP

Name _____

Date of Absence _____ Hours Missed _____

Reason for Absence _____

Cooperating Teacher _____ (Signature)

Supervisor/Director of Clinical Experiences _____ (Signature)

You are required to notify the appropriate people (cooperating teacher, supervisor, and Christy Waters) by 7:15 a.m. on the day of your absence.

This form is to be completed and submitted to the Office of Clinical Experiences **within 3 working days** following every absence.

Note: You will be required to make up any time that exceeds the allotted two days.

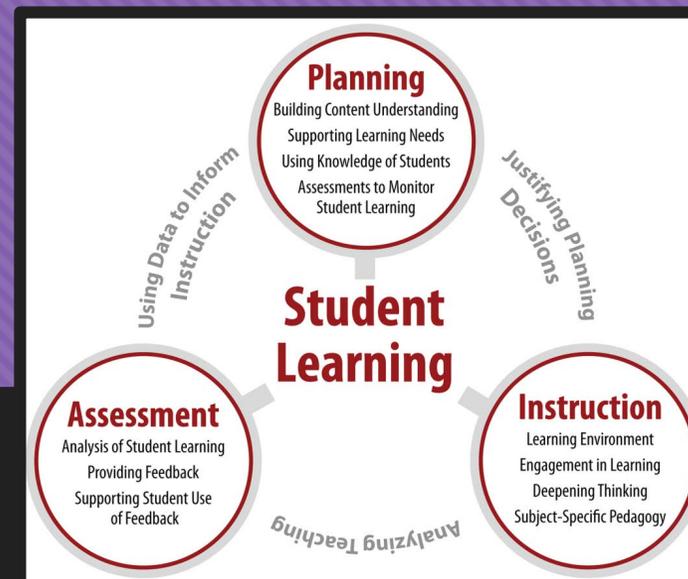
Submit this form to
Christy Waters, Director of Clinical Experiences
ccwaters@una.edu
Stevens Hall Suite 515

What is edTPA?

Internship Handbook Page 14

Interns will provide and discuss an additional handout

First placement only



- edTPA is a performance-based assessment that provides evidence that teachers beginning their careers are ready to teach
- edTPA focuses on three areas critical to effective instruction: Planning, Instruction, and Assessment
- edTPA **is consequential for licensure** in Alabama beginning fall of 2018
- To learn more please visit: <http://www.edtpa.com/>

Lesson Plan Template

****University Supervisors and Cooperating Teachers must approve all lesson plans prior to the content being taught in the classroom. Under no circumstances is an intern allowed to teach without an approved lesson plan. ****

****The lesson plan template represents the minimum categories for lesson planning in the P-12 classroom setting. All interns must use the template shown on the right for all lessons. ****



University of North Alabama Lesson Plan Template

This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the cooperating teachers.

Lesson Title:		Grade:	
		Date:	
CCRS Standard(s):			
Individual Education Plan/504 Goal(s) and Benchmarks specific to this lesson (as directly indicated on the plan):			
	Strategies		
Daily Lesson Objective(s) Objectives are measurable and aligned with the standard.			
Introduction to Lesson/ Activating Thinking ***Use knowledge of students' academic, social, and cultural characteristics to meet diverse needs.			
Body of Lesson/Teaching Strategies Body of Lesson/ Teaching Strategies			
Materials/Technology			
Closure/ Summarizing Strategies:			
Assessment/ Evaluation	Reminder: Assessment plan must align with objective(s)/standard(s).		
Reflection			

Grading Procedures for Internship

- Upon completion of the internship, supervising faculty will issue a letter grade for each half of the internship semester.
- Internship grades will be based on the chart below unless otherwise communicated by the supervising professor.

First Half of Semester	Second Half of Semester
Faculty Evaluations, 50% edTPA Completion, 30% Dispositions/Professionalism, 20%	Faculty Evaluations, 50% Teacher Work Sample, 30% Dispositions/Professionalism, 20%

- NOTE: If an intern has not completed all requirements assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until all outstanding requirements are satisfied.

Candidate Disposition Referral Form

Teacher candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral may be required to complete a formal remediation plan. The referral should be issued to a teacher candidate if concerns arise during the internship placement. Please follow the procedures for issuing a referral and contact the university for support.

Teacher Candidate Referrals, Due Process, and Appeals:

All University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences Education (COEHS) Preparation Program establishes dispositions for prospective teachers. The field and clinical teaching program is a collaborative relationship between UNA, cooperating school districts, mentor teachers, and the teacher candidate. The COEHS routinely monitors the professional dispositions throughout the program for all teacher candidates. Those candidates who are not progressing or adequately meeting the expectations outlined in the disposition referral (Form A) may be required to complete a formal remediation plan. Occasionally, there are circumstances that warrant the candidate's removal from the field or clinical teaching experience. The COEHS prescribed specific steps to be followed for intervention or possible removal of the teacher candidate. Such steps are detailed below. All cases of intervention or possible removal of teacher candidate(s) will be referred to the Professional Ethics Committee (PEC). The PEC will consist of six members as follows: Associate Dean, Director of Teacher Preparation, and four faculty representatives. A minimum of four members shall constitute a quorum. A quorum must be present at meetings for proceedings to be valid.

Reasons for Intervention or Possible Removal of Teacher Candidate

1. Mutual consent and agreement for withdrawal for reasons of illness, injury, or other unforeseen circumstances (semester).
2. Failure by the candidate to establish and maintain a professional relationship with the cooperating teacher, supervisor, and instruction and management.
3. Failure by the candidate to abide by the policies and procedures of the university, school district, or cooperating teacher.
4. Breach of Alabama Code of Ethics.
5. Other reasons as determined by UNA.

Due Process Procedures for Intervention or Possible Removal of Teacher Candidate

Withdrawal of the field or clinical assignment of a teacher candidate for the reasons previously stated in numbers 2, 3, 4, or 5 should follow these prescribed steps:

1. The teacher candidate shall be informed by the cooperating teacher and university supervisor of any unsatisfactory performance. This shall be done through written evaluations, personal conferences, and/or written documentation (Form A) of any infractions of school district policy, UNA policy, professionalism, or violations of state or federal law.
2. An intervention plan will be crafted through the collaboration of the university supervisor, cooperating teacher, Director of Teacher Preparation, and teacher candidate.
3. If UNA determines that a teacher candidate does not follow through with prescribed verbal and written suggestions for improvement documented within the intervention plan or a third referral is issued, the university supervisor and Director of Teacher Preparation shall initiate a hearing in front of the Professional Ethics Committee (PEC). The teacher candidate will be removed from the P-12 classroom setting until future notice.
4. The teacher candidate will be given notice (Form B) of the hearing through university email within three (3) working days of removal from the P-12 classroom setting. The teacher candidate can have a university advisor of their choosing present at the hearing (as defined in UNA Student's Procedural Rights). The PEC will be assembled for the meeting to

The disposition referral procedures are found in the handbook on page: 10. This document will provide step-by-step instructions for using the referral form.



Candidate Disposition Referral

Completed by faculty, staff, and cooperating teachers

Candidate Name:	Course Name:
<input type="checkbox"/> Elementary	Date:
<input type="checkbox"/> Secondary (content area): _____	

Purpose: The University of North Alabama students seeking teacher certification are informed that the College of Education and Human Sciences establishes dispositions for prospective teachers. The COEHS routinely monitors the professional dispositions of our pre-service teachers. The dispositions are directly tied to the Alabama Educator Code of Ethics (https://www.alsde.edu/species/Documents/Alabama_Educator_Code_of_Ethics.pdf). The purpose of this referral notice is to be informative of expectations not being met. (Dispositions meet CAEP standards 1, 3, 4)

<input type="checkbox"/> The candidate demonstrates commitment to professional responsibility. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1)
<input type="checkbox"/> The candidate demonstrates commitment to ethical standards. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1)
<input type="checkbox"/> The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,2,6)
<input type="checkbox"/> The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,4)
<input type="checkbox"/> The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,2,5)
<input type="checkbox"/> The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession. (1)(2)(3)(4)(5)(6)(7)(8)(9)(10) (CF 1,3)
<input type="checkbox"/> Other _____

Dispositions apply to the university, schools, courses, practice, or field. Dispositions are not to be used as a basis for evaluating a candidate's progress or adequately meeting the expectations outlined in the Disposition Referral Procedures document. Provide any other information in the space below.

Recommendations of the Evaluator:

Candidate Signature: _____
Evaluator Signature: _____
Department Chair Signature: _____

Administrative Notes:

Please submit a copy to the Office of Clinical Experiences-Christy Waters [ccwaters@una.edu](mailto:cwaters@una.edu)

REVISED 5/17

The candidate disposition referral form is located in the handbook on page: 20. Please be sure to read through all procedures and ask questions if needed. It is imperative that teacher candidates are made aware of classroom expectations that are not being met.

What Assessments do I complete as a Cooperating Teacher?

All internship evaluations will be completed in Tk20. A link to your intern's assessments will be sent to your email within the first three weeks of placement. The chart to the right contains the due dates for assessments. It is located in the handbook on page 24.

Cooperating Teachers

First Placement:

- ❖ Lesson plans—interns must have a lesson plan for every lesson every day
- ❖ Two Field Experience Rubrics **--Completed during weeks 1-4 & 5-8 -Due October 16th
- ❖ Survey of University Supervisor**--Due October 16th (ECE, Collaborative, and PE Only)
- ❖ Education Disposition Assessment (EDA)**--Due October 16th (ECE, Collaborative, and PE Only)
- ❖ Teacher Summative Evaluation**--Due October 16th (Elementary/ECE and PE Only)

Second and Full Semester Placements:

- ❖ Lesson plans—interns must have a lesson plan for every lesson every day
- ❖ Two Field Experience Rubrics**--Completed during weeks 1-4 & 5-8 -Due December 4th
- ❖ Survey of University Supervisor**--Due December 4th
- ❖ Education Dispositions Assessment (EDA)**-- December 4th
- ❖ Teacher Summative Evaluation**-- December 4th

****Rubric Training for Cooperating Teachers****

All cooperating teachers

- In response to our ongoing continuous improvement efforts and our progress toward our national accreditation, slides 16-46 will provide cooperating teachers with training on how to use the assessment instruments. Please take a moment to read and review the slides.
- Note: After reviewing the slides, you will be instructed on the final slide to complete a Google form.

First time cooperating teacher for UNA

- The Educator Disposition Assessment (EDA) is a valid and reliable measure of teacher candidate dispositions used to track and monitor candidate dispositional behaviors as they progress through teacher preparation programs. This one-hour training included how to reliably administer and score the EDA with teacher candidates. Information and links to the training will be forthcoming.

Rubrics Collecting Data for Continuous Improvement

Instrument	When Utilized	Administered By	Data Collected
Field Experience Observation Rubric	Field Experiences embedded in courses & Internship	Course instructors (possibly also by cooperating teachers during field experiences)	TK20
Lesson Plan Rubric	Courses & Internship	Course Instructors/Supervisors	TK20
Teacher Work Sample	Internship	Supervisors	TK20
Summative Evaluation	Internship	Supervisors/Cooperating Teachers	TK20
Ethics Assessment	Admission to TEP & Internship	EPP Office TEP admission application/Internship	TK20

Common Rubric Development

Fall 2018: A faculty-led process to revise and develop new common rubrics for lesson plans and field experience observations began. This process resulted in a common rubric, rating system, and rating language for lesson plans and field experience observations.

Fall 2018: A faculty committee led by the Director of Continuous Improvement & Accreditation, the Director of Clinical Experiences and the chair of UNA's CAEP standard 2 committee and including P-12 partners from local school systems reviewed current lesson plan and field experience observation rubrics across programs. Using CAEP and inTASC standards, along with current research and evidence-based practices, the committee identified critical items to include.

Spring 2019: The committee developed rough drafts of a common rubric for lesson plans and a common rubric for field experience observations. It was shared with faculty across programs for feedback. Both rubrics were validated by P-12 partners using the Lawshe method and revised according to feedback regarding content validity.

Summer 2019: The committee revised both rubrics in response to faculty, candidate and P-12 expert feedback. The final draft was validated (Lawshe, 1975) by more than two dozen P-12 partners in July of 2019. Scoring indicated both instruments had content validity. Minor revisions were made to both rubrics in response to feedback during this process.

Fall 2019: Both rubrics will be piloted in courses/field experiences and internship and tested for reliability.

**Field
Experience
Observation
Rubric**

inTASC Alignment

The Field Experience Observation Rubric aligns with CAEP Standard 1:

Candidate Knowledge, Skills, and Professional Dispositions, calling for teacher candidates to demonstrate an understanding of the 10 InTASC standards.

The rubric aligns with 9 out of 10 InTASC standards common to lessons across disciplines:

Standard #1: Learner development

Standard #2: Learning differences

Standard #3: Learning Environments

Standard #4: Content knowledge

Standard #5: Application of content

Standard #6: Assessment

Standard #7: Planning for instruction

Standard #8: Instructional strategies

Standard #10: Leadership and Collaboration



**Field
Experience
Observation
Rubric**

inTASC alignment

The Field Experience Observation rubric, in alignment with InTASC standards, examines five critical areas of planning and teaching used to evaluate candidate development across programs. These four areas are:

Planning for Instruction & Assessment
Instruction & Assessment
Content knowledge & Application of Content
Instructional Environment
Professionalism

A sixth area — *program or course-specific requirements* — allows criteria specific to individual programs, course syllabi, and clinical/internship requirements to be added to the instrument. This category can be used for program-level evaluation of candidate development.



**Field
Experience
Observation
Rubric**

Scoring

Each item on these rubrics is given **one whole number score** based on a rating of 4, 3, 2, 1, or U. When completed, the rubric will have five (or possibly six) whole number scores listed.

These scores are not totaled or averaged. There are no fractional values.

The scores correspond to the following explanations:

- 4 = **Exceptional** – Indicates candidate has met and at least partially exceeded expectations for proficiency.
- 3 = **Proficient** - Indicates candidate is proficient in this area.
- 2 = **Developing** - Most components of this section are approaching proficiency and in need of growth.
- 1 = **Unacceptable** - Many (or all) of the components in this section are unsatisfactory.
- U = **Unobserved** – This was not observed.

Field Experience Observation Rubric



Please review each row of the rubric.



Consider the characteristics of each area of proficiency.



TK20 includes “look fors” for several of the rows to guide you in scoring.

Planning

	Unacceptable (1)	Developing (2)	Proficient (3)	Exceptional (4)	
Standards-Based InTASC 1, 2; CAEP 1	<p>Little or no evidence that instruction was based on standards-based learning objectives/essential question(s) that align with standards, curriculum goals, instruction and/or assessment.</p>	<p>Instruction was based on appropriate standards, but objectives/essential question(s) are omitted and/or are only loosely aligned with standards, curriculum goals, instruction and/or assessment.</p>	<p>Instruction was based on appropriate state/national standards as the basis for the plan. Learning objectives/essential question(s) are stated and align with standards, curriculum goals, instruction, and assessment.</p>	<p>Instruction was based on appropriate state/national standards. Learning objectives/essential question(s) were clearly stated and strategically aligned with standards, curriculum goals, instruction, and assessment.</p>	
Content Knowledge inTASC 4 CAEP 1	<p>Instruction has content inaccuracies that speak to the core of the lesson.</p>	<p>Multiple minor inaccuracies in content conveyed in lesson but did not affect the overall content of the lesson.</p>	<p>Minor inaccuracy in content conveyed, but did not affect the overall content of the lesson.</p>	<p>Candidate demonstrated application of content knowledge.</p>	
Support for Diverse Learners InTASC 1, 2, 8 CAEP 1	<p>Instruction did not include adequately designed supports to meet whole class or unique learning needs.</p>	<p>Instruction incorporated multiple methods of instruction as a general means to encourage and support learning for the class as a whole.</p> <p>Learner challenges (tied to objectives/essential question(s)) were not always anticipated and/or were not always adequately addressed through appropriate supports.</p>	<p>Instruction incorporated multiple methods of support to meet whole class learning needs.</p> <p>AND</p> <p>Learner challenges were anticipated and addressed through pre-planned supports and differentiated learning experiences (i.e. modifying the content, process, or product). Instructional supports met all requirements specified in IEP/504 plans as appropriate.</p>	<p>All of Level 3 AND</p> <p>High quality pre-planned resources/supports were flexibly and intentionally used to support the unique learning needs of multiple subgroups of students within the class.</p>	



Field Experience Observation Rubric

Standards-based: Instruction should be based on appropriate state and national standards. Learning objectives/essential question(s) should be clearly and explicitly stated and should align with standards, curriculum goals, instruction, and assessment.

Content Knowledge: The candidate should demonstrate deep content knowledge and should be able to clearly apply this knowledge in the lesson. If the candidate is obviously missing key information, provides inaccurate information, or seems to have only a superficial or memorized knowledge of the lesson material, this candidate should score below the proficient level.

Support for Diverse Learners: Instruction should incorporate multiple methods of support to meet whole class learning needs AND should indicate that individual and small group learner challenges were anticipated and addressed through pre-planned supports and differentiated learning experiences. This might include modifying the content, process, or product. Instructional supports should meet any requirements specified in IEP/504 plans as appropriate.

	Unacceptable (1)	Developing (2)	Proficient (3)	Exceptional (4)		
Technology inTASC 8 CAEP 1 ISTE 6	Candidate did not integrate available technology.	Candidate offered limited opportunities for learners to engage with available technology.	Candidate intentionally-designed opportunities for learners to engage with available technology to support learning objectives/essential question(s).	Candidate intentionally-designed opportunities for learners that challenged them to utilize available technology in innovative ways to support learning objectives/essential question(s).		

Instruction

Introduction: Orienting learners to the lesson inTASC 7 CAEP 1	Candidate did not orient learners to the lesson.	Candidate provided a limited orientation to the lesson (i.e did not set a purpose for learning, did not effectively convey objectives/essential question(s), and/or did not use a “hook” to engage learners).	<p>Candidate oriented learners to the lesson by setting a purpose for learning, conveying objectives/essential question(s), and using a “hook” to engage all learners.</p> <p>Candidate provided a general overview of the lesson if appropriate.</p>	Candidate oriented learners to the lesson by setting a purpose for learning, clearly conveying objectives/essential question(s), and using an effective “hook” to engage all learners. Candidate clearly organized instruction around the essential question/learning focus. Candidate provided a general overview of the lesson if appropriate.		
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Connecting to prior knowledge inTASC 4, 5 CAEP 1	Candidate did not utilize prior knowledge.	Instruction included opportunities for learners to activate, but not utilize, prior knowledge to support learning goals/objectives.	Instruction included opportunities for learners to utilize prior knowledge.	Instruction included opportunities for learners to utilize prior knowledge and connect it to the learning goals/objectives.		
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Field Experience Observation Rubric

Technology Integration: The candidate should intentionally design opportunities for learners to engage with available technology to support the learning objectives of the lesson. This is not a superficial integration of the lesson or merely utilizing technology (smart board, etc.) to replace other tools and materials. Available technology should be used to allow learners to create, think, problem solve, and/or engage in the content of the lesson. It might be used for assessment.

Orienting Learners to the Lesson: The candidate should orient learners to the lesson by setting a purpose for learning, explicitly conveying the objectives or learning targets and using a creative and attention-grabbing “hook” to engage all learners. The hook should be well planned and innovative. It should capture the interest of the students.

Connecting to Prior Knowledge: The candidate should activate and connect the lesson material to prior knowledge. It should be evident that the candidate understands the students’ prior knowledge and, if not, the candidate should quickly assess students’ prior knowledge and connect new learning to what is known.

	Unacceptable (1)	Developing (2)	Proficient (3)	Exceptional (4)	
Instructional Strategies inTASC 7, 8 CAEP 1	Candidate did not communicate step-by-step procedures or utilize appropriate instructional strategies.	Candidate communicated procedures but did not efficiently implement a sequence of strategies to accomplish learning goals/objectives.	Candidate communicated step-by-step procedures and implemented a logical sequence of appropriate instructional strategies to accomplish learning goals/objectives.	Candidate communicated clear and detailed step-by-step procedures and utilized a logical sequence of appropriate instructional strategies that connect to learning goals/objectives at multiple points in the lesson.	
Substantive Conversation inTASC 8 CAEP 1	Candidate did not use questioning or conversation scaffolds.	Candidate used only surface-level questioning and and/or vague or insufficient conversation scaffolds.	Candidate used open-ended questions that utilized higher order thinking along with intentional design of conversation scaffolds.	Candidate used open-ended, probing questions that utilized higher order thinking and intentional design of conversation scaffolds. Candidate incorporated opportunities to encourage productive learner to learner conversation.	
Lesson closure inTASC 8 CAEP 1	Candidate did not provide closure to the lesson.	Candidate attempted to close the lesson but did not sufficiently summarize key points in the lesson.	Candidate provided effective lesson closure emphasizing key points and connecting to essential questions/learning focus.	Candidate facilitated an effective and detailed lesson closure emphasizing key points and connecting to essential questions/learning focus.	



**Field
Experience
Observation
Rubric**

Instructional Strategies: The candidate should communicate step-by-step procedures and implement a logical sequence of appropriate instructional strategies to accomplish the lesson goals.

Substantive Conversation: The candidate should use open-ended questions that utilized higher order thinking and intentional design of conversation scaffolds. It should be evident that the candidate has thoughtfully and strategically planned how to facilitate conversation in order to model and activate higher order thinking.

Lesson Closure: The candidate should provide effective lesson closure emphasizing key points and connecting to the learning target/focus.

	Unacceptable (1)	Developing (2)	Proficient (3)	Exceptional (4)	
Professionalism					
Professionalism inTASC 10 CAEP 1	Candidate needs to address: communication with students and/or adhering to UNA, school, state, and federal guidelines.	Candidate used a variety of strategies to communicate with students. Candidate understands and follows UNA, school, state, and federal guidelines.	Candidate communicated effectively with students. Candidate presented self in a professional manner in terms of appearance, attitude, attire, conduct, and preparation/ organization of materials. Candidate is responsible, reliable, well-organized, accurate, and punctual with all tasks assigned.	Candidate communicated effectively with students and/or colleagues, and collaborates with colleagues and/or community to improve professional practices. Candidate presented self in a professional manner in terms of appearance, attitude, attire, conduct, and preparation/ organization of materials. Candidate is responsible, reliable, well-organized, accurate, and punctual with all tasks assigned.	



**Field
Experience
Observation
Rubric**

Professionalism: The candidate should communicate effectively with students, colleagues, teachers, administrators and parents.

The candidate should present himself or herself in a professional manner in terms of appearance, attitude, attire, conduct, and preparation/organization of materials.

The candidate should be responsible, reliable, well-organized, accurate, and punctual with all tasks assigned.

Please take time to convey any concerns you have about a candidate's professionalism with the candidate's supervisor.



**Field
Experience
Observation
Rubric**

Formative Feedback

Descriptive Feedback

What was the goal?

Where are you in relation to the goal?

Candidate Goals

What are you going to do about it?



Field Experience Observation Rubric

Formative Feedback: Your feedback to candidates about their teaching, professionalism, responsiveness to student need, etc., is critical for their professional growth. After the lesson, please review the scored rubric with the candidate offering Descriptive Feedback (Wormelli, 2015).

Descriptive Feedback: Ask the candidate: *What was your goal? What are you working on as a teacher? Where are you in relation to that goal? Are you making progress toward your professional goals? Just as we want students to be leaders of their own learning, we want to provide candidates opportunities to set their own goals and become leaders of their own learning, as well.*

Candidate Goals: Ask the candidate to set a goal or two based on the feedback from this observation. Does the candidate need to work on integrating technology? Classroom management? Content knowledge? Differentiation? Ask the candidate to set the goal based on your feedback: *What are you going to do about it?* Check progress on this goal during the next observation. For more information about providing descriptive feedback, please see

[Rick Wormelli on Formative and Summative Assessment](#)
[Rick Wormelli on Assessment, Mastery and Feedback](#)

Summative Evaluation Rubric

The Summative Evaluation: Evaluates the candidate across a variety of inTASC standards and categories and captures the total picture of the candidate's knowledge, skills, professionalism and dispositions.

Please thoughtfully consider multiple pieces of evidence when scoring each rubric row. This should not reflect just one lesson or experience with this candidate; it is the sum of the evaluations, observations, and experiences with this candidate.

Summative Evaluation Rubric



Please review each row of the rubric.



Consider the characteristics of each area of proficiency.

Planning	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 99 440 506">(1) Planning Understands how learners grow and develop by creating learning objectives appropriate for the subject and grade level, connected appropriately to the College and Career Ready Standards (CCRS), are measurable and identify criteria for mastery.</p> <p data-bbox="12 542 267 578">InTASC 1; CAEP 1.1</p>	<p data-bbox="466 99 942 506">Several objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy for students. Objectives are not stated in measurable terms, do not include criteria, and/or are not appropriately connected to the College and Career Ready Standards (CCRS).</p>	<p data-bbox="968 99 1439 506">One or more objective(s) is inappropriate for the subject area/developmental level of learners by being either too difficult or too easy for students. One or more objective(s) is not stated in measurable terms, does not include criteria, and/or is not appropriately connected to the College and Career Ready Standards (CCRS).</p>	<p data-bbox="1470 99 1941 464">All objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the College and Career Ready Standards (CCRS), and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and objectives identify criteria.</p>	<p data-bbox="1972 99 2448 578">Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the College and Career Ready Standards (CCRS), and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for mastery.</p>	
<p data-bbox="12 779 440 956">(2) Planning Plans appropriate and logically sequenced instructional strategies.</p> <p data-bbox="12 999 267 1035">InTASC 7; CAEP 1.1</p>	<p data-bbox="466 779 942 1178">Instructional strategies are incongruent with objectives. Some strategies are developmentally inappropriate. The sequence of the lesson may be illogical, with gaps in progressions. Learning tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery.</p>	<p data-bbox="968 779 1439 956">Most instructional strategies are congruent with objectives. The sequence of the lesson(s) is somewhat logical, with a few gaps in progressions.</p>	<p data-bbox="1470 779 1941 1063">Most instructional strategies are congruent with objectives. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning tasks are arranged in sequential and progressive steps to facilitate learning.</p>	<p data-bbox="1972 779 2448 1306">Instructional strategies are consistently congruent with objectives. All strategies are developmentally appropriate and address a variety of student needs. The sequence of the lesson is logical, with no gaps in progressions. Learning tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential and progressive with opportunities for students to extend tasks to increase or decrease the challenge.</p>	

Planning	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 97 443 445">(3) Planning Plans for adaptations to accommodate for differences in individual needs, abilities, interests and learning styles. Is able to provide a rationale for adaptations, and lesson plans reflect high student expectations.</p> <p data-bbox="12 488 257 516">InTASC 2; CAEP 1.1</p>	<p data-bbox="468 97 942 482">The teacher candidate does not plan or minimally plans for adaptation for individual differences (needs/abilities/interests/learning styles). Instruction is not individualized and a "one size fits all" approach is taken. The teacher candidate uses one instructional model/approach throughout the lesson.</p>	<p data-bbox="968 97 1442 588">There is some planning for adapting for individual differences (all ability levels). Instruction is somewhat varied and student needs are addressed in plans. Only one of the following is present: The teacher candidate articulates an appropriate rationale for adaptations OR The teacher candidate uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences.</p>	<p data-bbox="1467 97 1941 696">Most plans include instructional adaptations for individual differences (all ability levels) based on differing abilities for at least one student. Student needs (e.g., motivation, interest, and learning styles) are addressed in plans. The teacher candidate can articulate an appropriate rationale for adaptations and plans include high and realistic expectations for students. The teacher candidate uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences.</p>	<p data-bbox="1967 97 2440 802">Plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests, motivation, and learning styles) with a sound rationale. Adaptations are provided for students with identified disabilities as well as others who are English Language Learners or who have learning problems or are gifted. The teacher candidate uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Plans include high and realistic expectations for students. Students are given multiple choices within practice tasks based on individual differences.</p>	
<p data-bbox="12 901 443 1282">4) Planning Plans for appropriate formative and summative assessment(s) that allow students to show mastery of the lesson's central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned). Plans for maintaining a record of student performance.</p> <p data-bbox="12 1325 257 1353">InTASC 6; CAEP 1.1</p>	<p data-bbox="468 901 942 1245">No evidence (or minimal evidence) of planning using formative or summative or standardized assessment. No plan for record keeping or analysis of data. Assessments do not match the lesson objectives/CCRS. Learning opportunities are not based on pre-assessments and students' developmental levels.</p>	<p data-bbox="968 901 1442 1210">There is some evidence of planning using formative or summative or standardized results. Some effort is made relative to record keeping and data analysis. Assessments match some lesson objectives and the objectives/CCRS. At least one pre-assessment matches students' developmental levels.</p>	<p data-bbox="1467 901 1941 1425">Appropriate and multiple strategies to assess student learning are used (paper-and-pencil tests, observational checklists, etc.) regularly. Planned assessments are appropriate for the lesson and/or the CCRS. Some analysis of results is noted. Student progress is recorded and formative and summative, or standardized assessment results are used to make subsequent changes to lesson plans. Learning opportunities are based on pre-assessment and students' developmental levels.</p>	<p data-bbox="1967 901 2440 1388">Assessment planning reflects sophisticated multiple use of assessments. Ongoing assessments as well as formative and summative or standardized assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g., families/administrators). Learning opportunities are based on pre-assessment and students' developmental levels.</p>	

Planning	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 149 191 178">(5) Planning</p> <p data-bbox="12 221 445 478">Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate.</p> <p data-bbox="12 521 280 549">InTASC 2; CAEP 1.1</p>	<p data-bbox="468 149 930 478">Instruction and plans do not reflect (or minimally reflect) the cultural diversity and linguistic needs of the students in the classroom. Verbal communication is the only method used to communicate managerial or instructional behaviors.</p>	<p data-bbox="968 149 1439 549">Instruction and plans reflect some effort to address the cultural and linguistic needs of students. Instructional and managerial strategies are diversified, but have limited success in facilitating language acquisition and effectively responding to the needs of students from culturally/ethnically diverse backgrounds.</p>	<p data-bbox="1467 149 1939 549">Cultural and linguistic diversity of the students in the class is addressed either through instructional content, strategies, and/or materials. Management and instructional strategies facilitate language acquisition and are responsive to the needs of students from culturally/ethnically diverse backgrounds.</p>	<p data-bbox="1967 149 2438 549">Extensive efforts are made to meet the cultural and linguistic diversity of the students in the classroom through a variety of ways: instructional content, strategies and materials. The teacher candidate uses multiple instructional and managerial strategies to facilitate language acquisition and to address cultural/ethnic differences.</p>	

Instruction	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 107 479 396">(6) Instruction Demonstrates a deep knowledge of content and implements effective instruction for students using appropriate CCRS, including opportunities for students to practice content-specific academic language/vocabulary.</p> <p data-bbox="12 439 275 472">InTASC 4; CAEP 1.1</p>	<p data-bbox="504 107 978 321">Knowledge of content is minimal and instruction is not adequate to meet the CCRS. Objectives or learning tasks are not linked to and are inappropriate for the identified CCRS.</p>	<p data-bbox="1003 107 1477 472">The teacher candidate demonstrates a basic knowledge of his/her content field. Some objectives, instruction, and practice tasks can be directly linked to the identified CCRS. Some class content, instructional approach, and learning tasks can be linked to student mastery of the CCRS.</p>	<p data-bbox="1503 107 1933 472">The teacher candidate demonstrates a deep knowledge of his/her content field. Objectives, instruction, and practice tasks can be directly linked to the identified CCRS. Chosen class content, instructional approach, and learning tasks can be linked to student mastery of the CCRS.</p>	<p data-bbox="1959 107 2440 582">The depth of knowledge of content area is exceptional. Lessons reflect an in-depth knowledge of the content in the discipline. Lessons extend the requirements of the standards through instructional and learning tasks. Standards are thoroughly addressed within all lessons and mastery of lesson content can lead students to demonstrate mastery of the CCRS.</p>	
<p data-bbox="12 772 479 1096">(7) Instruction Provides learning experiences that allow students to form connections between the specific subject area and other disciplines (e.g., how and why these connections are important).</p> <p data-bbox="12 1139 275 1172">InTASC 5; CAEP 1.1</p>	<p data-bbox="504 772 978 1139">Connections are not made or made infrequently. The teacher candidate fails to plan for the integration of knowledge from other content areas (including, reading, writing, and mathematics) into the lesson. The teacher candidate only deals with the "how" and not the "why" of the learning experience.</p>	<p data-bbox="1003 772 1477 1248">Some lessons contain aspects that enable students to make connections with their prior or future learning in other subjects or disciplines. The teacher candidate plans for and integrates content from other disciplines into the lesson (including, reading, writing, and mathematics). The teacher candidate deals primarily with the "how" and not the "why" of the learning experience.</p>	<p data-bbox="1503 772 1933 1248">Many lessons contain aspects that enable students to make connections with their prior or future learning in other subjects or disciplines. The teacher candidate plans for and integrates content from other disciplines into the lesson (including, reading, writing, and mathematics). The teacher candidate deals with not only the "how" but the "why" of the learning experience.</p>	<p data-bbox="1959 772 2440 1172">Connections to prior and future learning in other subject areas are routinely made. Interdisciplinary instruction is frequent (including, reading, writing, and mathematics). The teacher candidate deals with the "how" and "why" of the learning experience. Students make application of the content to real-world examples.</p>	

Instruction	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	N/A
<p>(8) Instructional</p> <p>Assists students in connecting subject matter to prior learning and everyday life.</p> <p>InTASC 4; CAEP 1.1</p>	<p>The teacher candidate does not make the subject matter more meaningful to students by employing practical applications or by using the students' experiences/prior knowledge.</p>	<p>The teacher candidate makes a limited attempt to make the subject matter more meaningful for students by employing practical applications and/or using the students' experiences/prior knowledge.</p>	<p>The teacher candidate effectively makes the subject matter more meaningful for students by employing practical applications and/or using the students' experiences/prior knowledge.</p>	<p>The teacher candidate consistently and effectively makes the subject matter more meaningful for students through the use of creative and innovative practical applications and by using the students' experiences/prior knowledge.</p>	
<p>(9) Instruction</p> <p>Uses instructional judgment and flexibility in the implementation and adaptation of the lesson based on student responses.</p> <p>InTASC 8; CAEP 1.1</p>	<p>The teacher candidate displays minimal instructional judgment in adjusting instruction in response to student needs and/or environmental variables. The teacher candidate does not demonstrate flexibility in the lesson or with students by remaining on script without regard to student responses.</p>	<p>The teacher candidate inconsistently displays instructional judgment by making appropriate instructional adjustments in response to student performance and/or other variables. The teacher candidate inconsistently demonstrates flexibility in the lesson or with students by adjusting the lesson to the changing environment based on student responses.</p>	<p>The teacher candidate displays instructional judgment by making appropriate instructional adjustments in response to student performance and/or other variables. The teacher candidate demonstrates flexibility in the lesson or with students by adjusting the lesson to the changing environment based on student responses.</p>	<p>The teacher candidate consistently displays an outstanding level of instructional judgment by making appropriate instructional adjustments in response to student needs and/or other variables. The teacher candidate demonstrates flexibility and creativity. Student responses to these adjustments reflect increased learning.</p>	

Instruction	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 121 471 149">(10) Instruction</p> <p data-bbox="12 192 471 378">Uses a variety of instructional strategies, including, demonstrations and direct and indirect instruction to actively engage all students.</p> <p data-bbox="12 421 471 449">InTASC 8; CAEP 1.1</p>	<p data-bbox="499 121 965 492">The teacher candidate rarely demonstrates the use of multiple strategies to engage students in lessons. Only one instructional approach is used in the lesson(s). The teacher candidate does not use effective demonstrations or link learning tasks to lesson objectives/standards.</p>	<p data-bbox="991 121 1457 492">The teacher candidate demonstrates some use of multiple strategies to engage students in lessons. Two instructional strategies are used in the lesson. The teacher candidate uses limited demonstration or links some, but not all, learning tasks to lesson objectives/standards.</p>	<p data-bbox="1482 121 1949 564">The teacher candidate effectively and frequently employs multiple instructional strategies to engage students. At least three instructional approaches including direct and indirect instructional formats are used in the lesson. The teacher candidate uses effective demonstrations and links learning tasks directly to lesson objectives.</p>	<p data-bbox="1974 121 2440 564">The teacher candidate effectively and consistently employs multiple instructional strategies (more than three) including both direct and indirect approaches to engage all students. The teacher candidate uses multiple demonstrations during the lesson and links all learning tasks to specific lesson objectives/standards.</p>	
<p data-bbox="12 696 471 725">(11) Instruction</p> <p data-bbox="12 768 471 911">Integrates technology into instructional activities and actively engages students in the use of this technology.</p> <p data-bbox="12 953 471 982">InTASC 8; CAEP 1.1</p>	<p data-bbox="499 696 965 1068">The teacher candidate does not integrate any form of available technology into teaching and learning activities or the degree of technology integration is superficial or incidental to the lesson(s) (e.g., uses a computer to type lesson plans, shows a video or uses an overhead projector).</p>	<p data-bbox="991 696 1457 1096">The teacher candidate integrates at least one form of available technology during teaching activities (e.g., candidate uses a PowerPoint presentation or digital video presentation during instruction), but P-12 students are not directly engaged with using the technology during learning activities.</p>	<p data-bbox="1482 696 1949 1139">The teacher candidate integrates at least one form of available technology during teaching and learning activities, and P-12 students are engaged with using the technology during learning activities (e.g., P-12 students use multimedia software, spreadsheet for data analysis, digital video, or assistive technology during learning activities).</p>	<p data-bbox="1974 696 2440 1325">The teacher candidate integrates at least one form of available technology during teaching and learning activities, and P-12 students are extensively engaged with the technology during learning activities (e.g., P-12 students use multimedia software to create presentations; P-12 students use spreadsheet/graphing software to analyze data; P-12 students use digital video to tell a story; P-12 students with special needs/ESL use assistive technology to meet curricular objectives).</p>	

Planning	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 142 473 171">(12) Instruction</p> <p data-bbox="12 214 473 392">Utilizes open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving.</p> <p data-bbox="12 435 267 464">InTASC 5; CAEP 1.1</p>	<p data-bbox="499 142 965 321">Students have limited opportunities (less than three) to problem solve, explore, or be involved in critical thinking activities during the lesson.</p>	<p data-bbox="991 142 1457 542">The teacher asks mostly factual questions and no higher-order questions. The teacher candidate provides case scenarios and provides examples with limited effectiveness. More than one instructional format is used, and there is limited effort to ask probing questions, encourage students to engage in critical thinking and problem solving.</p>	<p data-bbox="1482 142 1949 435">The teacher candidate asks questions, poses scenarios, provides examples, and uses a variety of instructional formats such as asking students probing questions and encouraging students to engage in critical thinking and problem solving.</p>	<p data-bbox="1974 142 2440 435">The teacher candidate asks higher order questions requiring students to synthesize and apply information in authentic environments. Students actively engage in critical thinking and problem-solving during the lesson.</p>	
<p data-bbox="12 621 473 649">(13) Instruction</p> <p data-bbox="12 692 473 1021">Ethically uses a variety of assessments to demonstrate and check for student learning and to modify instruction to provide feedback to students (e.g., unbiased assessments to accommodate needs of diverse learners). Involves students in monitoring their progress.</p> <p data-bbox="12 1063 267 1092">InTASC 6; CAEP 1.1</p>	<p data-bbox="499 621 965 1135">The teacher candidate does not use or makes minimal use of assessment (informal observations as well as planned assessments) during instruction. The teacher candidate cannot demonstrate his/her impact on student learning. The teacher candidate does not use assessment to inform instruction, provide feedback, or communicate student progress. The teacher candidate makes no use of self or peer assessment.</p>	<p data-bbox="991 621 1457 1092">The teacher candidate makes limited use of assessment (informal observations as well as planned assessments) to demonstrate student learning, to make modifications during instruction, provide feedback to students, and to communicate student progress. The teacher candidate uses at least one form of assessment, which may or may not include guided self and peer assessments.</p>	<p data-bbox="1482 621 1949 1206">The teacher candidate frequently and ethically uses assessment (informal observations as well as planned assessments that are free of bias) to demonstrate student learning, to make modifications during instruction, provide feedback to students, and to communicate student progress. Students use the results of assessment/feedback to guide their learning. The teacher candidate uses a variety of assessments including guided self and peer assessments.</p>	<p data-bbox="1974 621 2440 1278">The teacher candidate consistently and ethically uses a variety of assessment strategies (informal observations as well as planned assessments that are free of bias) to demonstrate student learning, to make modifications during instruction for all students, provide feedback to students, and to communicate student progress. Students actively use the results of assessment/feedback to guide their learning. Multiple sources of evidence demonstrate that instruction has been modified based on an analysis of assessment results.</p>	

Classroom Management	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 114 364 185">(14) Classroom Management</p> <p data-bbox="12 221 364 328">Promotes positive, collaborative peer interactions.</p> <p data-bbox="12 364 364 406">InTASC 3; CAEP 1.1</p>	<p data-bbox="389 114 894 521">The teacher candidate makes minimal use of strategies or learning tasks which require students to work collaboratively and/or makes minimal efforts at encouraging positive relationships among students in the classroom. The teacher candidate allows inappropriate interactions (e.g., trash talking) among students during activity.</p>	<p data-bbox="919 114 1383 628">The teacher candidate makes use of some strategies or plans learning tasks which require students to work collaboratively and/or makes some efforts at encouraging positive relationships among students in the classroom. The teacher candidate does not permit inappropriate interactions (e.g., trash talking) during activity, but does not effectively reward students who encourage other students.</p>	<p data-bbox="1409 114 1898 556">The teacher candidate makes frequent use of strategies or plans learning tasks which require students to work collaboratively and/or makes efforts at encouraging positive relationships among students in the classroom. The teacher candidate does not permit inappropriate interactions (e.g., trash talking) during activity and rewards students who encourage other students.</p>	<p data-bbox="1933 114 2397 442">The teacher candidate uses strategies and learning tasks which require students to work collaboratively, and debriefs the activity on appropriate student interactions. The teacher candidate consistently provides feedback on student communication with each other.</p>	
<p data-bbox="12 949 364 1021">(15) Classroom Management</p> <p data-bbox="12 1056 364 1278">Creates and maintains a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning.</p> <p data-bbox="12 1313 364 1356">InTASC 3; CAEP 1.1</p>	<p data-bbox="389 949 894 1163">The teacher candidate does not employ effective classroom management strategies or relies excessively on punitive strategies. Behavior issues are addressed insufficiently or ineffectively.</p>	<p data-bbox="919 949 1383 1278">The teacher candidate infrequently uses positive, proactive strategies to effectively manage the classroom and to include most students. Behavior issues are addressed, but not always immediately, efficiently, or effectively.</p>	<p data-bbox="1409 949 1898 1206">The teacher candidate consistently uses positive, proactive strategies to effectively manage the classroom and to include all students. Behavior issues are immediately, efficiently, and effectively addressed.</p>	<p data-bbox="1933 949 2397 1206">The teacher candidate consistently employs a variety of positive, proactive approaches to effectively manage the classroom and to include all students. Little time is needed for classroom management.</p>	

Classroom Management	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="0 101 450 399">(16) Classroom Management Implements effective rules, procedures, and routines, and there is a clear indication of a classroom management system that promotes respect and responsibility.</p> <p data-bbox="0 399 450 841">InTASC 3; CAEP 1.1</p>	<p data-bbox="450 101 955 841">The teacher candidate has difficulty in implementing classroom rules, procedures, and routines. Managerial routines are not present and no systems are in place for distribution/return of materials, attendance, finding a partner or creating a group, and other routines.</p>	<p data-bbox="955 101 1460 841">The teacher candidate inconsistently implements classroom rules, procedures, and routines to minimize behavioral problems in the classroom. Managerial routines are inconsistently used and a limited system is in place for distribution/return of materials, attendance, finding a partner or creating a group, and other routines.</p>	<p data-bbox="1460 101 1964 841">The teacher candidate consistently implements classroom rules, procedures, and routines that result in a classroom that has minimal behavioral problems. Managerial routines are present and a system is in place for distribution/return of materials, attendance, finding a partner or creating a group, and other routines. The teacher candidate sometimes collaborates with students to promote a positive classroom environment that promotes respect and responsibility.</p>	<p data-bbox="1964 101 2469 841">The teacher candidate implements highly effective classroom procedures and routines that result in a classroom that runs smoothly and harmoniously. Rules are logical, reasonable, and consistent with clear consequences for discipline issues. Space use is maximized through careful planning with students participating in the organization of the space for their use. The teacher candidate consistently collaborates with students to promote a positive classroom environment that promotes respect and responsibility.</p>	
<p data-bbox="0 841 450 1099">(17) Classroom Management Provides smooth transitions between activities, maximizes instructional time, and implements introductions and closures in the lessons.</p> <p data-bbox="0 1099 450 1428">InTASC 3; CAEP 1.1</p>	<p data-bbox="450 841 955 1428">The teacher candidate does not plan for transitions or is unable to effectively implement planned transitions without behavioral problems. The teacher candidate does not or rarely provides an introduction or lesson closure. Students spend an excessive amount of time (over 30 seconds) in transition from learning tasks to learning tasks.</p>	<p data-bbox="955 841 1460 1428">The teacher candidate inconsistently uses strategies that are effective in minimizing behavioral problems and in maximizing instructional time. The teacher candidate provides limited introductions and closures frequently in lessons. Transitions between learning tasks are planned for and executed in under 30 seconds.</p>	<p data-bbox="1460 841 1964 1428">The teacher candidate consistently uses strategies that are generally effective in minimizing behavioral problems and in maximizing instructional time. The teacher candidate provides introductions and closures frequently in lessons. Transitions between learning tasks are planned for and executed in under 30 seconds.</p>	<p data-bbox="1964 841 2469 1428">The teacher candidate consistently employs very effective strategies for transitions that minimize behavioral problems and maximize instructional time. The teacher candidate consistently provides very effective introductions and closures in lessons. Transitions are linked directly to classroom objectives, and provide practice/review opportunities for students. Multiple methods for transition are used during the class period.</p>	

Professionalism	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)
<p>(18) Professionalism</p> <p>Demonstrates acceptable oral, written, and nonverbal communication consistent with the expectations of a college graduate.</p> <p>InTASC 3; CAEP 1.1</p>	<p>The teacher candidate displays difficulty in oral, written, and/or nonverbal communication with others in the school environment (students, families, colleagues, supervisors, or administrators). The teacher candidate uses inappropriate language or demeanor with families, administrators, colleagues, or students.</p>	<p>The teacher candidate maintains marginally acceptable oral, written, and/or nonverbal communication with others in the school environment (students, families, colleagues, administrators, or supervisors). The teacher candidate demonstrates marginally appropriate language and communication with families, administrators, colleagues, and students.</p>	<p>The teacher candidate maintains acceptable oral, written, and/or nonverbal communication with others in the school environment (students, families, colleagues, administrators, or supervisors). The teacher candidate uses appropriate language and communication with families, administrators, colleagues, and students.</p>	<p>The teacher candidate uses highly effective, oral, written, and/or nonverbal communication with others in the school environment. The teacher candidate actively seeks input and counsel from students, families, colleagues, administrators, or supervisors concerning teaching effectiveness.</p>
<p>(19) Professionalism</p> <p>Creates a positive rapport with students, families, colleagues, administrators, and supervisors.</p> <p>InTASC 3; CAEP 1.1</p>	<p>The teacher candidate displays difficulty in establishing productive relationships and maintaining rapport with others in the school environment (students, families, colleagues, administrators, or supervisors). The teacher candidate does not handle conflicts in a professional manner.</p>	<p>The teacher candidate inconsistently establishes and maintains relationships and rapport with others in the school environment (students, families, colleagues, administrators, or supervisors). The teacher candidate handles conflicts inconsistently, but in a professional manner.</p>	<p>The teacher candidate consistently establishes and maintains productive relationships and acceptable rapport with others in the school environment (students, families, colleagues, administrators, or supervisors). The teacher candidate handles conflicts in a professional manner.</p>	<p>The teacher candidate initiates productive relationships and maintains a high level of positive rapport with students, families, colleagues, administrators, and supervisors. The teacher candidate finds creative solutions to conflicts and is willing to compromise.</p>

Professionalism	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 125 445 157">(20) Professionalism</p> <p data-bbox="12 199 445 449">Takes responsibility for student learning by engaging in appropriate collaborative activities with students, families, supervisors, colleagues, and community members.</p> <p data-bbox="12 492 445 524">InTASC 10; CAEP 1.1</p>	<p data-bbox="471 125 955 485">The teacher candidate does not attend mandatory collaborative meetings (e.g., school-wide, departmental, grade-level, extracurricular, or IEP/Section 504 meetings). The teacher candidate does not engage in collaborative planning with supervisors, students, families, and/or colleagues.</p>	<p data-bbox="980 125 1452 564">The teacher candidate participates in some, but not all, mandatory collaborative meetings (e.g., school-wide, departmental, grade-level, extracurricular, or IEP/Section 504 meetings) to facilitate student learning and growth. The teacher candidate engages in some collaborative planning with supervisors, students, families, and/or colleagues.</p>	<p data-bbox="1477 125 1949 564">The teacher candidate participates in mandatory collaborative meetings (e.g., school-wide, departmental, grade-level, extracurricular, or IEP/Section 504 meetings) to facilitate student learning and growth. The teacher candidate engages in collaborative planning with supervisors, students, families, and/or colleagues.</p>	<p data-bbox="1979 125 2535 635">The teacher candidate participates in the school's professional development activities, and actively participates as a contributing member in collaborative meetings (e.g., school-wide, departmental, grade-level, extracurricular, or IEP/Section 504 meetings) to facilitate student learning and growth. The teacher candidate engages in extensive collaborative planning with supervisors, families, and/or colleagues. The teacher candidate volunteers for additional duties.</p>	
<p data-bbox="12 952 445 983">(21) Professionalism</p> <p data-bbox="12 1026 445 1242">Presents self in a professional manner in terms of appearance, attitude, attire, conduct, preparation/organization of materials, and is a role model for students.</p> <p data-bbox="12 1285 445 1316">InTASC 9; CAEP 1.1</p>	<p data-bbox="471 952 955 1170">The teacher candidate displays repeated/ significant difficulty in one or more professional behaviors: appearance, attitude, attire, conduct, or preparation/organization.</p>	<p data-bbox="980 952 1452 1170">The teacher candidate displays a few difficulties in one or more of professional behaviors: appearance, attitude, attire, conduct or preparation/organization.</p>	<p data-bbox="1477 952 1949 1206">The teacher candidate conducts self in an appropriate manner in terms of appearance, attitude, attire, conduct, and preparation/organization. The teacher candidate is a role model for students.</p>	<p data-bbox="1979 952 2535 1170">The teacher candidate conducts self in an exemplary manner in terms of appearance, attitude, attire, conduct, and preparation/organization. The teacher candidate is an exemplary role model for students.</p>	

Professionalism	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p data-bbox="12 107 293 135">(22) Professionalism</p> <p data-bbox="12 178 484 435">Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity, and legal mandates/school policy (e.g., IEP/Section 504 accommodations).</p> <p data-bbox="12 478 280 506">InTASC 9; CAEP 1.1</p>	<p data-bbox="517 107 998 392">The teacher candidate displays frequent and/or significant problems in the school setting in any one of the following areas: personal conduct, academic integrity, emotional maturity, and legal mandates and school policy.</p>	<p data-bbox="1024 107 1495 435">Frequent and/or significant problems The teacher candidate inconsistently displays acceptable behavior in the school setting in each of the following areas: personal conduct, academic integrity, emotional maturity, and legal mandates and school policy.</p>	<p data-bbox="1531 107 2002 364">The teacher candidate displays acceptable behavior in the school setting in each of the following areas: personal conduct, academic integrity, emotional maturity, and legal mandates and school policy.</p>	<p data-bbox="2038 107 2509 392">The teacher candidate consistently displays exemplary personal conduct, academic integrity, and emotional maturity in the school setting. The teacher candidate adheres to local, state, and national policies and legal mandates.</p>	
<p data-bbox="12 771 293 799">(23) Professionalism</p> <p data-bbox="12 842 458 985">Reflects on teaching by identifying opportunities to modify instruction or implement changes based on reflections.</p> <p data-bbox="12 1028 280 1056">InTASC 9; CAEP 1.1</p>	<p data-bbox="517 771 998 1021">The teacher candidate does not use a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction or implement change based on reflection.</p>	<p data-bbox="1024 771 1495 1056">The teacher candidate inconsistently uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction or implement change based on reflection.</p>	<p data-bbox="1531 771 2002 1056">The teacher candidate consistently uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction or implement change based on reflection.</p>	<p data-bbox="2038 771 2509 1135">The teacher candidate consistently and effectively uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction or implement change based on reflection. Changes based on reflection are placed into effective action.</p>	

Professionalism	Ineffective Beginning Teacher (1)	Developing Beginning Teacher (2)	Effective Beginning Teacher (Target) (3)	Exemplary Beginning Teacher (4)	NA
<p>(24) Professionalism</p> <p>Communicates in ways that demonstrate sensitivity to all students by using non-biased strategies and methods during instruction.</p> <p>InTASC 9; CAEP 1.1</p>	<p>The teacher candidate demonstrates insensitivity to differences among students by such behaviors as dividing students by gender, making inappropriate comments (throw like a girl, etc.), and failing to account for cultural, ethnic, or ability differences in classes (e.g., failure to include students with special needs into activities).</p>	<p>The teacher candidate inconsistently demonstrates sensitivity to all students by using non-biased methods to divide students into groups, accounts for ethnic and cultural differences by allowing students some decision making during the lesson, and includes most students in the class regardless of ability.</p>	<p>The teacher candidate consistently demonstrates sensitivity to all students by using non-biased methods to divide students into groups, accounts for ethnic and cultural differences by allowing students some decision making during the lesson, and includes all students in the class regardless of ability.</p>	<p>The teacher candidate not only demonstrates sensitivity to all students, but also actively encourages the acceptance of these differences among students by carefully planning appropriate learning experiences.</p>	
<p>(25) Professionalism</p> <p>Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.</p> <p>InTASC 9; CAEP 1.1</p>	<p>The teacher candidate does not incorporate feedback from others or complies minimally and/or does not receive criticism in a mature manner. The teacher candidate does not use outside or available resources to improve teaching effectiveness. The teacher candidate fails to construct a plan for future professional growth.</p>	<p>The teacher candidate receives criticism in a mature manner, but does not always incorporate feedback. Based on constructive criticism from supervisors, the teacher candidate makes a minimal effort to use available outside resources to improve teaching effectiveness. The teacher candidate has an incomplete plan for future professional growth.</p>	<p>The teacher candidate receives criticism in a mature manner and consistently demonstrates incorporation of feedback. Based on constructive criticism from supervisors, the teacher candidate uses available outside resources to improve teaching effectiveness. The teacher candidate has a written plan for future professional growth.</p>	<p>The teacher candidate not only incorporates feedback from others and receives criticism in a mature manner, but also consistently and effectively seeks feedback and uses it to improve performance. The teacher candidate uses available outside resources to improve teaching effectiveness and develops a detailed written plan for professional growth.</p>	

Thank you for participating in the training session!

Training Certificate

To receive your training certificate (and in order for your rubric data to be collected for continuous improvement purposes), please complete the Google. <https://goo.gl/forms/7TjXiJYIEW6MLOEY2> **no later than September 11th.**

If you have questions or need additional information about these rubrics, please contact:

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