



# CLINICAL TEACHING HANDBOOK

**2024-2025**

Resources · Expectations · Policies

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# Eriksson College of Education

## Introduction

The Eriksson College of Education at Austin Peay State University prepares candidates to teach Prekindergarten through secondary school. The Department of Teaching and Learning, housed in the Eriksson College of Education, offers a variety of degree programs at both the undergraduate and graduate levels. Those who hold an undergraduate degree that are seeking teaching licensure will have the opportunity to interact in classes with peers who are pursuing similar licenses and with instructors who have had extensive classroom teaching experience.

## Vision, Mission, and Commitments

### Vision Statement

The Eriksson College of Education prepares dynamic teachers and educational leaders to positively impact communities and schools in the 21<sup>st</sup> century.

### Mission Statement

The mission of the Eriksson College of Education at Austin Peay State University is to prepare educators who are ethical, engaged, and effective leaders. We do so by modeling reflective practice and connecting theory to student-centered learning. We leverage the strengths of our community to foster continuous improvement to reimagine how schools can work.

### Commitments:

**1. Promote Curiosity through Experiential Learning**

Our student-centered programs, practices and curricula foster intellectual curiosity, problem-solving, and inquiry based on research and theory.

**2. Support Reflective Practitioners**

Our faculty and students engage in honest self-reflection and strive to meet the needs of a diverse society.

**3. Empower Change Agents and Ethical Leaders**

We are deeply committed to social justice.

**4. Value Diversity and Equity**

We seek opportunities to learn from multiple perspectives and diverse voices.

**5. Foster Campus and Community Relationships**

Our partnerships extend within and beyond the campus to build collaborative relationships with school districts and community leaders.

## Key Clinical Teaching Contacts

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## **Nondiscrimination Statement**

Austin Peay State University (APSU) does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex (including pregnancy), sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by APSU. Policy 6:001

The Office of Institutional Culture <https://www.apsu.edu/equity-access/>

## **Statement of Support for an Anti-Racist Education**

The Austin Peay State University (APSU) Eriksson College of Education is committed to anti-racist, anti-bias (ABAR) initiatives in each of our teaching and learning programs. We are committed to examining and disrupting/dismantling the history, biases, and exclusionary practices that hinder the integrity, dignity, and inclusion of all students. We prioritize learning opportunities focused on culturally and racially diverse backgrounds that promote respect, empathy, equity, and ethical learning within each course. We will take action toward these commitments by:

- Using inclusive, people-first language;
- Discovering ways to be(come) activist and abolitionist educators;
- Calling others in when we encounter bias/racism;
- Engaging in professional development and reflection to increase our own knowledge;
- Recognizing and privileging the voices and work of Black, Indigenous, and other educators/researchers of color;
- Supporting students and partners in developing their own capacity in ABAR work;
- Purposefully and intentionally seeking out learning and unlearning opportunities

## **Accreditation**

The Eriksson College of Education at Austin Peay State University has been accredited over sixty years. Our last accreditation was in Spring 2021 by the Council for the Accreditation of Educator Preparation (CAEP). Accreditation is the seal of approval that verifies quality in educator preparation.

## Conceptual Framework

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

**Knowledge:** Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners.

**Skill:** Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

**Disposition:** Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continual personal improvement.

## Standards of Educator Preparation Program

Candidates of the Martha Dickerson Eriksson College of Education follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Learn more at [https://ccsso.org/sites/default/files/2017-12/2013 INTASC Learning Progressions for Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf).

### The Learner and Learning

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### Content Knowledge

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Instructional Practice

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility****Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



## Professional Commitments and Dispositions

Candidates in initial licensure programs at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to meet the dispositions may result in dismissal from the teacher education program. These dispositions are evaluated by university professors and classroom teachers and are aligned with INTASC and CAEP standards.

Professional Dispositions Evaluation					
	Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
<b>Standard #1: Learner Development</b>  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC 1(h)-(k)	Indicators. The candidate: <ul style="list-style-type: none"> <li>• respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development</li> <li>• is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning</li> <li>• takes responsibility for promoting learners’ growth and development</li> <li>• values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development</li> </ul>				
	Candidate demonstrates <b>3 or more indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 indicator.</b>	Candidate demonstrates <b>0 indicators.</b>	
<b>Standard #2: Learning Differences</b>  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC 2(l)-(o)	Indicators. The candidate: <ul style="list-style-type: none"> <li>• believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential</li> <li>• respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests</li> <li>• makes learners feel valued and helps them learn to value each other</li> <li>• values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning</li> </ul>				
	Candidate demonstrates <b>3 or more indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 indicator.</b>	Candidate demonstrates <b>0 indicators.</b>	
<b>Standard #3: Learning Environments</b>  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. InTASC 3(n)-(r)	Indicators. The candidate: <ul style="list-style-type: none"> <li>• is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments</li> <li>• values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning</li> <li>• is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning</li> <li>• seeks to foster respectful communication among all members of the learning community</li> <li>• is a thoughtful and responsive listener and observer</li> </ul>				
	Candidate demonstrates <b>4 or more indicators.</b>	Candidate demonstrates <b>3 indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 or fewer indicators.</b>	

Professional Dispositions Evaluation					
	Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
<p><b>Standard #4: Content Knowledge</b></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content. InTASC 4(o)-(r)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever-evolving. S/he keeps abreast of new ideas and understandings in the field</li> <li>appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives</li> <li>recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias</li> <li>is committed to work toward each learner's mastery of disciplinary content and skills</li> </ul>				
	Candidate demonstrates <b>3 or more indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 indicator.</b>	Candidate demonstrates <b>0 indicators.</b>	
<p><b>Standard #5: Application of Content</b></p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. InTASC 5(q)-(s)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues</li> <li>values knowledge outside his/her own content area and how such knowledge enhances student learning</li> <li>values flexible learning environments that encourage learner exploration, discovery, and expression across content areas</li> </ul>				
	Candidate demonstrates <b>all indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 indicator.</b>	Candidate demonstrates <b>0 indicators.</b>	
<p><b>Standard #6: Assessment</b></p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making. InTASC 6(q)-(v)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning</li> <li>takes responsibility for aligning instruction and assessment with learning goals</li> <li>is committed to providing timely and effective descriptive feedback to learners on their progress</li> <li>is committed to using multiple types of assessment processes to support, verify, and document learning</li> <li>is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs</li> <li>is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth</li> </ul>				
	Candidate demonstrates <b>5 or more indicators.</b>	Candidate demonstrates <b>4 indicators.</b>	Candidate demonstrates <b>3 indicators.</b>	Candidate demonstrates <b>2 or less indicators.</b>	
<p><b>Standard #7: Planning for Instruction</b></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC 7(n)-(q)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction</li> <li>values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community</li> <li>takes professional responsibility to use short- and long-term planning as a means of assuring student learning</li> <li>believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances</li> </ul>				
	Candidate demonstrates <b>3 or more indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 indicator.</b>	Candidate demonstrates <b>0 indicators.</b>	

<b>Professional Dispositions Evaluation</b>				
	<b>Highly Effective 3</b>	<b>Effective 2</b>	<b>Developing 1</b>	<b>Ineffective 0</b>
<p><b>Standard #8: Instructional Strategies</b></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8(p)-(s)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction</li> <li>values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication</li> <li>is committed to exploring how the use of new and emerging technologies can support and promote student learning</li> <li>values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs</li> </ul>			
	Candidate demonstrates <b>3 or more indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 indicator.</b>	Candidate demonstrates <b>0 indicators.</b>
<p><b>Standard #9: Professional Learning and Ethical Practice</b></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. InTASC 9(l)-(o)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice</li> <li>is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families</li> <li>sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice</li> <li>understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy</li> </ul>			
	Candidate demonstrates <b>all indicators.</b>	Candidate demonstrates <b>4 indicators.</b>	Candidate demonstrates <b>3 indicators.</b>	Candidate demonstrates <b>2 or less indicators.</b>
<p><b>Standard #10: Leadership and Collaboration</b></p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10(p)-(t)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> <li>actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success</li> <li>respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals</li> <li>takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning</li> <li>takes responsibility for contributing to and advancing the profession</li> <li>embraces the challenge of continuous improvement and change</li> </ul>			
	Candidate demonstrates <b>4 or more indicators.</b>	Candidate demonstrates <b>3 indicators.</b>	Candidate demonstrates <b>2 indicators.</b>	Candidate demonstrates <b>1 or fewer indicators.</b>



## **STUDENT TEACHER OVERVIEW**

## Clinical Practice at Austin Peay State University

APSU meets all criteria of clinical practice required for teacher licensure by the state of Tennessee. It is the final phase of the teacher education program. Clinical Teaching is at least 15 weeks and includes full day teaching combined with observation activities; each under the direction of an experienced, licensed teacher.

For student teaching, the teacher candidate earns ten semester hours of credit. Grades for student teaching are on a Pass (P) or Fail (F) basis. The teacher candidate must also be enrolled in Student Teaching Seminar (EDUC 4950/5940) for two semester hours of credit. Possible grades for the Seminar are A, B, C, D, or F.

The clinical teaching assignment provides opportunities for the candidate to develop competencies through observation, teaching, conferencing, assessment, and reflection. The teacher candidate, mentor teacher, university supervisor, and school administrator must work as a team in order to make the experience as valuable as possible. The collaborative involvement of school personnel and university personnel are essential to the success of the clinical experience.

### Eligibility for Student Teaching

Candidates for clinical teaching in Student Teaching will request application to student teach during the semester preceding the clinical semester (typically during Practicum semester). Deadlines for submission of the completed application are February 15 for students wishing to student teach the following Fall Semester and by September 15 for students wishing to student teach the following Spring semester.

Candidates must provide evidence that all requirements for Transition 3 have been met. These requirements are:

- GPA minimum: 2.75 overall, in the major, and in the minor
- Minimum grade of “C” in all professional Education courses
- Pass all required Praxis II exams
- Pass all Transition 3 requirements
- Completion of all courses required for licensure/degree
- No serious infractions on disciplinary record and no adverse dispositions on file
- Completion of Security Clearance by TBI/FBI

Successful evaluations by 4080 instructor, clinical teachers in field observations, disposition reports, and a review of university disciplinary record must also be submitted to the Office of Teacher Education before permission to student teach is granted.

Once Transition 3 has been approved, teacher candidates will be eligible to begin their Student Teaching clinical placements (fifteen weeks). All coursework should be completed before this time. Taking additional courses with student teaching and the teaching seminar is prohibited.

## Clinical Teaching Policies and Requirements

### Placements:

- Teacher candidates will not be assigned to schools where members of their immediate families are staff members or students, to high schools where they attended as students, or to schools where they have worked on a full-time basis. Failure to disclose these relationships will result in cancellation of the clinical placement.
- Once assignments are confirmed by school districts, teacher candidates must respect their assignments as they would teaching contracts.
- Requests for changes must be made in writing and addressed to the Director of Teacher Education who will decide if the change can be justified.
- Candidates who withdraw after receiving assignments must notify the Office of Teacher Education of their intent to withdraw in writing.

**Conduct:** All teacher candidates must conduct themselves in a professional manner at all times and demonstrate the positive dispositions. The teacher candidate must follow the rules of the school system or organization where placed, in addition to the University's policies.

- **Cell phones:** Teacher candidates must follow the policy at their placement. Cell phones are not permitted for personal use during time in the field.
- **Technology:** Teacher candidates should only bring and use laptop/tablets for use during class lessons if approved by the mentor teacher. Teacher candidates are not allowed to use devices for personal use or to work on coursework while at their placement. Teacher candidates must adhere to the technology usage policy followed by the school district.
- **Social Media:** Teacher candidates are not allowed to use social media for any communication with minors or parents of minors while at their placement. Teacher candidates should not post comments about their clinical experience, pictures of mentor teachers, students, or events at their placement, or have any communication with parents or guardians. In addition, teacher candidates are cautioned to remove any inappropriate pictures or commentary on their personal social media sites. Teacher candidates should make all social media accounts private during their placement. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e. Facebook, , Instagram) deemed inappropriate or unprofessional by the Office of Teacher Education or placement site can lead to removal from the clinical experience placement.
- **Professional Ethics:** The teacher candidate must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. The teacher candidate must model a commitment to intellectual, moral and professional virtues. Defamatory comments about the clinical placement, its students, staff, community, the Office of Teacher Education, or the College of Education's faculty and staff, will not be tolerated.

**Background Check and Liability Insurance:** Prior to being allowed to begin any clinical experience, a current, clean Tennessee background check must be on file with the Office of Teacher Education.

A background check is required to be completed and documented results on-file in the COE prior to any clinical experience. At no time, may a teacher candidate be involved in a clinical experience unless it has been confirmed by the COE that the background check results are clear. Results are valid for four years so as long as the teacher candidate remains consecutively enrolled in the College of Education.

Liability insurance is provided free of cost to student teachers assigned to public schools. The coverage is automatically provided to student teachers – there is no paperwork required to enroll.

**Attendance:** During student teaching, candidates are required to follow the schedules set by the placement and the course syllabus. Tardiness and early departures are not permitted and accurate documentation of clinical experience hours must be maintained. Documentation of the placement must follow the guidelines per the related syllabus. Work or family/personal commitments cannot be excused for failing to meet the commitments of student teaching.

Any more than three days missed must be made up. Teacher candidates are expected to follow the calendar of the schools to which they are assigned. Therefore, university days off (example: spring break, fall break, etc.) are received only if your placement location is also off those days.

**Required notifications:** If at any time, a candidate will not be at the placement, the teacher candidate must notify the university supervisor and mentor teacher. If the teacher candidate is scheduled to teach during the day he/she is absent, the teacher candidate must provide the lesson plans, materials and all information for the lessons to the mentor teacher. In cases of prolonged or repeated absence, the university supervisor, the Director of Teacher Education, after consulting with the mentor teacher, will determine whether the teacher candidate's placement will be terminated or extended. It is highly recommended that teacher candidates do not work during student teaching.

Teacher candidates participating in student teaching will be required to attend mandatory orientation and a midpoint meeting and all scheduled seminars. These dates will be determined prior to the start of the semester and will be listed in the student teaching syllabus. Attendance at these sessions is mandatory. Important information such as licensure forms, job interview info, roles and responsibilities will be discussed. Additional requirements and information are found in the corresponding syllabus for the course.

**Dress Code and Personal Hygiene:** Teacher candidates are expected to present themselves in a professional manner during student teaching in regard to personal hygiene and appearance. At minimum, the teacher candidate must adhere to the dress code at the placement site, but the following are examples of attire that are not permitted at any time: yoga pants, anything see-through, short, tight, or low-cut clothing, flip-flops, strapless shirts, tights and sweater dresses, leggings worn as pants, or faded or ripped clothing. Teacher candidates are also required to maintain a high level of personal hygiene. Due to some individual's smell sensitivity, strong odors are not allowed. Strong smelling perfume and/or deodorant is also discouraged due to the distraction it may cause. Teacher candidates who violate dress code or are asked to leave due to inappropriate attire may be dismissed from the program.

#### **Legal Issues:**

- Teacher candidates may not participate in or serve as the only witness in the administration of corporal punishment.
- A substitute teacher must be present in the classroom with a teacher candidate when the mentor teacher is absent, unless the candidate has been approved as the substitute of record for the day. Subbing in classrooms other than the assigned classroom will not be permitted. A teacher candidate can serve as a sub no more than 5 days during the entire student teaching semester.
- Teacher candidates may not participate in school district work stoppages.

- School board and local school regulations are the deciding criteria for contingencies not specifically covered by APSU policies. Teacher candidates cannot legally assume responsibility for activities in or out of the classroom not specifically covered by laws of the state of Tennessee.
- The teacher candidate's name, email, telephone number and home address may be provided to school districts upon request.

### **Expectations for Teacher Candidates**

1. Keep the contractual schedules/hours of their mentor teachers and to be on time. Be punctual and attend each class daily, whether teaching or not. Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises.
2. Become familiar with school policies and practices and work in a manner consistent with them.
3. Become thoroughly acquainted with classroom facilities and learn the procedures used by the mentor teacher.
4. Become acquainted with instructional materials available in the school and district.
5. Become familiar with the community and its relationship to the educational program.
6. Teach in a gradual sequence with opportunities to observe and learn from their mentor teachers.
7. Share the pacing guide with mentor teachers and plan thoroughly, in writing, for all teaching responsibilities.
8. Spend the time necessary outside of school to prepare for their teaching responsibilities.
9. Develop and have in writing an acceptable lesson plan for every lesson to be taught.
10. Act professionally and ethically.
11. Dress professionally according to the dress codes of the schools to which they are assigned.
12. Ascertain permission from their mentor teachers for all the activities they do on the school site.
13. Be observed in their assigned classrooms by university supervisors, mentor teachers, and other district or APSU faculty.
14. Participate in conferences where they will receive feedback from supervisors, and to participate in the performance evaluation process with their supervisors.
15. Attend all student teaching seminars, if applicable.
16. When appropriate, observe other teachers in other grade levels or subjects.
17. Complete assigned work for the edTPA according to published deadlines.
18. Notify university supervisor, mentor teacher, or Director of Teacher Education of any persistent problems in their student teaching.





## **SCHOOL DISTRICT & SUPERVISOR OVERVIEW**

## Expectations for Mentor Teachers

Mentor teachers play an essential role in the clinical teaching semester. Research indicates that the mentor teacher can be the most important single factor in determining teacher candidates' future success as classroom teachers. The attitudes, teaching styles, and sense of teamwork mentor teachers exhibit toward the student teaching enterprise are deciding elements in the success of the clinical teaching experience.

Because mentor teachers are so important, APSU makes a concerted effort to support classroom teachers in their work as mentors of teacher candidates. University Supervisors seek to provide support and assistance as needed. The university also provides a modest honorarium to those who undertake this tremendous responsibility.

Requirements:

1. Licensure in the appropriate content areas.
2. Evaluation as a highly competent teacher through either local assessment and/or state evaluation procedures.
3. Willingness to assume the roles expected of a mentor (i.e., confidante, advocate, coach, and critic).
4. Ability to work as a member of a "collaborative mentorship" team member and facilitate learning experiences including pedagogical instruction.

Welcoming the Teacher Candidate:

The initial days of Student Teaching Semester are crucial for the teacher candidate. Each mentor teacher should make every effort to ensure the teacher candidate feels welcome. Introductions to teachers, staff members, and other school personnel are important. The teacher candidate should know about the building and grounds, daily routine of the school, and appropriate working relationships with other members of the school staff.

Planning for the Arrival of the Teacher Candidate:

The mentor teacher should assemble materials and equipment, which might include:

- Instructional materials including textbooks, manuals, and curriculum guides.
- Desk or table for individual use.
- Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information.
- Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems.
- Access to notification system regarding school closings and/or delays
- Introduce the teacher candidate to students in a way that encourages them to respond to him/her as a classroom teacher

## Responsibilities of the Mentor Teacher

1. Give the teacher candidate the opportunity to learn by observing your teaching.
2. Give assistance in learning to plan for instruction.
3. Provide specific suggestions for improvement.
4. Recognize demonstrated improvement and strengths.
5. Provide opportunity to collaborate and co-teach.
6. Plan a gradual release into primary planning responsibilities and guiding co-teaching.
7. Be aware that he or she is a beginning teacher and should be evaluated at the pre-professional level.
8. Conduct formative and summative evaluation of student teachers. For students in one student teaching placement conduct 4 formative and 1 summative. Students in two placements conduct 2 formative and 1 summative.
9. A willingness to listen and offer suggestions for growth.
10. Provide constructive criticism and support.
11. Prepare pupils to work with a teacher candidate and notify the parents that there will be a teacher candidate in the classroom.
12. Immediately involve the teacher candidate in specific classroom tasks, possibly small group activities.
13. Plan a schedule with the teacher candidate for assuming responsibilities and co-teaching of the classroom, which will allow the teacher candidate to assume increasing responsibility as he/she exhibits readiness to do so.
14. Guide the teacher candidate in preparing daily lesson plans, unit plans, and tests and approve and critique all plans 2-days prior to teaching.
15. Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
16. Encourage the teacher candidate to participate in extra curricula activities.
17. Take note of attendance and tardiness. If excessive absences or tardiness are observed, report this to the university supervisor immediately.

## Co-Teaching Model

APSU College of Education suggests the Co-Teaching Model as an effective model for most student teaching placements. This model allows the mentor teacher and the teacher candidate an opportunity to work collaboratively with groups of students sharing the planning, organization, implementation and assessment of instruction, and classroom. Together this should be an opportunity to engage in a partnership that allows the sharing of resources and mutual support and learning whereas, the students benefit by being able to work in small groups, receive more individualized attention, less classroom disruptions, and fast response time. There are a variety of co-teaching strategies that have shown to be effective when both the mentor teacher and the teacher candidate co-plan and co-teach. Studies have shown that implementing a variety of different co-teaching strategies have a benefit for the mentor teacher, teacher candidates, and students.

- One Teach, One Observe – Either the mentor teacher or teacher candidate has the primary instructional responsibility while the other collects specific information on the students or focuses on the one who has the primary instructional responsibility.
- One Teach, One Assist – Either the mentor teacher or teacher candidate has primary instructional responsibility while the other assists students, monitors student behaviors, or corrects assignments.
- Station Teaching – Both mentor teacher and teacher candidate split the instructional content into sections and students are divided into groups.
- Parallel Teaching – Both mentor teacher and teacher candidate instruct half of the students. Both address the same instructional content and use the same teaching strategies while reducing the student to teacher ratio.
- Alternative or Differentiated Teaching – Either the mentor teacher or teacher candidate work with students at their expected grade level, while the other works with students who need extension or remediation.
- Team Teaching – Both mentor teacher and teacher candidate are active participants in teaching the lesson with no clear leader. Both share the teaching, interject information, assist the students and answer questions.

*Copyright 2012, The Academy for Co-Teaching and Collaboration at St. Cloud State University. Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant*

## Expectations for University Supervisors

As a representative of the College of Education and the Office of Teacher Education, the university supervisor serves as a liaison between the College of Education and the personnel of the schools through visits to the teacher candidate. They support and guide the mentor teacher and the teacher candidate. They articulate university requirements regarding clinical teaching. They observe and evaluate teacher candidates. They serve as mentors, coaches, and critics for the teacher candidate. Typically, the university mentor is a “generalist” – a person responsible for the evaluation of all teacher candidates within a given territory or group of schools.

Requirements:

1. Evaluation as a highly competent role model for teachers.
2. Appropriate professional experience for grade levels supervised.
3. Ability to demonstrate effective teaching strategies and methods.
4. Willingness to assume the roles expected of a mentor.
5. Willingness to stay current with the latest research on teaching and learning.
6. Ability to work as a team member and facilitate professional learning.
7. Willing and able to utilize computer technology consistently and competently.

The university supervisor’s responsibilities are to:

- Provide pertinent materials to teacher candidates, mentor teachers, and building administrators.
- Facilitate understanding of the clinical teaching experience. Help teacher candidates, mentor teachers, and building administrators develop an understanding of performance-based clinical teaching.
- Assist in the teacher candidate’s growth. Assist in the improvement of the teacher candidate’s instructional, management, and discipline skills through observations and conferences.
- Maintain files. Keep an individual file (electronic or hard-copy) on each candidate’s progress throughout the length of the clinical teaching experience.
- Collaborate with the mentor teacher. Work as a team with the mentor teacher, drawing on his or her expertise and daily presence in the classroom with the teacher candidate.
- Conduct formative and summative evaluations. Observe the teacher candidate on three occasions in order to provide formative evaluations of the candidate’s performance. Conduct a summative evaluation at the end of each teacher candidate’s experience.
- Participate in assessment conferences. Participate in the formative conferences with mentor teachers and teacher candidates. Facilitate discussion, especially during these conferences, about the candidate’s strengths and areas of improvement.
- Conduct weekly seminars with assigned group of teacher candidates.
- Report any serious problems to the Director of Teacher Education immediately.
- Recommend final grade to the Director of Teacher Education.

## Expectations for School Administrators

Participation by the principal or designee in the clinical teaching experience is of great importance to the teacher candidate, the mentor teacher, and the APSU College of Education. The principal plays a key role in selecting qualified mentor teachers who will assume mentoring roles and who will orchestrate, in cooperation with higher education faculty, the activities of the candidate in the classroom. Likewise, the principal helps the candidate become a welcomed addition to the teaching staff in the school. As a resource person and observer, the principal can effectively aid the candidate during the final phase of pre-service training. The specific responsibilities of the principal include:

- Assist in selecting qualified mentor teachers for each teacher candidate.  
An effective mentor teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with a teacher candidate. Mentor teachers must hold a professional license in the area in which the teacher candidate is seeking licensure. They must be able to demonstrate effective teaching strategies and be willing to conference regularly with the candidate and the university mentor to provide feedback on the progress of the teacher candidate.
- Welcome the teacher candidate.  
Teacher candidates tend to be nervous when beginning the clinical teaching assignment, even after completion of the pre-clinical field experience. Taking time for a brief tour of the building and introducing the candidate helps her/him feel a part of the school and aids in the important transition from “college student” to “teacher”.
- Orient the teacher candidate to school policies.  
An overview of the staff and student handbooks and staff member expectations will help the teacher candidate become familiar with policies and procedures. This orientation will also help teacher candidates better understand their role in the school.
- Maintain communications with the mentor teacher and the university supervisor.  
Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate.

## **Clinical Teaching Seminars**

Clinical Teaching Seminars are an integral part of the clinical semester; all teacher candidates must participate to receive the two credit hours for EDUC 4950/5940. Candidates enrolled in EDUC 5940 will meet with the Director of Teacher Education and will complete additional assignments for graduate credit. Licensure requirements are not fulfilled until all seminar requirements have been satisfied and a grade of "C" or better is awarded for the course. Seminar grades are determined by the summative assessment related to clinical teaching evaluations, the edTPA, and by attendance and participation in the seminar.

An orientation seminar is held for two days on the APSU campus at the beginning of each semester. A mid-semester seminar and an end-of-semester seminar will also be held on the APSU campus. University supervisors will meet with teacher candidates throughout the placements for approximately one hour with the clinical students under their supervision; the dates and location for seminars with the supervisors will be announced. In addition, seminars related to the edTPA will also be held throughout the semester. Attendance at all seminars is mandatory for all teacher candidates.

## **Clinical Teaching Evaluation Process**

Effective teaching is the goal of the evaluation process. The evaluation process is comprised of self-evaluation by the student teacher and formal and informal evaluations by the mentor teacher and the university supervisor. Evaluation is an on-going process with formative evaluations conducted by the mentor teacher and university supervisor throughout each assignment. At the end of the clinical teaching experience, summative evaluations are completed by both the mentor teacher and the university supervisor.

Evaluation of students at Austin Peay is standards-based and uses the NIET Aspiring Teacher Rubrics (ATR). These 12 indicators describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom.

The teacher candidate is required to submit a complete, detailed lesson plan to the university supervisor and mentor teacher when being formally observed. The university supervisor and the mentor teacher will both complete 4 formal observations during the student teaching semester. They are encouraged to share their evaluations and each should review their evaluation with the teacher candidate in a reflective conference. The university supervisor and the mentor teacher will conduct the summative evaluation in collaboration.

## Termination of Clinical Teaching Assignment

The clinical teaching program is a collaborative relationship between APSU, cooperating school districts, mentor teachers, and the teacher candidate. Each candidate is to be made aware that her/his presence in the district, and in a particular classroom, is that of a guest. Occasionally there are circumstances that warrant the candidate's termination of the clinical teaching experience. When such action is deemed necessary, there are specific procedures that should be taken into consideration cooperatively by all parties involved.

Teacher candidates are expected to adhere to all policies and procedures set forth by APSU's Code of Conduct, the Eriksson College of Education, as well as partnering school districts and organizations. Teacher candidates who breach protocol for any of the following reasons may be dismissed from the Teacher Education program:

- The appropriate school authority requests that the candidate be removed.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of alcohol and drugs).
- Failure by the candidate to establish and maintain a satisfactory performance level in classroom instruction and management.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of the candidate are evident.
- Unprofessional conduct toward university personnel, school personnel or students.

At the time of removal, the teacher candidate must meet with the Director of Teacher Education to determine if remediation is an option. The remediation will be documented on the action plan form. If the teacher candidate does not satisfactorily follow the plan, the teacher candidate will be removed from the teacher education program and not allowed to continue with the program in the future. If remediation is not an option, the teacher candidate will receive an F; a course grade of Pass or Withdraw shall not be granted.

If the teacher candidate is to be dismissed from student teaching, she/he will be given a letter stating the decision made, the reasons for that decision, and whether or not an opportunity for application to student teach again at a later date will be permitted.

The final decision to terminate a student teacher is the responsibility of the Director of Teacher Education with the consensus and approval of the Dean of the College of Education. This decision will be based upon input from the school principal, the mentor teacher, and the university supervisor.



## Applying for Licensure

In order to obtain a teaching license, a candidate must be recommended for the license by Austin Peay State University. A recommendation is forwarded to the Tennessee Department of Education when a candidate successfully completes the following:

- ✓ Specialty Area Praxis II Exam(s) in the major
- ✓ All Graduate/Undergraduate Degree Requirements (if applicable) including edTPA
- ✓ Successful Completion of Student Teaching
- ✓ Submission of all necessary paperwork to the College of Education's Coordinator of Teacher Licensing, Claxton 232.

The **candidate for licensure** is **responsible** for making sure that all necessary paperwork is submitted to the Licensure Office including the following:

- ✓ ***Official*** transcripts from other universities, regardless of relevance to certification (Transcripts sent to the Admissions office for admittance to the university, cannot be released to the Certification Office). This is a Tennessee Department of Education requirement for your teaching license. Please send ***official*** transcripts to: Mr. Kevin Fee, Licensing Coordinator, PO Box 4477, Clarksville, TN 37044
- ✓ Official Praxis II Examination Scores
- ✓ Application for licensure forms

*Application for teaching licensure in other states is the responsibility of the student. Completion of the Tennessee application process is an **absolute** requirement, even if there is no intent to seek employment in Tennessee Schools.*

Individual questions regarding licensure should be addressed to Coordinator of Certification, Mr Kevin Fee. Email: feek@apsu.edu Phone: 931.221.6182.

## Outgoing Courtesy Placements

A teacher candidate's request to complete the clinical teaching requirement under the supervision of another university (a "courtesy placement") will be granted only in exceptional cases, such as transfer of spouse for military duty. Placements in Tennessee schools outside the APSU service area is not an option.

If the request is approved, the Director of Teacher Education will arrange the courtesy placement at the university nearest to the candidate's place of relocation. Candidates should be aware that there is no guarantee that another university in the area of relocation will agree to accept an APSU student. Candidates may not arrange their own courtesy placements, but may be asked to facilitate the process if they are already relocated to the region of the requested placement.

It should be noted that a request for a courtesy placement may delay your placement and subsequent completion of clinical teaching. APSU students requesting a courtesy placement must:

- Submit a timely courtesy placement request in writing to the Office of Teacher Education. This request must identify the licensure area, reason(s) for the request, and all necessary documentation to support the request. Deadlines for applying for courtesy placements are the same as for all student teaching placements (September 15 for spring placements and February 15 for fall placements).
- Be fully admitted to the teacher education program, including successful completion of all Praxis II exams prior to student teaching. Courtesy placements will NOT be granted to candidates who do not FULLY meet eligibility requirements.
- Enroll in twelve hours of clinical teaching coursework and seminar at APSU.
- Accept responsibility for all additional fees required by the host university.
- It is the candidate's responsibility to pay the host university directly.
- Agree to follow the policies and procedures pertaining to enhanced clinical teaching as outlined in the APSU Clinical Teaching Handbook.
- Participate in all meetings and seminars required of teacher candidates at the host university.
- Submit evaluations (preferably APSU forms but those of the host university will be accepted) from the mentor teacher(s) and university mentor(s) at the end of the fifteen-week assignment.
- Submit and successfully pass the edTPA.

## Incoming Courtesy Placements

As a courtesy to other universities, the APSU College of Education will consider placing and supervising clinical students from other institutions outside of Tennessee (in-state courtesy placements will not be honored). Requests for such placements must come from the university that will recommend the candidate for licensure. The written request must outline the reasons for the request and must affirm that the candidate has completed all prerequisites for clinical teaching and is in good standing with the licensing university.

The visiting teacher candidate will register with the licensing university. However, an \$850 fee is charged by Austin Peay to cover the costs of supervision and travel. A check for \$850 should be made out to Austin Peay State University. The fee is due to the Office of Teacher Education at the beginning of the clinical teaching semester.

All incoming candidates are required to have an Austin Peay background clearance, even if the candidate has a positive clearance from their home institution.

The Director of Teacher Education will find placements for the incoming candidate and will assign a university mentor to observe and evaluate the candidate. The visiting clinical student is expected to participate in the clinical teaching seminars held on campus, as well as weekly seminars with the university supervisor. At the completion of clinical teaching, all evaluation materials will be sent to the licensing institution.

Visiting teacher candidates must meet all requirements of the home institution. However, such requirements cannot conflict with policies and procedures outlined in this handbook.

Requests for clinical teaching placements must be no later than February 15<sup>th</sup> for placement for the fall semester, and no later than September 15<sup>th</sup> for placement for the spring semester.

**AP** Austin Peay  
State University  
CLARKSVILLE • TENNESSEE

Eriksson College  
of Education



**SUPPLEMENTARY  
MATERIAL**

## Lesson Plan Template

Lesson Overview			
Teacher Candidate Name	Grade Level/Subject	Lesson Length (in minutes)	Date of Lesson
<b>Big Ideas of Lesson and Pre-Requisite Knowledge</b> State the big idea(s) or essential question(s) that are addressed in the lesson. Identify the specific prior knowledge and skills that students should already be able to accomplish in order to be successful with this lesson.			
<b>Standard(s)</b> Which grade-level standards will be explicitly taught in this lesson or series of lessons? Also, <b>for Math Lesson Plans only</b> , be sure to include which mathematical practice standards are addressed in this lesson.			
<b>Lesson Objective</b> This should be written from a teacher's lens.	<b>Learning Targets</b> These should be developed from the standard and lesson objective and written as I can statements in student friendly language.		
<b>Academic Language Demands</b> Identify and describe how you will support students' use of each of these language demands.	<b>Key Vocabulary:</b> What vocabulary is necessary in this lesson? What will you do to promote academic language development beyond definitions?  <b>Discourse:</b> In what ways will students be engaged in discussing and writing that incorporates academic knowledge?		<b>Language Support:</b> What supports are available to students to assist them with vocabulary and discourse? Are there anchor charts, graphic organizers, sentence starters, etc? How will you use them?

<p><b>Assessment of Learning Target(s)</b> How will students demonstrate proficiency based on the lesson's learning targets? <b>NOTE: Every lesson does not require both formative and summative assessments. However, every lesson should have multiple formative assessment measures.</b></p>	<p><b>Formative:</b> What measures will you use DURING your instruction to assess students' progress toward mastery?</p> <p><b>Summative:</b> How will you evaluate student learning at the conclusion of your learning segment?</p>	<p><b>Inclusive Practices to Support All Learners</b> How will you adapt, modify, or accommodate assessment practices that you use to meet the needs of all your students?</p>
<p><b>Texts, Materials &amp; Resources</b> What resources will you use to facilitate learning experiences? List all the print and digital resources, materials, technology, and equipment that will be used.</p>		
<b>Pedagogical Practices</b>		
<p><b>Opening</b> How will you launch your instruction? What hook will you use to introduce the lesson? Also consider how you will communicate the learning targets to students. How will you access student's prior knowledge and incorporate students' personal and cultural assets? How long will this take? Be sure to include the teacher and student moves. Be sure to include how much time will be spent on this part of the lesson.</p>	<p><b>Time:</b></p>	<p><b>Inclusive Practices to Support All Learners</b> How will you adapt, modify, or accommodate instructional and assessment practices that you use to meet the needs of all your students?</p>
	<p><b>Time</b></p>	<p><b>Inclusive Practices to Support All Learners</b></p>

<p><b>Instructional Strategies</b></p> <p>How will you engage students with the academic content? How will you teach the big ideas? How will you incorporate multiple representations? What higher order questions will you ask to deepen student learning and extend students' thinking? How long will each phase of the lesson take? Be sure to include the teacher and student moves. Be sure to break down the activities into how much time each will take.</p>		<p>How will you adapt, modify, or accommodate instructional and assessment practices that you use to meet the needs of all your students?</p>
<p><b>Closing</b></p> <p>How will you check for understanding to inform next steps? How will you review the learning targets and big ideas of the lesson? What do you want students to carry with them after this lesson? How will it connect to the next lesson? Be sure to include the teacher and student moves. Be sure to include how much time will be spent on this part of the lesson.</p>	<p><b>Time:</b></p>	<p><b>Inclusive Practices to Support All Learners</b></p> <p>How will you adapt, modify, or accommodate instructional and assessment practices that you use to meet the needs of all your students?</p>

**Reflection (This should be a minimum of 2-3 paragraphs.)**

In the space provided here, reflect on the decisions you made in your lesson plan. How do you think the activity you chose for the opening will hook students and get them thinking from the start of the lesson? How did you decide which instructional strategies to incorporate into the heart of the lesson? How do you think these will support students' learning of the content? How do you think these activities will help build community in your classroom? How did you decide your assessment measures? How will these provide you with information on students' level of understanding or misconceptions? How did you decide what you would do for your closing? How will this summarize the learning that occurred in the lesson?

## Aspiring Teacher Rubric

The *NIET Aspiring Teacher Rubric* provides a streamlined set of performance indicators to be used with teacher candidates to define effective instruction. These 12 indicators, which are based on and aligned to NIET’s research-based *Teaching Standards Rubric*, describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom. The descriptions within *NIET’s Aspiring Teacher Rubric* create common language for observation, feedback, and support as well as foster collaboration between an aspiring teacher and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

Each indicator, listed below, includes a list of bulleted descriptors and a rubric defining performance at five different levels. Aspiring teachers can earn a score of 1, 2, 3, 4, or 5 for each of the 12 indicators.

- |                                     |                                  |   |
|-------------------------------------|----------------------------------|---|
| 1. Instructional Plans              | 6. Questioning                   | 11. Engaging Students and Managing Behavior |
| 2. Assessment                       | 7. Academic Feedback             | 12. Professionalism and Ethical Behavior    |
| 3. Standards and Objectives         | 8. Teacher Knowledge of Students |   |
| 4. Presenting Instructional Content | 9. Thinking and Problem-Solving  |   |
| 5. Activities and Materials         | 10. Environment                  |   |

The indicators, taken separately, provide an aspiring teacher with a progressive view of what each indicator looks like from “improvement needed” to “proficient” to “exemplary.” Taken as a whole, the rubric provides concrete and holistic feedback about strengths and weaknesses on the path to becoming a teacher.

Each rubric indicator includes a notation for how it is aligned to the NIET Teaching Standards Rubric. The final page provides an overview for how the *NIET Aspiring Teacher Rubric* indicators align to both the *NIET Teaching Standards* and *InTASC Standards*.



# 1. INSTRUCTIONAL PLANS

Aligned NIET Teaching Standards Rubric Indicators: Instructional Plans, Teacher Content Knowledge, Lesson Structure and Pacing, Student Work

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>The instructional plan includes:</p> <ul style="list-style-type: none"> <li>goals that are <b>all</b> measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>activities, materials, and assessments, as well as resulting student work, that meet <b>all</b> of the characteristics below: <ul style="list-style-type: none"> <li>aligned to state standards.</li> <li>sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> </ul> <p>The instructional plan indicates <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>evidence that plan is appropriate for the age, knowledge, and interests of all learners;</li> <li>evidence that the plan provides opportunities to accommodate all individual student needs; and</li> <li>a coherent lesson structure with a beginning, middle, end, and extended time for reflection.</li> </ul>	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> <li>goals that are <b>nearly all</b> measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>activities, materials, and assessments, as well as resulting student work, that meet <b>nearly all</b> of the characteristics below: <ul style="list-style-type: none"> <li>aligned to state standards.</li> <li>sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> </ul> <p>The instructional plan indicates <b>nearly all</b> of the following:</p> <ul style="list-style-type: none"> <li>evidence that plan is appropriate for the age, knowledge, and interests of all learners;</li> <li>evidence that the plan provides opportunities to accommodate all individual student needs; and</li> <li>a coherent lesson structure with a beginning, middle, end, and time for reflection.</li> </ul>	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> <li>goals that are <b>mostly</b> measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>activities, materials, and assessments, as well as resulting student work, that meet <b>most</b> of the characteristics below: <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> </ul> <p>The instructional plan indicates <b>most</b> of the following:</p> <ul style="list-style-type: none"> <li>evidence that plan is appropriate for the age, knowledge, and interests of most learners;</li> <li>evidence that the plan provides opportunities to accommodate all individual student needs; and</li> <li>a coherent lesson structure with a beginning, middle, and end.</li> </ul>	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> <li>goals that are <b>sometimes</b> measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>activities, materials, and assessments, as well as resulting student work, that meet <b>some</b> of the characteristics below: <ul style="list-style-type: none"> <li>aligned to state standards.</li> <li>sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> </ul> <p>The instructional plan indicates <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>evidence that plan is appropriate for the age, knowledge, and interests of most learners;</li> <li>evidence that the plan provides opportunities to accommodate all individual student needs; and</li> <li>a coherent lesson structure but may be missing closure or introductory elements.</li> </ul>	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> <li>goals that are <b>rarely</b> measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>activities, materials, and assessments, as well as resulting student work, meet <b>few or none</b> of the characteristics below: <ul style="list-style-type: none"> <li>aligned to state standards.</li> <li>sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> </ul> <p>The instructional plan indicates <b>few or none</b> of the following:</p> <ul style="list-style-type: none"> <li>evidence that plan is appropriate for the age, knowledge, and interests of most learners;</li> <li>evidence that the plan provides opportunities to accommodate all individual student needs; and</li> <li>a coherent lesson structure.</li> </ul>

## 2. ASSESSMENT

*Aligned NIET Teaching Standards Rubric Indicators: Assessment, Teacher Content Knowledge*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>Assessment plans:</p> <ul style="list-style-type: none"> <li>are clearly aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>always inform instructional decisions.</li> <li>have clear measurement criteria and include opportunities for students to monitor their own progress and to provide their peers with feedback.</li> <li>always include intentional use of both formal and informal methods of measuring student progress.</li> <li>designs are always informed by student baseline data.</li> <li>measure student performance through both formative and summative types and in more than two ways (e.g., daily student work or responses, exit tickets, project, experiment, presentation, essay, short answer, or multiple-choice test).</li> <li>provide frequent opportunities for students to track their own progress and set individual goals.</li> </ul>	<p>Assessment plans:</p> <ul style="list-style-type: none"> <li>are clearly aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>frequently inform instructional decisions.</li> <li>have clear measurement criteria and include opportunities for students to monitor their own progress.</li> <li>include intentional use of both formal and informal methods of measuring student progress.</li> <li>designs are frequently informed by student baseline data.</li> <li>measure student performance through both formative and summative types and in more than one way (e.g., daily student work or responses, exit tickets, project, experiment, presentation, essay, short answer, or multiple-choice test).</li> <li>provide some opportunities for students to track their own progress and set individual goals.</li> </ul>	<p>Assessment plans:</p> <ul style="list-style-type: none"> <li>are aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>mostly inform instructional decisions.</li> <li>have clear measurement criteria.</li> <li>include both formal and informal methods of measuring student progress.</li> <li>designs are sometimes informed by student baseline data.</li> <li>measure student performance through both formative and summative types (e.g., daily student work or responses, exit tickets, project, experiment, presentation, essay, short answer, or multiple-choice test).</li> </ul>	<p>Assessment plans:</p> <ul style="list-style-type: none"> <li>are partially aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>begin to inform instructional decisions.</li> <li>sometimes include formal and/or informal methods of measuring student progress.</li> </ul>	<p>Assessment plans:</p> <ul style="list-style-type: none"> <li>are not aligned with lesson objectives and state content standards or sourced from adopted site curriculum, when available, or other high-quality curriculum options.</li> <li>do not inform instructional decisions.</li> <li>do not include formal or informal methods of measuring student progress.</li> </ul>

### 3. STANDARDS AND OBJECTIVES

*Aligned NIET Teaching Standards Rubric Indicators: Standards and Objectives, Teacher Content Knowledge, Assessment, Student Work, Expectations*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p><i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i></p>	<p><i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i></p>	<p><i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i></p>	<p><i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i></p>	<p><i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i></p>
<ul style="list-style-type: none"> <li>• All learning objectives and state content standards are explicitly communicated, referenced, discussed, and displayed throughout the lesson.</li> <li>• Sub-objectives are aligned and logically sequenced to the lesson’s major objective.</li> <li>• Learning objectives are:               <ul style="list-style-type: none"> <li>○ consistently connected to what students have previously learned and know from life experiences, and</li> <li>○ integrated with other disciplines.</li> </ul> </li> <li>• Expectations and measurement criteria for student performance are clear, demanding, and high.</li> <li>• Student work and formative assessments are always aligned to the lesson’s objective and include descriptions of how assessment results will inform future instruction.</li> <li>• There is evidence that all students demonstrate mastery of the objective in more than one way.</li> </ul>	<ul style="list-style-type: none"> <li>• All learning objectives and state content standards are communicated, referenced, discussed, and displayed throughout the lesson.</li> <li>• Sub-objectives are aligned to the lesson’s major objective.</li> <li>• All learning objectives are connected to what students have previously learned.</li> <li>• All expectations and measurement criteria for student performance are clear.</li> <li>• All student work and formative assessments are aligned to the lesson’s objective.</li> <li>• There is evidence that most students demonstrate mastery of the objective in more than one way.</li> </ul>	<ul style="list-style-type: none"> <li>• Most learning objectives and state content standards are communicated, referenced, discussed, and displayed throughout the lesson.</li> <li>• Sub-objectives are mostly aligned to the lesson’s major objective.</li> <li>• Most learning objectives are connected to what students have previously learned.</li> <li>• Most expectations and measurement criteria for student performance are clear.</li> <li>• Most student work and formative assessments are aligned to the lesson’s objective.</li> <li>• There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Some learning objectives and state content standards are communicated, referenced, discussed, and displayed throughout the lesson.</li> <li>• Sub-objectives are inconsistently aligned to the lesson’s major objective.</li> <li>• Some learning objectives are connected to what students have previously learned.</li> <li>• Some expectations for student performance are clear.</li> <li>• Student work and formative assessments are sometimes aligned to the lesson’s objective.</li> <li>• There is evidence that some of the students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives and state content standards are not communicated, referenced, discussed, or displayed.</li> <li>• Sub-objectives are rarely aligned to the lesson’s major objective.</li> <li>• Learning objectives are not connected to what students have previously learned.</li> <li>• Expectations for student performance are not clear.</li> <li>• Student work and formative assessments are not aligned to the lesson’s objective.</li> <li>• There is a lack of evidence that students demonstrate mastery of the objective.</li> </ul>

## 4. PRESENTING INSTRUCTIONAL CONTENT

*Aligned NIET Teaching Standards Rubric Indicators: Presenting Instructional Content, Teacher Content Knowledge*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>Presentation of content <b>always includes:</b></p> <ul style="list-style-type: none"> <li>• evidence of extensive teacher content knowledge, aligned to high-quality curricula;</li> <li>• subject-specific instructional strategies;</li> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>• modeling by the aspiring teacher to demonstrate his or her performance expectations;</li> <li>• concise communication with essential information;</li> <li>• no irrelevant, confusing, or nonessential information;</li> <li>• logical sequencing and segmenting; and</li> <li>• limited content taught in sufficient depth to allow for the development of understanding.</li> </ul>	<p>Presentation of content <b>nearly always includes:</b></p> <ul style="list-style-type: none"> <li>• evidence of accurate teacher content knowledge, aligned to high-quality curricula;</li> <li>• subject specific instructional strategies;</li> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>• modeling by the aspiring teacher to demonstrate his or her performance expectations;</li> <li>• concise communication with essential information;</li> <li>• no irrelevant, confusing, or nonessential information;</li> <li>• logical sequencing and segmenting; and</li> <li>• limited content taught in sufficient depth to allow for the development of understanding.</li> </ul>	<p>Presentation of content <b>regularly includes:</b></p> <ul style="list-style-type: none"> <li>• evidence of accurate teacher content knowledge, aligned to high-quality curricula;</li> <li>• subject-specific instructional strategies;</li> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>• modeling by the aspiring teacher to demonstrate his or her performance expectations;</li> <li>• concise communication with essential information;</li> <li>• no irrelevant, confusing, or nonessential information; and</li> <li>• logical sequencing and segmenting.</li> </ul>	<p>Presentation of content <b>sometimes includes:</b></p> <ul style="list-style-type: none"> <li>• evidence of teacher content knowledge, aligned to high-quality curricula;</li> <li>• subject-specific instructional strategies;</li> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>• modeling by the aspiring teacher to demonstrate his or her performance expectations;</li> <li>• concise communication with essential information;</li> <li>• no irrelevant, confusing, or non-essential information; and</li> <li>• logical sequencing and segmenting.</li> </ul>	<p>Presentation of content <b>rarely includes:</b></p> <ul style="list-style-type: none"> <li>• evidence of teacher content knowledge, aligned to high-quality curricula;</li> <li>• subject-specific instructional strategies;</li> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>• modeling by the aspiring teacher to demonstrate his or her performance expectations;</li> <li>• concise communication with essential information;</li> <li>• no irrelevant, confusing, or non-essential information; and</li> <li>• logical sequencing and segmenting.</li> </ul>

## 5. ACTIVITIES AND MATERIALS

*Aligned NIET Teaching Standards Rubric Indicators: Activities and Materials, Grouping, Motivating Students*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>Activities and materials include <b>all of the following</b>:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate supplementary resources, where appropriate, to support individual and whole group understanding (e.g., manipulatives, materials from external sources, such as museums/cultural centers, etc.).</li> </ul> <p>In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p> <p>When participating in groups, all students:</p> <ul style="list-style-type: none"> <li>• know their roles and responsibilities and group work expectations.</li> <li>• are held accountable for group work and individual work.</li> </ul>	<p>Activities and materials include <b>nearly all of the following</b>:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate supplementary resources, where appropriate, to support individual and whole group understanding (e.g., manipulatives, materials from external sources, such as museums/cultural centers, etc.).</li> </ul> <p>When participating in groups, nearly all students:</p> <ul style="list-style-type: none"> <li>• know their roles and responsibilities and group work expectations.</li> <li>• are held accountable for group work and individual work.</li> </ul>	<p>Activities and materials include <b>most of the following</b>:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate supplementary resources, where appropriate, to support individual and whole group understanding (e.g., manipulatives, materials from external sources, such as museums/cultural centers, etc.).</li> </ul> <p>When participating in groups, most students:</p> <ul style="list-style-type: none"> <li>• know their roles and responsibilities and group work expectations.</li> <li>• are held accountable for group work and individual work.</li> </ul>	<p>Activities and materials include <b>some of the following</b>:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate supplementary resources, where appropriate, to support individual and whole group understanding (e.g., manipulatives, materials from external sources, such as museums/cultural centers, etc.).</li> </ul> <p>When participating in groups, some students:</p> <ul style="list-style-type: none"> <li>• know their roles and responsibilities and group work expectations.</li> <li>• are held accountable for group work and individual work.</li> </ul>	<p>Activities and materials include <b>few of the following</b>:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate supplementary resources, where appropriate, to support individual and whole group understanding (e.g., manipulatives, materials from external sources, such as museums/cultural centers, etc.).</li> </ul> <p>When participating in groups, students:</p> <ul style="list-style-type: none"> <li>• do not know their roles and responsibilities and group work expectations.</li> <li>• are not held accountable for group work and individual work.</li> </ul>

## 6. QUESTIONING

*Aligned NIET Teaching Standards Rubric Indicator: Questioning*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> <li>• Aspiring teacher questions are always varied, high-quality, and increase rigor and student ownership.</li> <li>• Questions always provide a balanced mix of authentic question types                             <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> </li> <li>• Questions are always purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are always sequenced with attention to the instructional goals.</li> <li>• Questions always require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is always provided.</li> <li>• The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender.</li> <li>• Students generate questions that lead to further inquiry and self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring teacher questions are nearly always varied, high-quality, and increase rigor and student ownership.</li> <li>• Questions nearly always provide a balanced mix of authentic question types:                             <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> </li> <li>• Questions are nearly always purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are frequently sequenced with attention to the instructional goals.</li> <li>• Questions frequently require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is frequently provided.</li> <li>• The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender.</li> <li>• Students sometimes generate questions that lead to further inquiry and self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring teacher questions are regularly varied, high-quality, and increase rigor and student ownership.</li> <li>• Questions regularly provide a balanced mix of authentic question types:                             <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> </li> <li>• Questions are regularly purposeful and coherent.</li> <li>• A moderate frequency of questions is asked.</li> <li>• Questions are mostly sequenced with attention to the instructional goals.</li> <li>• Questions mostly require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is provided.</li> <li>• The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring teacher questions are sometimes varied, high-quality, and increase rigor and student ownership.</li> <li>• Some questions provide a balanced mix of authentic question types:                             <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> </li> <li>• Questions are sometimes purposeful and coherent.</li> <li>• A moderate frequency of questions is asked.</li> <li>• Questions are sometimes sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is sometimes provided.</li> <li>• The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring teacher questions are inconsistent in quality and include few question types that increase rigor and student ownership.</li> <li>• Few questions provide a balanced mix of authentic question types:                             <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> </li> <li>• Questions are random and lack coherence.</li> <li>• A low frequency of questions is asked.</li> <li>• Questions are rarely sequenced with attention to the instructional goals.</li> <li>• Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is inconsistently provided.</li> <li>• The aspiring teacher mostly calls on volunteers and high-ability students.</li> </ul>

## 7. ACADEMIC FEEDBACK

*Aligned NIET Teaching Standards Rubric Indicator: Academic Feedback*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> <li>• Oral and written feedback is always academically focused, frequent, and high-quality.</li> <li>• Feedback is always given during guided practice and homework review.</li> <li>• The aspiring teacher always circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>• Feedback from students is always used to monitor and adjust instruction.</li> <li>• The aspiring teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is nearly always academically focused, frequent, and high-quality.</li> <li>• Feedback is nearly always given during guided practice and homework review.</li> <li>• The aspiring teacher always circulates during instructional activities to support engagement and monitor student work.</li> <li>• Feedback from students is nearly always used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is regularly academically focused, frequent, and high-quality.</li> <li>• Feedback is regularly given during guided practice and homework review.</li> <li>• The aspiring teacher regularly circulates during instructional activities to support engagement and monitor student work.</li> <li>• Feedback from students is regularly used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is sometimes academically focused, frequent, and high-quality.</li> <li>• Feedback is sometimes given during guided practice and homework review.</li> <li>• The aspiring teacher sometimes circulates during instructional activities to support engagement and monitor student work.</li> <li>• Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is rarely academically focused, frequent, or high-quality.</li> <li>• Feedback is rarely given during guided practice and homework review.</li> <li>• The aspiring teacher rarely circulates during instructional activities and/or monitors mostly behavior.</li> <li>• Feedback from students is not used to monitor or adjust instruction.</li> </ul>

## 8. TEACHER KNOWLEDGE OF STUDENTS

*Aligned NIET Teaching Standards Rubric Indicators: Teacher Knowledge of Students, Grouping, Lesson Structure and Pacing*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> <li>• Aspiring teacher’s practices consistently reflect an understanding of diverse student backgrounds and interests and integrate significant cultural connections to support the diverse needs of students.</li> <li>• Aspiring teacher’s practices always display understanding of each student’s anticipated learning difficulties.</li> <li>• Aspiring teacher always provides differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>• The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) and always maximize student understanding and learning efficiency.</li> <li>• Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Aspiring teacher’s practices frequently reflect an understanding of diverse student backgrounds and interests and integrate significant cultural connections to support diverse needs of students.</li> <li>▲ Aspiring teacher’s practices display understanding of all students’ anticipated learning difficulties.</li> <li>▲ Aspiring teacher frequently provides differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>▲ The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) and frequently enhance student understanding and learning efficiency.</li> <li>▲ Pacing is appropriate and frequently provides opportunities for students who progress at different learning rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring teacher’s practices reflect an understanding of diverse student backgrounds and interests and integrate cultural connections to support the needs of students.</li> <li>• Aspiring teacher’s practices display understanding of most students’ anticipated learning difficulties.</li> <li>• Aspiring teacher provides differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>• The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) and adequately enhance student understanding and learning efficiency.</li> <li>• Pacing is appropriate and provides opportunities for students who progress at different learning rates.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Aspiring teacher’s practices sometimes reflect an understanding of diverse student backgrounds and interests and at times integrate cultural connections to support the needs of students.</li> <li>▲ Aspiring teacher’s practices display understanding of few students’ anticipated learning difficulties.</li> <li>▲ Aspiring teacher provides few opportunities for differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught.</li> <li>▲ The instructional grouping arrangements (either whole class, small groups, pairs, or individual; hetero-or homogenous ability) and sometimes enhance student understanding and learning efficiency.</li> <li>▲ Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring teacher’s practices rarely reflect an understanding of diverse student backgrounds and interests and do not integrate cultural connections to support the needs of students.</li> <li>• Aspiring teacher’s practices demonstrate minimal knowledge of students’ anticipated learning difficulties.</li> <li>• Aspiring teacher practices demonstrate little differentiation (modification) of instructional methods or content.</li> <li>• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) and inhibit student understanding and learning efficiency.</li> <li>• Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.</li> </ul>



## 9. THINKING AND PROBLEM-SOLVING

*Aligned NIET Teaching Standards Rubric Indicators: Thinking, Problem-Solving*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>The aspiring teacher <b>thoroughly teaches two or more types of thinking</b>:</p> <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>creative thinking, where students create, design, imagine, and suppose; and</li> <li>research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The aspiring teacher <b>facilitates student-led problem-solving</b> and provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives;</li> <li>analyze problems from multiple perspectives and viewpoints;</li> <li>monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why; and</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing.</li> </ul>	<p>The aspiring teacher teaches <b>two or more types of thinking</b>:</p> <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>creative thinking, where students create, design, imagine, and suppose; and</li> <li>research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The aspiring teacher <b>regularly and thoroughly models problem-solving</b> and provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives;</li> <li>analyze problems from multiple perspectives and viewpoints; and</li> <li>draw conclusions and support them through writing.</li> </ul>	<p>The aspiring teacher teaches at least <b>one type of thinking</b>:</p> <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>creative thinking, where students create, design, imagine, and suppose; and</li> <li>research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The aspiring teacher <b>regularly models problem-solving</b> and provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives;</li> <li>analyze problems from multiple perspectives and viewpoints; and</li> <li>draw conclusions and support them through writing.</li> </ul>	<p>The aspiring teacher <b>attempts to teach one of the following types of thinking</b>:</p> <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information.</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios.</li> <li>creative thinking, where students create, design, imagine, and suppose.</li> <li>research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The aspiring teacher <b>sometimes models problem-solving</b> and provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives;</li> <li>analyze problems from multiple perspectives and viewpoints; and</li> <li>draw conclusions and support them through writing.</li> </ul>	<p>The aspiring teacher implements <b>no learning experiences that teach any type of thinking</b>.</p> <p>The aspiring teacher provides <b>no opportunities</b> where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives;</li> <li>analyze problems from multiple perspectives and viewpoints; or</li> <li>draw conclusions and support them through writing.</li> </ul>

# 10. ENVIRONMENT

Aligned NIET Teaching Standards Rubric Indicators: Environment, Expectations, Respectful Culture

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>The aspiring teacher:</p> <ul style="list-style-type: none"> <li>creates opportunities where students both learn from their mistakes and can describe their thinking on what they learned.</li> <li>consistently demonstrates caring and respect for students in interactions and celebrates and acknowledges all students' background and culture.</li> <li>prompts students to take initiative to meet or exceed teacher expectations.</li> <li>optimizes instructional time to ensure each student meets their learning goals.</li> <li>fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another.</li> <li>is always receptive to and seeks to learn about the interests and opinions of students.</li> </ul> <p>The learning environment:</p> <ul style="list-style-type: none"> <li>welcomes all students and guests and provides a safe space for all students to take risks and interact with peers.</li> <li>is clearly organized and designed for and with students to promote learning for all.</li> <li>has supplies, equipment and resources easily and readily accessible to provide equitable opportunities for all students.</li> </ul>	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> <li>creates opportunities where students learn from their mistakes.</li> <li>demonstrates caring and respect for students in interactions and celebrates and acknowledges students' background and culture.</li> <li>prompts students to take initiative to meet teacher expectations.</li> <li>is always receptive to and seeks to learn about the interests and opinions of students.</li> </ul> <p>The learning environment:</p> <ul style="list-style-type: none"> <li>welcomes all students and guests and provides a safe space for all students to interact with peers.</li> <li>is organized to promote learning for all students.</li> <li>has supplies, equipment, and resources accessible to provide equitable opportunities for students.</li> <li>displays current student work that promotes a positive classroom environment.</li> <li>is arranged to promote individual and group learning</li> </ul>	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> <li>encourages students to learn from mistakes.</li> <li>interacts with students in a generally positive manner and reflects awareness and consideration of all students' background and culture.</li> <li>is regularly receptive to the interests and opinions of students.</li> </ul> <p>The learning environment:</p> <ul style="list-style-type: none"> <li>welcomes all students and guests.</li> <li>is organized to promote learning for all students.</li> <li>has supplies, equipment, and resources accessible to provide equitable opportunities for students.</li> <li>displays current student work.</li> <li>is arranged to promote individual and group learning.</li> </ul>	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> <li>encourages students to learn from their mistakes.</li> <li>interacts with students in a generally positive manner.</li> <li>is sometimes receptive to interests and opinions of students.</li> </ul> <p>The learning environment:</p> <ul style="list-style-type: none"> <li>welcomes some students and guests.</li> <li>is organized to promote learning for some students.</li> <li>sometimes has supplies, equipment, and resources accessible.</li> <li>displays student work that is not updated regularly.</li> <li>is sometimes arranged to promote individual and group learning.</li> </ul>	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> <li>does not create learning opportunities where students can experience success.</li> <li>does not establish a safe and positive classroom culture for students.</li> <li>is not receptive to the interests of students.</li> </ul> <p>The learning environment:</p> <ul style="list-style-type: none"> <li>is somewhat uninviting.</li> <li>is not organized to promote student learning.</li> <li>supplies, equipment, and resources are difficult to access.</li> <li>does not display student work.</li> <li>is not arranged to promote group learning.</li> </ul>

## 10. ENVIRONMENT

*Aligned NIET Teaching Standards Rubric Indicators: Environment, Expectations, Respectful Culture*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> <li>• displays current student work that promotes a positive and inclusive classroom environment.</li> <li>• is arranged to maximize individual and group learning and to reinforce a positive classroom culture.</li> </ul>				

# 11. ENGAGING STUDENTS AND MANAGING BEHAVIOR

Aligned NIET Teaching Standards Rubric Indicators: Engaging Students and Managing Behavior, Lesson Structure and Pacing

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Evidence Moving Toward Student-Centered Learning – Split Emphasis between Teacher Facilitation and Direction</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>No Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> <li>Students are consistently engaged in behaviors that optimize learning and increase time on task.</li> <li>The aspiring teacher and students establish collective expectations for learning and behavior.</li> <li>The aspiring teacher consistently uses and students reinforce several techniques (e.g., rewards, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment.</li> <li>Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.</li> <li>The aspiring teacher addresses individual students who have caused disruptions rather than the entire class.</li> <li>The teacher quickly attends to disruptions with minimal interruption to learning.</li> <li>Routines for distributing materials and transitions are seamless and efficient and no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Students are regularly engaged in behaviors that optimize learning and increase time on task.</li> <li>The aspiring teacher and students establish collective expectations for learning and behavior.</li> <li>The aspiring teacher consistently uses a variety of techniques (e.g., rewards, contingent activities, consequences, etc.) to maintain student engagement and promote a positive classroom environment.</li> <li>The aspiring teacher frequently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.</li> <li>The aspiring teacher generally addresses individual students who have caused disruptions rather than the entire class.</li> <li>The aspiring teacher quickly attends to disruptions.</li> <li>Routines for distributing materials and transitions are seamless and efficient and no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Students are regularly engaged in behaviors that optimize learning and increase time on task.</li> <li>Aspiring teacher establishes rules for learning and behavior.</li> <li>The aspiring teacher uses a variety of techniques (e.g., rewards, contingent activities, consequences, etc.) to maintain student engagement and promote a positive classroom environment.</li> <li>The aspiring teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.</li> <li>The aspiring teacher addresses individual students who have caused disruptions and sometimes addresses the entire class.</li> <li>Routines for distributing materials are efficient and little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Students are often engaged in behavior that interrupts learning or minimizes time on task</li> <li>Aspiring teacher establishes some rules for learning and behavior.</li> <li>The aspiring teacher uses some techniques to maintain student engagement.</li> <li>The aspiring teacher sometimes recognizes and motivates positive behaviors and but still allows inconsequential behavior to interrupt the lesson.</li> <li>The aspiring teacher sometimes addresses students who have caused disruptions but frequently addresses the entire class.</li> <li>Routines for distributing materials are inconsistent and some instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Students are often engaged in behavior that interrupts learning or minimizes time on task.</li> <li>Aspiring teacher establishes few rules for learning and behavior.</li> <li>The aspiring teacher uses few techniques to maintain student engagement.</li> <li>The aspiring teacher rarely and/or inconsistently addresses behavior that interrupts learning.</li> <li>The aspiring teacher over-addresses inconsequential behavior.</li> <li>Routines for distributing materials are inefficient and considerable time is lost during transitions.</li> </ul>

## 12. PROFESSIONALISM AND ETHICAL BEHAVIOR

*Aligned NIET Teaching Standards Rubric Indicator: Professionalism*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p>The aspiring teacher <b>always</b>:</p> <ul style="list-style-type: none"> <li>builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success for all students.</li> <li>prepares for and participates in professional collaboration with colleagues to enhance student learning.</li> <li>contributes to the knowledge and skills of colleagues.</li> <li>seeks out new learning and attempts to implement new applicable learning in the classroom.</li> <li>makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection.</li> <li>offers specific, appropriate actions to improve his/her teaching.</li> </ul> <p>The aspiring teacher consistently integrates culturally inclusive instruction that honors the unique stories, accomplishments, and struggles of all people.</p> <p>The aspiring teacher consistently seeks to unpack individual bias to understand and address social barriers that lead to disparities in student success.</p> <p>The aspiring teacher always actively and intentionally mitigates effects of negative cultural stereotypes.</p> <p>The aspiring teacher always demonstrates understanding of the</p>	<p>The aspiring teacher <b>nearly always</b>:</p> <ul style="list-style-type: none"> <li>builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success.</li> <li>prepares for and participates in professional collaboration with colleagues to enhance student learning.</li> <li>contributes to the knowledge and skills of colleagues.</li> <li>seeks out new learning and attempts to implement new applicable learning in the classroom.</li> <li>makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection.</li> <li>offers specific, appropriate actions to improve his/her teaching.</li> </ul> <p>The aspiring teacher nearly always integrates culturally inclusive instruction that honors the unique stories, accomplishments, and struggles of all people.</p> <p>The aspiring teacher nearly always seeks to unpack individual bias to understand and address social barriers that lead to disparities in student success.</p> <p>The aspiring teacher nearly always actively and intentionally mitigates effects of negative cultural stereotypes.</p>	<p>The aspiring teacher <b>regularly</b>:</p> <ul style="list-style-type: none"> <li>builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success.</li> <li>prepares for and participates in professional collaboration with colleagues to enhance student learning.</li> <li>seeks out new learning and attempts to implement new applicable learning in the classroom.</li> <li>makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection.</li> <li>offers specific, appropriate actions to improve his/her teaching.</li> </ul> <p>The aspiring teacher regularly integrates culturally inclusive instruction that honors the unique stories, accomplishments, and struggles of all people.</p> <p>The aspiring teacher regularly seeks to unpack individual bias to understand and address social barriers that lead to disparities in student success.</p> <p>The aspiring teacher regularly actively and intentionally mitigates effects of negative cultural stereotypes.</p> <p>The aspiring teacher mostly demonstrates understanding of the expectations of the profession,</p>	<p>The aspiring teacher <b>sometimes</b>:</p> <ul style="list-style-type: none"> <li>builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success.</li> <li>prepares for and participates in professional collaboration with colleagues to enhance student learning.</li> <li>seeks out new learning and attempts to implement new applicable learning in the classroom.</li> <li>makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection.</li> <li>offers specific, appropriate actions to improve his/ her teaching.</li> </ul> <p>The aspiring teacher sometimes integrates culturally inclusive instruction that honors the unique stories, accomplishments, and struggles of all people.</p> <p>The aspiring teacher sometimes seeks to unpack individual bias to understand and address social barriers that lead to disparities in student success.</p> <p>The aspiring teacher sometimes actively and intentionally mitigates effects of negative cultural stereotypes.</p> <p>The aspiring teacher sometimes demonstrates understanding of the expectations of the profession,</p>	<p>The aspiring teacher <b>rarely</b>:</p> <ul style="list-style-type: none"> <li>builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success.</li> <li>prepares for and participates in professional collaboration with colleagues to enhance student learning.</li> <li>seeks out new learning and attempts to implement new applicable learning in the classroom.</li> <li>makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection.</li> <li>offers specific, appropriate actions to improve his/her teaching.</li> </ul> <p>The aspiring teacher rarely integrates culturally inclusive instruction that honors the unique stories, accomplishments, and struggles of all people.</p> <p>The aspiring teacher does not seek to unpack individual bias to understand and address social barriers that lead to disparities in student success.</p> <p>The aspiring teacher does not actively and intentionally mitigate effects of negative cultural stereotypes.</p> <p>The aspiring teacher does not demonstrate understanding of the expectations of the profession,</p>

## 12. PROFESSIONALISM AND ETHICAL BEHAVIOR

*Aligned NIET Teaching Standards Rubric Indicator: Professionalism*

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p>expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>The aspiring teacher always accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.</p>	<p>The aspiring teacher nearly always demonstrates understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>The aspiring teacher nearly always accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.</p>	<p>including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>The aspiring teacher mostly accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.</p>	<p>including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>The aspiring teacher sometimes accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.</p>	<p>including codes of ethics, professional standards of practice, and relevant law and policy.</p> <p>The aspiring teacher does not accept responsibility and/or assist peers in contributing to a safe and orderly school environment.</p>

## NIET Aspiring Teacher Rubric Comparison Summary

This table below provides a summary for how the NIET Aspiring Teacher Rubric indicators relate to the NIET Teaching Standards indicators and InTASC Standards.

NIET Aspiring Teacher Rubric Indicators	NIET Teaching Standards Indicators	InTASC Standards
<b>Instructional Plans</b>	<ul style="list-style-type: none"> <li>• Instructional Plans</li> <li>• Lesson Structure and Pacing</li> <li>• Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #4: Content Knowledge</li> <li>• Standard #7: Planning for Instruction</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #4: Content Knowledge</li> <li>• Standard #6: Assessment</li> </ul>
<b>Standards and Objectives</b>	<ul style="list-style-type: none"> <li>• Standards and Objectives</li> <li>• Assessment</li> <li>• Student Work</li> <li>• Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #1: Learner Development</li> <li>• Standard #4: Content Knowledge</li> <li>• Standard #8: Instructional Strategies</li> </ul>
<b>Presenting Instructional Content</b>	<ul style="list-style-type: none"> <li>• Presenting Instructional Content</li> <li>• Teacher Content Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #4: Content Knowledge</li> <li>• Standard #5: Application of Content</li> <li>• Standard #8: Instructional Strategies</li> </ul>
<b>Activities and Materials</b>	<ul style="list-style-type: none"> <li>• Activities and Materials</li> <li>• Grouping Students</li> <li>• Motivating Students</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #5: Application of Content</li> <li>• Standard #8: Instructional Strategies</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #5: Application of Content</li> </ul>
<b>Academic Feedback</b>	<ul style="list-style-type: none"> <li>• Academic Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #5: Application of Content</li> </ul>
<b>Teacher Knowledge of Students</b>	<ul style="list-style-type: none"> <li>• Teacher Knowledge of Students</li> <li>• Grouping Students</li> <li>• Lesson Structure and Pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #1: Learner Development</li> <li>• Standard #2: Learning Differences</li> <li>• Standard #6: Assessment</li> </ul>
<b>Thinking and Problem-Solving</b>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Problem-Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #5: Application of Content</li> <li>• Standard #8: Instructional Strategies</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Expectations</li> <li>• Respectful Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #2: Learning Differences</li> <li>• Standard #3: Learning Environments</li> </ul>
<b>Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>• Engaging Students and Managing Behavior</li> <li>• Lesson Structure and Pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #2: Learning Differences</li> <li>• Standard #3: Learning Environments</li> </ul>
<b>Professionalism and Ethical Behavior</b>	<ul style="list-style-type: none"> <li>• Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Standard #9 Professional Learning and Ethical Practice</li> <li>• Standard #10 Leadership and Collaboration</li> </ul>