

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.

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| 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"> goals that are all measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options. activities, materials, and assessments, as well as resulting student work, that meet all of the characteristics below: <ul style="list-style-type: none"> aligned to state standards. sequenced from basic to complex. build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. <p>The instructional plan indicates all of the following:</p> <ul style="list-style-type: none"> evidence that plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides opportunities to accommodate all individual student needs; and a coherent lesson structure with a beginning, middle, end, and extended time for reflection. 	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> goals that are nearly all measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options. activities, materials, and assessments, as well as resulting student work, that meet nearly all of the characteristics below: <ul style="list-style-type: none"> aligned to state standards. sequenced from basic to complex. build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. <p>The instructional plan indicates nearly all of the following:</p> <ul style="list-style-type: none"> evidence that plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides opportunities to accommodate all individual student needs; and a coherent lesson structure with a beginning, middle, end, and time for reflection. 	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> goals that are mostly measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options. activities, materials, and assessments, as well as resulting student work, that meet most of the characteristics below: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. <p>The instructional plan indicates most of the following:</p> <ul style="list-style-type: none"> evidence that plan is appropriate for the age, knowledge, and interests of most learners; evidence that the plan provides opportunities to accommodate all individual student needs; and a coherent lesson structure with a beginning, middle, and end. 	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> goals that are sometimes measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options. activities, materials, and assessments, as well as resulting student work, that meet some of the characteristics below: <ul style="list-style-type: none"> aligned to state standards. sequenced from basic to complex. build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. <p>The instructional plan indicates some of the following:</p> <ul style="list-style-type: none"> evidence that plan is appropriate for the age, knowledge, and interests of most learners; evidence that the plan provides opportunities to accommodate all individual student needs; and a coherent lesson structure but may be missing closure or introductory elements. 	<p>The instructional plan includes:</p> <ul style="list-style-type: none"> goals that are rarely measurable, explicit, and aligned to state content standards and adopted site curriculum, when available, or other high-quality curriculum options. activities, materials, and assessments, as well as resulting student work, meet few or none of the characteristics below: <ul style="list-style-type: none"> aligned to state standards. sequenced from basic to complex. build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. <p>The instructional plan indicates few or none of the following:</p> <ul style="list-style-type: none"> evidence that plan is appropriate for the age, knowledge, and interests of most learners; evidence that the plan provides opportunities to accommodate all individual student needs; and a coherent lesson structure.

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"> are clearly aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options. always inform instructional decisions. have clear measurement criteria and include opportunities for students to monitor their own progress and to provide their peers with feedback. always include intentional use of both formal and informal methods of measuring student progress. designs are always informed by student baseline data. 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). provide frequent opportunities for students to track their own progress and set individual goals. 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are clearly aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options. frequently inform instructional decisions. have clear measurement criteria and include opportunities for students to monitor their own progress. include intentional use of both formal and informal methods of measuring student progress. designs are frequently informed by student baseline data. 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). provide some opportunities for students to track their own progress and set individual goals. 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options. mostly inform instructional decisions. have clear measurement criteria. include both formal and informal methods of measuring student progress. designs are sometimes informed by student baseline data. 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). 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are partially aligned with lesson objectives and state content standards and sourced from adopted site curriculum, when available, or other high-quality curriculum options. begin to inform instructional decisions. sometimes include formal and/or informal methods of measuring student progress. 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are not aligned with lesson objectives and state content standards or sourced from adopted site curriculum, when available, or other high-quality curriculum options. do not inform instructional decisions. do not include formal or informal methods of measuring student progress.

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"> • All learning objectives and state content standards are explicitly communicated, referenced, discussed, and displayed throughout the lesson. • Sub-objectives are aligned and logically sequenced to the lesson’s major objective. • Learning objectives are: <ul style="list-style-type: none"> ○ consistently connected to what students have previously learned and know from life experiences, and ○ integrated with other disciplines. • Expectations and measurement criteria for student performance are clear, demanding, and high. • Student work and formative assessments are always aligned to the lesson’s objective and include descriptions of how assessment results will inform future instruction. • There is evidence that all students demonstrate mastery of the objective in more than one way. 	<ul style="list-style-type: none"> • All learning objectives and state content standards are communicated, referenced, discussed, and displayed throughout the lesson. • Sub-objectives are aligned to the lesson’s major objective. • All learning objectives are connected to what students have previously learned. • All expectations and measurement criteria for student performance are clear. • All student work and formative assessments are aligned to the lesson’s objective. • There is evidence that most students demonstrate mastery of the objective in more than one way. 	<ul style="list-style-type: none"> • Most learning objectives and state content standards are communicated, referenced, discussed, and displayed throughout the lesson. • Sub-objectives are mostly aligned to the lesson’s major objective. • Most learning objectives are connected to what students have previously learned. • Most expectations and measurement criteria for student performance are clear. • Most student work and formative assessments are aligned to the lesson’s objective. • There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Some learning objectives and state content standards are communicated, referenced, discussed, and displayed throughout the lesson. • Sub-objectives are inconsistently aligned to the lesson’s major objective. • Some learning objectives are connected to what students have previously learned. • Some expectations for student performance are clear. • Student work and formative assessments are sometimes aligned to the lesson’s objective. • There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Learning objectives and state content standards are not communicated, referenced, discussed, or displayed. • Sub-objectives are rarely aligned to the lesson’s major objective. • Learning objectives are not connected to what students have previously learned. • Expectations for student performance are not clear. • Student work and formative assessments are not aligned to the lesson’s objective. • There is a lack of evidence that students demonstrate mastery of the objective.

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 always includes:</p> <ul style="list-style-type: none"> evidence of extensive teacher content knowledge, aligned to high-quality curricula; subject-specific instructional strategies; visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the aspiring teacher to demonstrate his or her performance expectations; concise communication with essential information; no irrelevant, confusing, or nonessential information; logical sequencing and segmenting; and limited content taught in sufficient depth to allow for the development of understanding. 	<p>Presentation of content nearly always includes:</p> <ul style="list-style-type: none"> evidence of accurate teacher content knowledge, aligned to high-quality curricula; subject specific instructional strategies; visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the aspiring teacher to demonstrate his or her performance expectations; concise communication with essential information; no irrelevant, confusing, or nonessential information; logical sequencing and segmenting; and limited content taught in sufficient depth to allow for the development of understanding. 	<p>Presentation of content regularly includes:</p> <ul style="list-style-type: none"> evidence of accurate teacher content knowledge, aligned to high-quality curricula; subject-specific instructional strategies; visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the aspiring teacher to demonstrate his or her performance expectations; concise communication with essential information; no irrelevant, confusing, or nonessential information; and logical sequencing and segmenting. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> evidence of teacher content knowledge, aligned to high-quality curricula; subject-specific instructional strategies; visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the aspiring teacher to demonstrate his or her performance expectations; concise communication with essential information; no irrelevant, confusing, or non-essential information; and logical sequencing and segmenting. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> evidence of teacher content knowledge, aligned to high-quality curricula; subject-specific instructional strategies; visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the aspiring teacher to demonstrate his or her performance expectations; concise communication with essential information; no irrelevant, confusing, or non-essential information; and logical sequencing and segmenting.

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 all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • 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.). <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"> • know their roles and responsibilities and group work expectations. • are held accountable for group work and individual work. 	<p>Activities and materials include nearly all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • 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.). <p>When participating in groups, nearly all students:</p> <ul style="list-style-type: none"> • know their roles and responsibilities and group work expectations. • are held accountable for group work and individual work. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • 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.). <p>When participating in groups, most students:</p> <ul style="list-style-type: none"> • know their roles and responsibilities and group work expectations. • are held accountable for group work and individual work. 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • 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.). <p>When participating in groups, some students:</p> <ul style="list-style-type: none"> • know their roles and responsibilities and group work expectations. • are held accountable for group work and individual work. 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • 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.). <p>When participating in groups, students:</p> <ul style="list-style-type: none"> • do not know their roles and responsibilities and group work expectations. • are not held accountable for group work and individual work.

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"> • Aspiring teacher questions are always varied, high-quality, and increase rigor and student ownership. • Questions always provide a balanced mix of authentic question types <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are always purposeful and coherent. • A high frequency of questions is asked. • Questions are always sequenced with attention to the instructional goals. • Questions always require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is always provided. • The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender. • Students generate questions that lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> • Aspiring teacher questions are nearly always varied, high-quality, and increase rigor and student ownership. • Questions nearly always provide a balanced mix of authentic question types: <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are nearly always purposeful and coherent. • A high frequency of questions is asked. • Questions are frequently sequenced with attention to the instructional goals. • Questions frequently require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is frequently provided. • The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender. • Students sometimes generate questions that lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> • Aspiring teacher questions are regularly varied, high-quality, and increase rigor and student ownership. • Questions regularly provide a balanced mix of authentic question types: <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are regularly purposeful and coherent. • A moderate frequency of questions is asked. • Questions are mostly sequenced with attention to the instructional goals. • Questions mostly require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is provided. • The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender. 	<ul style="list-style-type: none"> • Aspiring teacher questions are sometimes varied, high-quality, and increase rigor and student ownership. • Some questions provide a balanced mix of authentic question types: <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are sometimes purposeful and coherent. • A moderate frequency of questions is asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The aspiring teacher calls on volunteers and nonvolunteers and a balance of students based on ability, ethnicity, and gender. 	<ul style="list-style-type: none"> • Aspiring teacher questions are inconsistent in quality and include few question types that increase rigor and student ownership. • Few questions provide a balanced mix of authentic question types: <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The aspiring teacher mostly calls on volunteers and high-ability students.

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"> • Oral and written feedback is always academically focused, frequent, and high-quality. • Feedback is always given during guided practice and homework review. • The aspiring teacher always circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. • Feedback from students is always used to monitor and adjust instruction. • The aspiring teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is nearly always academically focused, frequent, and high-quality. • Feedback is nearly always given during guided practice and homework review. • The aspiring teacher always circulates during instructional activities to support engagement and monitor student work. • Feedback from students is nearly always used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • Oral and written feedback is regularly academically focused, frequent, and high-quality. • Feedback is regularly given during guided practice and homework review. • The aspiring teacher regularly circulates during instructional activities to support engagement and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused, frequent, and high-quality. • Feedback is sometimes given during guided practice and homework review. • The aspiring teacher sometimes circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • Oral and written feedback is rarely academically focused, frequent, or high-quality. • Feedback is rarely given during guided practice and homework review. • The aspiring teacher rarely circulates during instructional activities and/or monitors mostly behavior. • Feedback from students is not used to monitor or adjust instruction.

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"> • 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. • Aspiring teacher’s practices always display understanding of each student’s anticipated learning difficulties. • Aspiring teacher always provides differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught. • 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. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. 	<ul style="list-style-type: none"> • 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. • Aspiring teacher’s practices display understanding of all students’ anticipated learning difficulties. • Aspiring teacher frequently provides differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught. • 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. • Pacing is appropriate and frequently provides opportunities for students who progress at different learning rates. 	<ul style="list-style-type: none"> • Aspiring teacher’s practices reflect an understanding of diverse student backgrounds and interests and integrate cultural connections to support the needs of students. • Aspiring teacher’s practices display understanding of most students’ anticipated learning difficulties. • Aspiring teacher provides differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught. • 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. • Pacing is appropriate and provides opportunities for students who progress at different learning rates. 	<ul style="list-style-type: none"> • 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. • Aspiring teacher’s practices display understanding of few students’ anticipated learning difficulties. • Aspiring teacher provides few opportunities for differentiated (modified) instructional methods and content to ensure children have the opportunity to master what is being taught. • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; hetero-or homogenous ability) and sometimes enhance student understanding and learning efficiency. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. 	<ul style="list-style-type: none"> • 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. • Aspiring teacher’s practices demonstrate minimal knowledge of students’ anticipated learning difficulties. • Aspiring teacher practices demonstrate little differentiation (modification) of instructional methods or content. • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) and inhibit student understanding and learning efficiency. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.

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 thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher facilitates student-led problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; 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 draw conclusions, make generalizations, and produce arguments that are supported through extended writing. 	<p>The aspiring teacher teaches two or more types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher regularly and thoroughly models problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and draw conclusions and support them through writing. 	<p>The aspiring teacher teaches at least one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher regularly models problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and draw conclusions and support them through writing. 	<p>The aspiring teacher attempts to teach one of the following types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information. practical thinking, where students use, apply, and implement what they learn in real-life scenarios. creative thinking, where students create, design, imagine, and suppose. research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher sometimes models problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and draw conclusions and support them through writing. 	<p>The aspiring teacher implements no learning experiences that teach any type of thinking.</p> <p>The aspiring teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; or draw conclusions and support them through writing.

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"> creates opportunities where students both learn from their mistakes and can describe their thinking on what they learned. consistently demonstrates caring and respect for students in interactions and celebrates and acknowledges all students' background and culture. prompts students to take initiative to meet or exceed teacher expectations. optimizes instructional time to ensure each student meets their learning goals. fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. is always receptive to and seeks to learn about the interests and opinions of students. <p>The learning environment:</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment and resources easily and readily accessible to provide equitable opportunities for all students. 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> creates opportunities where students learn from their mistakes. demonstrates caring and respect for students in interactions and celebrates and acknowledges students' background and culture. prompts students to take initiative to meet teacher expectations. is always receptive to and seeks to learn about the interests and opinions of students. <p>The learning environment:</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to interact with peers. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work that promotes a positive classroom environment. is arranged to promote individual and group learning 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> encourages students to learn from mistakes. interacts with students in a generally positive manner and reflects awareness and consideration of all students' background and culture. is regularly receptive to the interests and opinions of students. <p>The learning environment:</p> <ul style="list-style-type: none"> welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work. is arranged to promote individual and group learning. 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> encourages students to learn from their mistakes. interacts with students in a generally positive manner. is sometimes receptive to interests and opinions of students. <p>The learning environment:</p> <ul style="list-style-type: none"> welcomes some students and guests. is organized to promote learning for some students. sometimes has supplies, equipment, and resources accessible. displays student work that is not updated regularly. is sometimes arranged to promote individual and group learning. 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> does not create learning opportunities where students can experience success. does not establish a safe and positive classroom culture for students. is not receptive to the interests of students. <p>The learning environment:</p> <ul style="list-style-type: none"> is somewhat uninviting. is not organized to promote student learning. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.

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"> • displays current student work that promotes a positive and inclusive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom culture. 				

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"> • Students are consistently engaged in behaviors that optimize learning and increase time on task. • The aspiring teacher and students establish collective expectations for learning and behavior. • 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. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The aspiring teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher quickly attends to disruptions with minimal interruption to learning. • Routines for distributing materials and transitions are seamless and efficient and no instructional time is lost. 	<ul style="list-style-type: none"> • Students are regularly engaged in behaviors that optimize learning and increase time on task. • The aspiring teacher and students establish collective expectations for learning and behavior. • 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. • The aspiring teacher frequently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The aspiring teacher generally addresses individual students who have caused disruptions rather than the entire class. • The aspiring teacher quickly attends to disruptions. • Routines for distributing materials and transitions are seamless and efficient and no instructional time is lost. 	<ul style="list-style-type: none"> • Students are regularly engaged in behaviors that optimize learning and increase time on task. • Aspiring teacher establishes rules for learning and behavior. • 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. • The aspiring teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The aspiring teacher addresses individual students who have caused disruptions and sometimes addresses the entire class. • Routines for distributing materials are efficient and little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Students are often engaged in behavior that interrupts learning or minimizes time on task • Aspiring teacher establishes some rules for learning and behavior. • The aspiring teacher uses some techniques to maintain student engagement. • The aspiring teacher sometimes recognizes and motivates positive behaviors and but still allows inconsequential behavior to interrupt the lesson. • The aspiring teacher sometimes addresses students who have caused disruptions but frequently addresses the entire class. • Routines for distributing materials are inconsistent and some instructional time is lost during transitions. 	<ul style="list-style-type: none"> • Students are often engaged in behavior that interrupts learning or minimizes time on task. • Aspiring teacher establishes few rules for learning and behavior. • The aspiring teacher uses few techniques to maintain student engagement. • The aspiring teacher rarely and/or inconsistently addresses behavior that interrupts learning. • The aspiring teacher over-addresses inconsequential behavior. • Routines for distributing materials are inefficient and considerable time is lost during transitions.

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 always:</p> <ul style="list-style-type: none"> • builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success for all students. • prepares for and participates in professional collaboration with colleagues to enhance student learning. • contributes to the knowledge and skills of colleagues. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. <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 nearly always:</p> <ul style="list-style-type: none"> • builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success. • prepares for and participates in professional collaboration with colleagues to enhance student learning. • contributes to the knowledge and skills of colleagues. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. <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 regularly:</p> <ul style="list-style-type: none"> • builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success. • prepares for and participates in professional collaboration with colleagues to enhance student learning. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. <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 sometimes:</p> <ul style="list-style-type: none"> • builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success. • prepares for and participates in professional collaboration with colleagues to enhance student learning. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. <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 rarely:</p> <ul style="list-style-type: none"> • builds and maintains positive, appropriate relationships with students, colleagues, and families to support student success. • prepares for and participates in professional collaboration with colleagues to enhance student learning. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. <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
Instructional Plans	<ul style="list-style-type: none"> • Instructional Plans • Lesson Structure and Pacing • Student Work 	<ul style="list-style-type: none"> • Standard #4: Content Knowledge • Standard #7: Planning for Instruction
Assessment	<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Standard #4: Content Knowledge • Standard #6: Assessment
Standards and Objectives	<ul style="list-style-type: none"> • Standards and Objectives • Assessment • Student Work • Expectations 	<ul style="list-style-type: none"> • Standard #1: Learner Development • Standard #4: Content Knowledge • Standard #8: Instructional Strategies
Presenting Instructional Content	<ul style="list-style-type: none"> • Presenting Instructional Content • Teacher Content Knowledge 	<ul style="list-style-type: none"> • Standard #4: Content Knowledge • Standard #5: Application of Content • Standard #8: Instructional Strategies
Activities and Materials	<ul style="list-style-type: none"> • Activities and Materials • Grouping Students • Motivating Students 	<ul style="list-style-type: none"> • Standard #5: Application of Content • Standard #8: Instructional Strategies
Questioning	<ul style="list-style-type: none"> • Questioning 	<ul style="list-style-type: none"> • Standard #5: Application of Content
Academic Feedback	<ul style="list-style-type: none"> • Academic Feedback 	<ul style="list-style-type: none"> • Standard #5: Application of Content
Teacher Knowledge of Students	<ul style="list-style-type: none"> • Teacher Knowledge of Students • Grouping Students • Lesson Structure and Pacing 	<ul style="list-style-type: none"> • Standard #1: Learner Development • Standard #2: Learning Differences • Standard #6: Assessment
Thinking and Problem-Solving	<ul style="list-style-type: none"> • Thinking • Problem-Solving 	<ul style="list-style-type: none"> • Standard #5: Application of Content • Standard #8: Instructional Strategies
Environment	<ul style="list-style-type: none"> • Environment • Expectations • Respectful Culture 	<ul style="list-style-type: none"> • Standard #2: Learning Differences • Standard #3: Learning Environments
Managing Student Behavior	<ul style="list-style-type: none"> • Engaging Students and Managing Behavior • Lesson Structure and Pacing 	<ul style="list-style-type: none"> • Standard #2: Learning Differences • Standard #3: Learning Environments
Professionalism and Ethical Behavior	<ul style="list-style-type: none"> • Professionalism 	<ul style="list-style-type: none"> • Standard #9 Professional Learning and Ethical Practice • Standard #10 Leadership and Collaboration