Teach For America Interim Certification Program

Program Rubric

Overview
The Teach For America (TFA) Interim Certification Program Rubric was designed to provide formative and summative feedback to TFA corps members (CMs) during their first two to three years of teaching. A group of University of Michigan faculty and graduate students, in addition to teachers and administrators, came together to create a content-driven rubric to inform CMs of their progress. The rubric is separated into eight distinct but overlapping Program Outcomes that we believe are necessary tools and skills for success in the first few years of teaching. Each Program Outcome is broken into a few Competencies that highlight important and specific elements of practice within the Program Outcome. Within each Competency, there are two lists of Indicators: Observable Practices and Records of Practice, which provide the field instructors and seminar instructors, respectively, with some concrete examples of the manifestations of these practices, in order to guide individualized feedback to CMs. Using the Competency descriptions and the Indicators, instructors will determine a score for each Competency, based on a scale ranging from 0 (Insufficient) to 3 (Embedded), that has been built around reasonable performance expectations of novice teaching professionals. CMs are expected to attain the following overall mean scores across Program Outcomes: Year 1: 1.8; Year 2: 2.4; Year 3: 2.7.

Scoring Scale
0: Insufficient: There is little to no evidence that the teacher is employing the practices associated with this outcome.
1: Beginning: The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.
2: Developing: The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.
3: Embedded: There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.
Program Outcomes and Competencies

I. Plan and Prepare for Effective Instruction
   A. Unit Planning (not assessed by FIs)
   B. Lesson Planning
   C. Preparation to Teach
   D. Lesson Structure

II. Facilitate an Environment that Supports Student Engagement
    A. Behavior Management
    B. Physical Space
    C. Norms, Routines, and Procedures
    D. Active Facilitation
    E. Student Engagement

III. Build Positive Rapport and Relationships with Students to Support Learning
     A. Positive Interpersonal Relationships
     B. Student Investment, Interest, and Autonomy

IV. Use Disciplinary Literacy to Teach Content
    A. Effective Reading and Interpretive Strategies
    B. Academic Language
    C. Disciplinary Resources

V. Enact Instruction to Meet Student Needs
   A. Modified Instruction
   B. Scaffolded Instruction

VI. Assess Student Learning
    A. Multiple Forms of Assessment
    B. Criteria for Assessment
    C. Data Monitoring and Reporting

VII. Relate and Communicate Effectively with Parents, Families, and Community
     A. Communication with Families and Community (optional for FIs to assess)

VIII. Reflect on Practice and Contribute Professionally to the Learning Community
      A. Reflects on Lessons and Practice
      B. Building Relationships
      C. Professional Development (optional for FIs to assess)
### Program Outcome 1:
**Plan and Prepare for Effective Instruction**

Teachers who successfully demonstrate Program Outcome 1 create and implement Unit Plans and Lesson Plans that include rich elements of the discipline and that integrate disciplinary thinking and content in complex and effective ways. The Unit Plans and Lesson Plans incorporate national and state standards, and address compelling and rigorous essential questions and big ideas. These teachers design a variety of meaningful formal and informal assessments to measure student learning throughout each unit. They proactively address possible student misconceptions and identify and address the need for learning extensions and/or re-teaching throughout their lessons. Lesson Plans connect to and build upon each other to create a cohesive pathway toward the disciplinary goals of the unit. Within the unit, individual lessons are designed around immersing students in the ways of thinking and doing in the discipline. The lessons include highly prepared, purposeful, logically sequenced learning activities that incorporate multiple resources and manipulatives and allow students to engage with content in multiple meaningful ways.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient: There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
</tr>
<tr>
<td>1</td>
<td>Beginning: The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
</tr>
<tr>
<td>2</td>
<td>Developing: The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
</tr>
<tr>
<td>3</td>
<td>Embedded: There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

#### 1A Competency: Unit Planning (not assessed by FIs)

The unit plan has rich elements of the discipline and has been created around an essential question or big idea. Lessons and activities connect meaningfully to this question or idea and facilitate students’ ability to use discipline-based supporting evidence to address it. The unit plan and its lessons are highly discipline-related and coherently integrate disciplinary thinking and content in complex and effective ways.

#### 1A Indicators
**Observable Practices:**
- Teacher makes overt references to essential questions or big ideas of the unit
- Students are able to identify the essential questions or big ideas of the unit
- Teacher makes connections between lesson activities and unit objectives

**Records of Practice:**
- Teacher has created a Unit Plan that includes:
  - Clear learning objectives
  - Learning objectives written in student-friendly terms
  - Learning objectives that are highly related to relevant national/state standards
  - Compelling, rigorous, and relevant essential questions or big ideas
  - Engaging launch activities
  - Student-centered learning activities
  - Both formative and summative assessments
### 1B Competency: Lesson Planning

Teacher uses a well-developed lesson plan that is sequenced so as to immerse students in increasingly complex disciplinary ways of thinking and doing (e.g. mid-high levels of Bloom’s taxonomy/levels 2-3 of Costa’s Levels of Inquiry). This disciplinary thinking and doing leads to deep, coherent content understanding and/or ability to apply content through disciplinary skill. The lesson incorporates multiple resources and manipulatives that allow the students to engage in the content in multiple meaningful ways. The lesson objectives are regularly referenced so that students are able to see how the activities connect to them. The objectives, which are age- and grade-appropriate, are aligned with grade-level standards, and are meaningful, rigorous, and achievable.

#### 1B Indicators

**Observable Practices:**
- Lesson fits clearly into a larger learning trajectory
- Lesson activities are age- or grade-appropriate
- Lesson includes a variety of frequent informal assessments and checks for understanding
- Lesson activities encourage disciplinary thinking and doing
- Lesson activities are logically sequenced and connect to each other
- Lesson activities build upon one another, allowing for increasingly complex thinking and doing

**Records of Practice:**
- Teacher has created a Lesson Plan that includes:
  - Lesson objectives that are aligned with national/state standards
  - Meaningful, rigorous, and achievable lesson objectives
  - Regular references to lesson objectives
  - Clear connections between the activities and the lesson objectives
  - Age- and grade-appropriate activities
  - Activities that encourage disciplinary thinking and doing
  - Logical sequencing that connects activities to each other
  - Activities that build upon one another, allowing for increasingly complex thinking and doing
  - Multiple resources and/or manipulatives
  - A variety of informal assessments and checks for understanding

### 1C Competency: Preparation to Teach

Teacher is highly prepared to deliver the lesson and has all necessary materials, knowledge, and abilities to support students’ content related questions or other learning needs. S/he has prepared a plan for learning extensions, re-teaching, and/or unexpected challenges.

#### 1C Indicators

**Observable Practices:**
- Teacher has all necessary materials to enact the lesson, including a detailed lesson plan, student handouts, technologies, and manipulatives
- Teacher demonstrates fluency in explaining content
- Teacher readily and effectively responds to student questions or other learning needs
- Teacher reteaches material when needed, using a different delivery or method

**Records of Practice:**
- Teacher’s accurate analysis of a lesson’s effectiveness that includes preparation to teach, active facilitation, checks for understanding, instructional format, and student engagement
- Teacher’s use of specific examples in his/her analysis of the lesson’s effectiveness
- Teacher’s articulation of ways to improve practice based on his/her analysis of the lesson’s effectiveness
<table>
<thead>
<tr>
<th>1D Competency: Lesson Structure</th>
<th>1D Indicators</th>
<th>Records of Practice:</th>
</tr>
</thead>
</table>
| The sequence of lesson activities is logical in its structure. The lesson activities activate prior knowledge and scaffold student learning. The designed activities are innovative, support deep learning of the objective, and are tied to the unit goals. Teacher seeks substantial student contributions while explaining key ideas in a coherent, accurate manner that builds upon students’ knowledge and experience. Teacher has thoughtfully developed multiple grouping strategies, and activities that allow students to engage in the content in more than one way. These activities are purposeful and build upon each other throughout lesson. Directions and procedures are clear to students and the teacher anticipates and confronts students’ possible misconceptions and misunderstandings when giving instructions. Students ask one another for clarification. | Observable Practices:  
- Class activities support the objective and are tied to unit goals  
- Teacher seeks student contributions in explaining key ideas  
- Students engage with the content in a variety of ways during the lesson  
- Learning activities build upon each other throughout the lesson  
- Directions and procedures are clearly communicated to students  
- Teacher checks for student understanding of directions and procedures before an activity  
- Students ask one another for clarification of directions and procedures  
- Teacher models activities and skills using the guided practice model (I do, we do, you do)  
- Lesson objectives are clearly posted for students to reference | Lesson plan that demonstrates logical sequence of lesson activities  
- Teacher’s reflection on the activities and explication of how the instruction activates prior knowledge and scaffolds student learning  
- Teacher’s description of how the designed activities are innovative, support deep learning of the objective, and are tied to unit goals |
# Program Outcome 2:
## Facilitate an Environment that Supports Student Engagement

Teachers who achieve Program Outcome 2 facilitate a learning environment in which instruction and learning are prioritized by the teacher and the students. These teachers facilitate content-based dialogue among students, connecting them with the content in a variety of ways and on multiple levels. In this environment, students are empowered to take ownership over class expectations and routines, as well as their personal behavior. Physically, intellectually, and emotionally, the classroom is a safe and engaging space.

<table>
<thead>
<tr>
<th></th>
<th>Insufficient</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
<td>The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
<td>The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
<td>There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

### 2A Competency: Behavior Management
Highly engaging and effective instruction contributes to minimizing student misbehavior and disruption. Teacher monitoring is seamless, subtle, and preventative, and Teacher uses empowering tools (e.g. specific praise, etc.) to help students identify appropriate behavior. Monitoring does not interfere with or detract from the learning process. Teacher has empowered students to manage themselves based on mutually developed behavioral expectations. Rewards and consequences are appropriate, clearly stated, transparent, and consistently applied.

<table>
<thead>
<tr>
<th>2A Indicators</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
</table>
|               | • Students are on-task and engaged in learning throughout the lesson  
• Behavioral issues and interruptions are minimal or nonexistent  
• Students self-and peer-monitor their behavior in ways that are mutually respectful  
• Teacher uses subtle cues and reminders to address off-task behavior  
• Teacher uses empowering tools (e.g. specific praise) to help students identify appropriate behavior | • Classroom behavior plan that includes preventive and reactive strategies  
• Classroom norms and consequences – both positive and negative – that have been co-created by teacher and students  
• Teacher description of rewards and consequences that are specific, appropriate, and clearly stated  
• Teacher reflection on monitoring and managing student behavior |
### 2B Competency: Physical space

The physical space is safe, inviting and highly appropriate for the lesson’s activities. The space is carefully and thoughtfully planned to facilitate the types of methods employed. Teacher and students can easily see, hear, and approach one another. Classroom walls focus on investing students, and classroom displays present a story of the learning that is occurring (student work, themes, graphic organizers, common definitions, etc.).

#### 2B Indicators

**Observable Practices:**
- Teacher and students can see, hear, and approach one another
- Student work is displayed on classroom walls
- Décor is relevant to class content
- Student seating arrangement is conducive to the lesson activities

**Records of Practice:**
- Teacher description of how the space enhances the learning process
- Photographs, floor plans, or other renditions of classroom space that facilitates learning
- Teacher reflection on the intentional designing of the classroom space, and his/her rationale for the design

#### 2C Competency: Norms, Routines and Procedures

Standards for conduct and behavior have been co-developed by the teacher and students. Students are readily able to describe and enact classroom procedures, and have substantive responsibility for performing routines. Students self- and peer-monitor their behavior in ways that are mutually respectful. Highly effective routines to organize learning are normalized, and little detailed instruction is needed for students to follow suit. Transitions between activities are orderly, rapid, and seamless, without the need for teacher re-direction.

#### 2C Indicators

**Observable Practices:**
- Transitions are managed in a timely and effective manner
- Behavioral expectations are posted in the classroom
- Community building strategies are used to build a positive climate, such as chants, mantras, class meetings, etc.
- Routines and directions for managing time, space, and materials are clear

**Records of Practice:**
- Behavioral expectations that have been posted in the classroom
- Teacher’s description of classroom standards and routines, with rationale
- Teacher’s analysis of the effectiveness of classroom routines, citing specific examples

### 2D Competency: Active Facilitation

Teacher poses questions and uses facilitation strategies that encourage a dialogue among the teacher and students around the content. Teacher and students listen actively to one another and participate in an extended dialogue, with students assuming some responsibility for posing questions and moving the conversation forward. Teacher poses questions that elicit student thinking at a variety of cognitive levels, advancing students toward higher order thinking. These questions are coherent, flexibly use student prior experiences, and help students gain understanding of the learning objective. The dialogue is appropriately paced and questions are followed by sufficient wait time. Teacher takes an active interest in student work.

#### 2D Indicators (Continued on next page)

**Observable Practices:**
- Teacher uses facilitation strategies that encourage dialogue around the content and learning objectives, such as turn and talk; think, pair, share; and referring to text or materials
- Teacher and students actively listen to one another and

**Records of Practice:**
- Teacher’s reflection on his/her actions as they relate to the work of students and the role of the content
- Teacher’s analysis of the role of questions, pacing, and wait time
- Teacher demonstrates active interest in student work
| 2D Indicators (cont’d) | participate in an extended dialogue  
• Teacher poses questions that promote higher order thinking  
• Teacher questions are clear and coherent  
• Teacher questions and comments make use of students’ prior experiences  
• Teacher uses appropriate pacing and wait time  
• Students ask content-based questions and make relevant comments | • Coherent questions that draw upon student prior experiences and guide students toward the learning objectives |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2E Competency: Student Engagement</td>
<td>The majority of students are fully engaged in the lesson. They are participating, excited, and interested in the activities that occur in class.</td>
</tr>
</tbody>
</table>
| 2E Indicators | Observable Practices:  
• Students show a positive affect during the lesson activities  
• Students relate personal interests and experiences to the content of the lesson  
• Student interactions are on-task and self-directed  
• The majority of students actively participate in the lesson | Records of Practice:  
• Teacher’s reflection on the level and nature of student engagement in his/her class  
• Teacher’s analysis of what prompts or inhibits excitement and interest about the activities that occur in class |
# Program Outcome 3:
**Build Positive Rapport and Relationships with Students to Support Learning**

Teachers who achieve Program Outcome 3 provide motivation and support to students for learning ambitious material, by integrating the specific interests of their students and the community into the classroom. These teachers and their students demonstrate genuine trust, care, and respect for one another. Interactions between the teachers and their students are positive, friendly, and professional. These teachers identify and utilize teachable moments that arise within the learning context.

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
<td>The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
<td>The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
<td>There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

### 3A Competency: Positive Interpersonal Relationships

Teacher’s interactions with students are genuine and consistent, showing concern and respect for individual students, and demonstrate a balance between friendliness and professionalism. Students like and trust the teacher, including with sensitive or personal information. There is positive affect in the classroom, and everyone enjoys each other and the learning in which they are engaged. Students demonstrate genuine care for one another, show one another support, and monitor one another’s behavior respectfully.

### 3A Indicators

**Observable Practices:**
- Teacher greets every student
- Teacher calls students by name
- Teacher holds brief side conversations with students
- Teacher shares relevant personal stories
- Students and teacher smile, laugh, and/or otherwise demonstrate enjoyment in their work together
- Students are consistently supportive of each other

**Records of Practice:**
- Teacher’s analysis of genuine interactions with individual student(s) that demonstrates sincere care for the student and a balance between being friendly and professional
- Teacher’s description of proactive practices within his/her class and in other areas of the school (e.g. extracurricular activities), used to get to know, motivate, help, and teach students
- Stories that teacher has shared in class, with the rationale or purpose behind sharing it

### 3B Competency: Student Investment, Interest and Autonomy

Teacher uses specific knowledge of students to motivate them to accomplish ambitious learning objectives. Teacher connects his/her students to school by intentionally incorporating virtually all students’ interests, experiences and prior knowledge into the lessons. S/he also finds extemporaneous opportunities to incorporate students’ prior knowledge (‘teachable moments’). Teacher provides multiple opportunities for students to demonstrate autonomous behavior and leadership skills (e.g. making responsible decisions, providing choices, a relaxed structure in the classroom, etc.). Teacher draws upon a community problem or need or resource as a basis for learning in the unit or lesson.
<table>
<thead>
<tr>
<th>3B Indicators</th>
<th>Observable Practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher uses class mantras/chants</td>
</tr>
<tr>
<td></td>
<td>Teacher uses affirmative praise</td>
</tr>
<tr>
<td></td>
<td>Teacher references students interests, experiences, and prior knowledge in connection with the content</td>
</tr>
<tr>
<td></td>
<td>Teacher identifies and takes advantage of “teachable moments”</td>
</tr>
<tr>
<td></td>
<td>Teacher provides students with choices</td>
</tr>
<tr>
<td></td>
<td>Teacher uses a community problem, need, or resource as a basis for teaching and learning content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student work samples that serve as evidence of students’ motivation to learn</td>
</tr>
<tr>
<td></td>
<td>Teacher’s demonstration of using specific knowledge of students to motivate them to accomplish ambitious learning objectives</td>
</tr>
<tr>
<td></td>
<td>Teacher’s articulation of effective practices that have motivated student(s) to accomplish ambitious learning objectives, and supported with compelling supporting evidence from student work samples</td>
</tr>
<tr>
<td></td>
<td>Anecdotal, qualitative, and quantitative data about students’ motivation to learn, along with sound interpretations based on these data</td>
</tr>
<tr>
<td></td>
<td>Data interpretations that are connected to ideas about students’ relationships to others in the class, the content, the teacher, their family, and the community</td>
</tr>
<tr>
<td></td>
<td>Insightful analysis on the research-based best practices that have been attempted and what may or may not have supported student investment</td>
</tr>
</tbody>
</table>
# Program Outcome 4: Use Disciplinary Literacy to Teach Content

In all academic subjects, teachers who achieve Program Outcome 4 encourage students to become disciplinary thinkers by engaging students in the interpretation and production of a diverse array of discipline-specific content and/or texts. These teachers create an environment in which students regularly engage in the appropriate use of disciplinary language.

<table>
<thead>
<tr>
<th>Competency: Effective Reading &amp; Interpretive Strategies</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient</td>
<td>Teacher provides students with opportunities to interpret disciplinary materials</td>
<td>Samples of relevant, challenging, and varied disciplinary materials that students have interpreted</td>
</tr>
<tr>
<td>Beginning</td>
<td>Students are active in the process of interpreting disciplinary related content and/or texts</td>
<td>Student interpretations of relevant, challenging, and varied disciplinary materials</td>
</tr>
<tr>
<td>Developing</td>
<td>Students explain the content and purpose of disciplinary texts in their own terms</td>
<td>Teacher’s explanation of how disciplinary materials have been selected for use in teaching content</td>
</tr>
<tr>
<td>Embedded</td>
<td>Samples of relevant, challenging, and varied disciplinary materials that students have interpreted</td>
<td>Student descriptions of how a variety of disciplinary materials have been used to enhance the teaching and learning of content</td>
</tr>
</tbody>
</table>

### 4A Indicators:

- Teacher provides students with opportunities to interpret disciplinary materials
- Students are active in the process of interpreting disciplinary related content and/or texts
- Students explain the content and purpose of disciplinary texts in their own terms
- Samples of relevant, challenging, and varied disciplinary materials that students have interpreted
- Student interpretations of relevant, challenging, and varied disciplinary materials
- Teacher’s explanation of how disciplinary materials have been selected for use in teaching content
- Teacher’s description of how a variety of disciplinary materials have been used to enhance the teaching and learning of content

### 4A Indicators of Practice:

- Teacher provides students with opportunities to interpret disciplinary materials
- Students are active in the process of interpreting disciplinary related content and/or texts
- Students explain the content and purpose of disciplinary texts in their own terms
- Samples of relevant, challenging, and varied disciplinary materials that students have interpreted
- Student interpretations of relevant, challenging, and varied disciplinary materials
- Teacher’s explanation of how disciplinary materials have been selected for use in teaching content
- Teacher’s description of how a variety of disciplinary materials have been used to enhance the teaching and learning of content

### 4A Criteria for Observation:

- Insufficient: There is little to no evidence that the teacher is employing the practices associated with this outcome.
- Beginning: The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.
- Developing: The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however, more skillful, deliberate execution is needed to successfully demonstrate the target outcome.
- Embedded: There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.

### Example:

- In-class reading, students are active in the process of interpreting disciplinary related content or texts, and have helped set and/or can recite the purpose for the reading in their own terms. Students are asked to read/interpret for various levels of comprehension, including evaluation, synthesis, and application. Student interpretations are appropriate to the objective of the lesson and type of text (e.g., graphs, expository texts, narratives, etc.), and these texts are appropriate and connected to the lesson and unit objectives.
**4B Competency: Academic Language**

Teacher engages students in the correct and appropriate use of disciplinary language. Systems in which students automatically use, or attempt to use, the language of the discipline during discussions and activities are in place and in use by everyone in the classroom.

<table>
<thead>
<tr>
<th>4B Indicators</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disciplinary vocabulary is purposefully integrated throughout the lesson</td>
<td>• Samples of ways in which students use the language of the discipline in class</td>
</tr>
<tr>
<td></td>
<td>Key vocabulary needed to understand content is appropriately discussed during the lesson</td>
<td>• Teacher’s reflection on engaging students in the correct and appropriate use of disciplinary language</td>
</tr>
<tr>
<td></td>
<td>Teacher uses disciplinary language throughout the lesson</td>
<td>• Samples of relevant disciplinary vocabulary and how it could be used appropriately and correctly by students in class and in assignments</td>
</tr>
<tr>
<td></td>
<td>Students use, or attempt to use, the language of the discipline during discussions, activities, and writing</td>
<td></td>
</tr>
</tbody>
</table>

**4C Competency: Disciplinary Resources**

Teacher facilitates the development of students into producers of discipline-specific text and encourages students to become disciplinary thinkers. Toward this end, teacher provides students with text models from a variety of sources and incorporates a diverse array of technologies, materials, and tools in the classroom.

<table>
<thead>
<tr>
<th>4C Indicators</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher provides students with exemplary models of disciplinary texts</td>
<td>• Text models from a variety of sources</td>
</tr>
<tr>
<td></td>
<td>Students have the opportunity to create disciplinary texts</td>
<td>• Samples, renderings, or descriptions of relevant technologies, materials, and tools used in the classroom</td>
</tr>
<tr>
<td></td>
<td>Teacher uses a diverse array of technologies, materials, and tools that encourage disciplinary thinking</td>
<td>• Teacher’s reflection on the process of facilitating the development of students into disciplinary thinking</td>
</tr>
<tr>
<td></td>
<td>Teacher asks students questions that encourage disciplinary thinking</td>
<td>• Samples of discipline-specific text produced by students</td>
</tr>
<tr>
<td></td>
<td>Students engage in writing activities to support their understanding of disciplinary resources</td>
<td></td>
</tr>
</tbody>
</table>
**Program Outcome 5:**
**Enact Instruction to Meet Student Needs**

Teachers who achieve Program Outcome 5 enable all students to participate in the educational process and accomplish the learning objectives at high rates of success by recognizing and addressing student learning needs as they arise. These teachers regularly implement instructional strategies or interventions in response to common patterns of student thinking, and use professional judgment to adjust course for the purpose of accommodating student understanding, engagement, interests, and questions, and to better support student learning. These teachers draw from a range of strategies and resources in seeking effective approaches for students who have difficulty learning.

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient</td>
<td>Beginning</td>
<td>Developing</td>
<td>Embedded</td>
</tr>
<tr>
<td>There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
<td>The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
<td>The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
<td>There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

**5A Competency: Modified Instruction**
Multiple effective support strategies within the lesson enable all students to participate in the educational process and accomplish the learning objective(s) at high rates of success. Teacher constantly monitors students for cues in understanding, engagement, interest, and misconception, and uses his/her professional judgment to regularly identify and implement instructional strategies or interventions in response to common patterns of student thinking, adjusting course or making adjustments to the lesson. Teacher persists in seeking effective approaches for students who have difficulty learning, drawing from an extensive repertoire of strategies and/or soliciting resources from other sources.

**5A Indicators**

**Observable Practices:**
- Teacher constantly monitors students’ learning
- Teacher offers extra assistance or support to students in need
- Teacher acknowledges and directly addresses common misconceptions
- Teacher adjusts instruction as appropriate to accommodate student misconceptions, questions, engagement, or interests
- Teacher draws from multiple strategies and/or uses external resources to adjust instruction
- All students are included in the educational process

**Records of Practice:**
- Lesson plan that includes predictions of potential student misconceptions and strategies for addressing them
- Student data demonstrating high rates of success in accomplishing the learning objective(s) of the class
- Teacher’s reflection on adjusting instruction to meet student learning needs, citing specific examples from practice
- Strategies and resources that teacher employs in seeking and implementing approaches for students with learning difficulties
<table>
<thead>
<tr>
<th>5B Competency: Scaffolded Instruction</th>
<th>Teacher consistently chooses multiple and varied strategies that best match the intended learning outcome. These strategies are highly innovative, effective, and engage students in learning, and the teacher implements them with fidelity. Opportunities for students to use a set of metacognitive and regulatory strategies are built into the regular activity structure of the class. Students engage in self-directed, meaningful conversations and work with each other surrounding the development of their understanding of content. Teacher provides students with specific feedback that provides encouragement and extension. Teacher and students have conversations in which the teacher pushes students forward in their thinking. Students are consistently offered assistance and hints in order to scaffold their learning of content. Teacher provides both encouragement and affirmation to motivate students to progress in their learning.</th>
</tr>
</thead>
</table>
| 5B Indicators | **Observable Practices:**  
- Lesson includes multiple and varied strategies that match the intended learning outcome  
- Students work together surrounding the development of their understanding of content  
- Teacher provides students with frequent and specific feedback  
- Teacher offers students extensions to student thinking  
- Teacher consistently provides students with appropriate assistance in order to scaffold their learning of content  
- Teacher provides both encouragement and affirmation for students to progress their learning  
- Students have structured opportunities to reflect on their own learning  

| Records of Practice: |  
- Description, renderings, and/or samples of multiple, varied, and innovative strategies used for engaging students in achieving the learning outcome  
- Lesson plan that demonstrates scaffolding of content and strategies for offering feedback and assistance to students during the learning process  
- Specific examples of situations in which teacher has offered feedback that provided encouragement and extension of content to students |
## Program Outcome 6: Assess Student Learning

Teachers who achieve Program Outcome 6 appropriately incorporate multiple forms of valid and reliable assessment tools (including diagnostic, formative, and summative) to measure multiple objectives related to the learning goals of the classroom, and regularly check for student understanding. These teachers devise and use systems to track and communicate both individual and class progress to students and stakeholders, based on multiple data sources. They assist students in interpreting their assessment results and applying them to future learning goals.

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>Beginning</th>
<th>Developing</th>
<th>Embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
<td>The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
<td>The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
<td>There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

### 6A Competency: Multiple forms of Assessment
Teacher creates or obtains multiple forms of assessments (diagnostics, formative and summative) that align to the learning goals of the classroom. Teacher incorporates diagnostic assessments to ascertain students’ prior knowledge and readiness to learn, formative assessments to observe the extent of ongoing student learning, and summative assessments to show mastery of learning objectives after the lesson or unit. Teacher uses informal assessments (e.g., questions, thumbs up/down) to check for understanding throughout a lesson. Virtually all students are represented in these assessments, so that the overall degree of comprehension is easily observed and a full picture of students’ understanding occurs.

### 6A Indicators
**Observable Practices:**
- Teacher checks for understanding throughout the lesson, using various assessment strategies such as questions, white board responses, and monitoring individual work
- Teacher’s ongoing informal assessments gauge the learning of all students

**Records of Practice:**
- Student work samples that represent multiple forms of assessments (e.g. diagnostic, authentic, performance-based, formative, and summative)
- Assessment tools aligned to learning objectives
- Analysis of a student work sample that demonstrates teacher’s ability to accurately and appropriately implement each type of assessment instrument used
- Teacher’s well-developed description of how students’ thinking is understood through each type of assessment used
<table>
<thead>
<tr>
<th>6B Competency: Criteria for Assessment</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment instruments clearly align with the learning objectives, and are created so that they measure multiple objectives. Teacher is able to explain the reliability and validity of the assessment items against class goals. The criteria for each assessment task are clear and students are aware of them.</td>
<td>Teacher previews upcoming assessment tasks with students, including their alignment with the learning objectives and the criteria under which they will be evaluated</td>
<td>Sample of student work with clearly communicated criteria for assessment, Analysis of a student work product demonstrating the student’s awareness of the intents, purposes, and relationship of the assignment to essential questions, big ideas, and learning objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6B Indicators</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher previews upcoming assessment tasks with students, including their alignment with the learning objectives and the criteria under which they will be evaluated</td>
<td>• Sample of student work with clearly communicated criteria for assessment</td>
<td>• Analysis of a student work product demonstrating the student’s awareness of the intents, purposes, and relationship of the assignment to essential questions, big ideas, and learning objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6C Competency: Data Monitoring and Reporting</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher uses a data monitoring system that reports on both individual and class progress. It incorporates multiple sources of data so that student progress can be communicated to the students and to other stakeholders, such as parents and administrators. Students have been made aware of how well they are meeting learning goals based on the assessments, and assist the teacher in planning their next steps.</td>
<td>Teacher uses data to communicate progress to individual students and to the class as a whole, Teacher invites students to assist in planning next steps for improvement based on assessment data, Teacher and students are well-versed in reading and interpreting data and converse fluently about progress monitoring and goal setting, Teacher adjusts instruction based on data gathered through student monitoring during a lesson</td>
<td>Data tracking system that provides information on both individual students and the class as a whole, Sample written communications and/or a description of verbal communications regarding data-supported student progress with stakeholders and with students, Teacher’s analysis of the information gathered through the data tracking system, along with a plan for action based on that analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6C Indicators</th>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher uses data to communicate progress to individual students and to the class as a whole</td>
<td>• Data tracking system that provides information on both individual students and the class as a whole</td>
<td>• Sample written communications and/or a description of verbal communications regarding data-supported student progress with stakeholders and with students</td>
</tr>
</tbody>
</table>

• Teacher’s analysis of the information gathered through the data tracking system, along with a plan for action based on that analysis | |
# Program Outcome 7:
Relate and Communicate Effectively with Parents, Families & Community

Teachers who achieve Program Outcome 7 frequently collaborate with parents and community members in the interest of advancing their instructional programs with high positive impact in the classroom. These collaborative efforts include inviting parents and community members to contribute to student learning and bringing in resources from the community to enhance student learning. These teachers provide detailed and frequent information about student progress to families, and encourage students to help reflect on the material shared with their families.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0</strong> Insufficient</td>
<td>There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
</tr>
<tr>
<td><strong>1</strong> Beginning</td>
<td>The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
</tr>
<tr>
<td><strong>2</strong> Developing</td>
<td>The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
</tr>
<tr>
<td><strong>3</strong> Embedded</td>
<td>There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

## 7A Competency: Communication with Families and Community (Optional for FIs to assess)
Teacher collaborates frequently with parents and community members in order to advance their instructional program with high positive impact in the classroom. Parents/community members are periodically invited in to contribute to student learning and the teacher regularly brings in resources from the community to assist with student learning. Students help teacher to prepare and provide detailed and frequent information about what is occurring in the classrooms to students’ families. Teacher provides detailed information about the student’s progress to their families, allowing the student to help reflect on the material presented to their families.

## 7A Indicators
**Observable Practices:**
- Teacher involves parents and community members in the classroom
- Teacher refers to or draws upon resources gathered from the community during teaching
- Students are actively encouraged to communicate about classroom activities with their families

**Records of Practice:**
- Teacher’s description of and reflection on a parent or community member’s direct contribution to the learning process in the classroom
- Resources gathered from the community that enhance learning
- Samples of communication with parents and community about what is occurring in the classroom
- Samples of student involvement in communication with parents and community
Program Outcome 8:
Reflect on Practice and Contribute Professionally to the Learning Community

Teachers who achieve Program Outcome 8 are active and integral members of the program’s professional learning community. They take on a leadership role in building professional, supportive, mutually respectful relationships with their instructors and colleagues, and regularly engage both in professional reflection and in feedback conversations with instructors and colleagues, in the interest of improving their instructional skills. These teachers actively seek out professional development opportunities, and use resources gained through involvement in local, state, and national professional organizations to enhance their teaching practice.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient&lt;br&gt;There is little to no evidence that the teacher is employing the practices associated with this outcome.</td>
</tr>
<tr>
<td>1</td>
<td>Beginning&lt;br&gt;The teacher is beginning to show evidence of incorporating the practices associated with this outcome into his/her instruction and/or records of practice. The observed practices are employed too ineffectively or inconsistently to successfully demonstrate the target outcome.</td>
</tr>
<tr>
<td>2</td>
<td>Developing&lt;br&gt;The teacher shows evidence of regularly incorporating the practices associated with the program outcome into his/her instruction and/or records of practice. The observed practices are employed somewhat effectively; however more skillful, deliberate execution is needed to successfully demonstrate the target outcome.</td>
</tr>
<tr>
<td>3</td>
<td>Embedded&lt;br&gt;There is evidence that the teacher routinely and skillfully incorporates the practices associated with this outcome into his/her instruction and/or records of practice.</td>
</tr>
</tbody>
</table>

8A Competency: Reflection on Lessons and Practice
During observation debriefings, seminar class discussions, and Professional Learning Profile (Portfolio) entries, the teacher is able to make an accurate assessment of a lesson’s effectiveness, citing specific examples to support his/her claim, using this information as a way to improve practice. Professional Learning Profile (Portfolio) consists of multiple artifacts of practice (e.g., videos, student work, feedback from colleagues, etc.), that s/he uses and references as evidence of attainment of program’s outcomes and his/her evolution and growth as a teacher.

8A Indicators (Continued on next page)

<table>
<thead>
<tr>
<th>Observable Practices:</th>
<th>Records of Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• During observation debriefings, teacher makes an accurate assessment of a lesson’s effectiveness, citing specific examples to support his/her claim&lt;br&gt;• Teacher incorporates ideas generated through his/her reflections and the observation debriefing conversation into upcoming lessons</td>
<td>• Teacher’s accurate assessment of the effectiveness of his/her practices, citing specific examples to support his/her claims&lt;br&gt;• Teacher’s description of the relationship between his/her philosophy of teaching, the achievement of his/her professional goals, and the impact they have on all students&lt;br&gt;• Teacher’s demonstration that his/her interpretations are connected to research-based evidence about students’ relationships to other students, class content, the teacher, their family, and/or the community</td>
</tr>
</tbody>
</table>
### 8A Indicators (cont’d)

- Teacher’s demonstration that his/her interpretations are connected to research-based evidence about the particular needs of individual student needs, including English Language Learners, gifted & talented students, international students, learning disabled students, and physically impaired students
- Teacher’s insightful analysis on the research-based best practices that s/he has attempted to implement, and what may or may not have supported students
- Multiple artifacts of practice (e.g. videos, student work, feedback from colleagues) that teacher uses and references as evidence of attainment of Program Outcomes and his/her evolution and growth as a teacher
- Teacher’s reflection on his/her practice in relation to all Program Outcomes, including specific evidence from his/her practice

### 8B Competency: Building Relationships

Teacher builds relationships with colleagues and instructors based on mutual respect and support. Teacher also takes a leadership role in building these relationships and using them to enhance his/her own and others’ practice by giving, receiving and applying feedback from instructors and peers.

Teacher becomes integrally involved in the program’s professional learning community, and actively seeks or is sought after to take on leadership roles (e.g., co-teaching a seminar lesson, volunteering records from his/her practice for demonstrative purposes). S/he executes these roles proficiently. During these engagements and in his/her Professional Learning Profile (Portfolio) entries, s/he demonstrates a keen and highly developed understanding of the context in which the program exists for him/her to become an integral member of its professional learning community.

### 8B Indicators

**Observable Practices:**

- Teacher is open to developing his/her practice and is receptive to feedback and suggestions
- Teacher actively engages in debriefing conversations with the field instructor
- Teacher is prompt, courteous, and professional in interactions with the field instructor
- Teacher complies with program policies for Field Instruction

**Records of Practice:**

- Teacher’s demonstration of a keen and highly developed understanding of the context in which the program exists for him/her to become an integral member of its professional learning community
- Samples of written communication with field instructor and other program staff
- Teacher’s reflection on debriefing conversations with and feedback from the field instructor
- Action plan for improving practice based on debriefing conversations with and feedback from the field instructor
<table>
<thead>
<tr>
<th>8C Competency: Professional Development (Optional for FIs to assess)</th>
<th>Teacher attends all mandated and optional program seminars, workshops, etc. S/he actively seeks out professional development that will enhance his/her practice based on feedback provided from colleagues and supervisors. S/he applies what s/he learns in to his/her practice. His/her Professional Learning Profile (Portfolio) entries are all submitted in a timely manner, and demonstrate the teacher’s professional growth and attainment of the Program Outcomes. Teacher participates actively in local, state, and/or national professional organizations. During observations/debriefings and/or during seminar discussions, s/he shows beyond cursory knowledge of the resources from these organizations and is able to use them to implement best practices in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8C Indicators</strong></td>
<td><strong>Observable Practices:</strong></td>
</tr>
<tr>
<td></td>
<td>• Teacher attends all program seminars, workshops, etc.</td>
</tr>
<tr>
<td></td>
<td>• Teacher seeks out and uses feedback from colleagues, supervisors, and instructors to enhance his/her practice</td>
</tr>
<tr>
<td></td>
<td>• Teacher pursues practice-based professional development opportunities</td>
</tr>
<tr>
<td></td>
<td>• Teacher applies what s/he has learned through professional development into his/her practice</td>
</tr>
<tr>
<td></td>
<td>• Teacher demonstrates knowledge of, or interest in, resources available through local, state, and/or national professional organizations</td>
</tr>
<tr>
<td></td>
<td>• Teacher uses resources from local, state, and/or national professional organizations to enhance his/her practice</td>
</tr>
<tr>
<td><strong>Records of Practice:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Timely submission of Professional Learning Profile (Portfolio) entries</td>
</tr>
<tr>
<td></td>
<td>• Professional Learning Profile (Portfolio) entries that demonstrate teacher’s professional growth and attainment of the Program Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Records of attendance at the Interim Certification Program seminars, master’s program classes, and other professional development opportunities</td>
</tr>
<tr>
<td></td>
<td>• Teacher’s reflection on the influence of local, state, and/or national professional organizations on his/her development as a teacher</td>
</tr>
</tbody>
</table>