Louisiana Aspiring Educator Rubric & Evaluation Handbook

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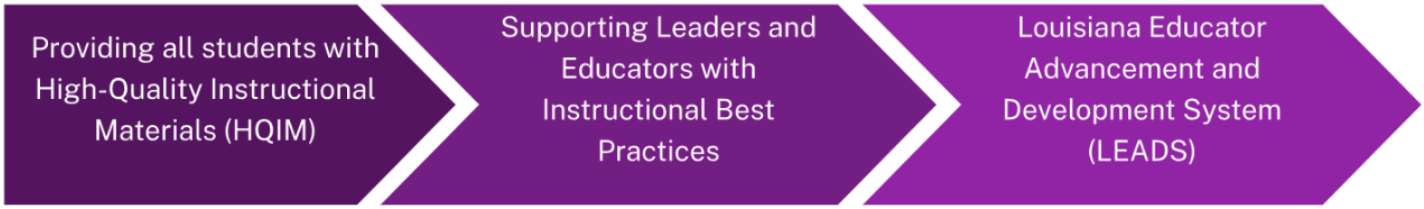
Louisiana Educator Advancement and Development System (LEADS)



Over the past decade, the Louisiana Department of Education has implemented initiatives designed to support continuous improvement of Teaching and Learning across the state.

Louisiana has prioritized the adoption and implementation of HQIM across the state. The LDOE has also supported districts and schools with implementing 3 proven strategies that enable sustained high-quality teaching and learning across the state:

- Instructional Leadership Team
- Teacher Collaboration Support
- Career Pipeline Support

Louisiana's improved Educator Evaluation System will build upon and support these education initiatives. The process and instructional practices supported by evaluation will be implemented through the structures of instructional leadership teams and teacher collaboration and will support the implementation of high-quality instructional materials that have been adopted across the state. The Louisiana Educator Advancement and Development System will

- Provide teachers and leaders with a research-based vision for instructional excellence
- Promote student outcomes-focused assessment of instruction (heightened understanding of the teaching-learning relationship)
- Provide a structure of professional learning opportunities connected to evaluation

LEADS Key Objectives:

- Use research-based teaching and leadership standards that provide clear descriptions of practice across a range of indicators.
- Provide high-quality feedback to teachers and leaders that is actionable, detailed, and timely.
- Support the continuous improvement of teaching and learning using materials teachers use every day in classrooms.
- Offer opportunities for teamwork and collaboration that help educators to develop their practice.
- Provide differentiated follow-up coaching and support based on refinement areas.
- Enable educators to reflect on their practice and share their views as part of the evaluation process.

Louisiana Aspiring Educator Rubric

Released July 2024

The *Louisiana Aspiring Educator Rubric* was designed through a partnership between the Louisiana Department of Education (LDOE) and the National Institute for Excellence in Teaching (NIET) to provide a streamlined set of performance indicators for teacher candidates to define and develop effective instruction. The LDOE has partnered with NIET to provide a rubric to directly support improvements in classroom instruction in teacher preparation programs, which aligns with the new Louisiana Educator's Rubric (LER). The goal of this partnership is to ensure that the LDOE evaluation system is a structure of professional learning opportunities tied to evaluation used to recruit and retain effective teachers.

These 12 indicators, based on and aligned with NIET's research-based *Teaching Standards Rubric and Louisiana Educator Rubric*, describe the key skills and abilities aspiring teachers must have to be prepared for the classroom. The descriptions within *the Louisiana Aspiring Educator Rubric* create a common language for observation, feedback, and support as well as foster collaboration between an aspiring educator and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement to directly support improvements in classroom instruction. The rubric provides educators with a common understanding and language for designing and planning instruction and using effective instructional practices to support student learning.

The *Louisiana Aspiring Educator Rubric* brings a comprehensive focus within 12 indicators. Each indicator listed below includes a list of bulleted descriptors and a rubric defining performance at five levels. Aspiring teachers can earn a score of 1, 2, 3, 4, or 5 for each of the 12 indicators. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.

Louisiana Aspiring Educator Rubric Domains and Indicators

Indicators
1. Instructional Plans (IP) 2. Assessment (AS) 3. Standards and Objectives (S+O) 4. Presenting Instructional Content (PIC) 5. Activities and Materials (A+M) 6. Questioning (QU) 7. Academic Feedback (AF) 8. Teacher Knowledge of Students (TKS) 9. Thinking and Problem-Solving (TH+PS) 10. Environment (EN) 11. Engaging Students and Managing Behavior (ESMB) 12. Professionalism (P)

INSTRUCTIONAL PLANS (IP)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitates the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
The instructional plans include: • **Consistent** evidence of the internalization of high-quality curriculum; • Objectives that are **all** measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; • Activities, materials, and assessments that are **all**: ○ Aligned to state standards; content, including high-quality curriculum; and success criteria; ○ Sequenced and scaffolded based on student need; ○ Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ Provide appropriate time for student work, student reflection, and lesson closure.	The instructional plans include: • **Nearly all** evidence of the internalization of high-quality curriculum; • Objectives that are **nearly all** measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; • Activities, materials, and assessments that are **nearly all**: ○ Aligned to state standards; content, including high-quality curriculum; and success criteria; ○ Sequenced and scaffolded based on student need; ○ Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ Provide appropriate time for student work, student reflection, and lesson closure.	The instructional plans include: • **Most** evidence of the internalization of high-quality curriculum; • objectives that are **mostly** measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; • activities, materials, and assessments, that are **mostly**: ○ Aligned to state standards; content, including high-quality curriculum; and success criteria; ○ Sequenced and scaffolded based on student need; ○ Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ Provide appropriate time for student work, student reflection, and lesson closure.	The instructional plans include: • **Some** evidence of the internalization of high-quality curriculum; • Objectives that are **sometimes** measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; • Activities, materials, and assessments that are **somewhat**: ○ Aligned to state standards; content, including high-quality curriculum; and success criteria; ○ Sequenced and scaffolded based on student need; ○ Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ Provide appropriate time for student work,	The instructional plans include: • **Few or no** evidence of the internalization of high-quality curriculum; • Objectives that are **rarely** measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; • Activities, materials, and assessments that are **minimally**: ○ Aligned to state standards; content, including high-quality curriculum; and success criteria; ○ Sequenced and scaffolded based on student need; ○ Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ Provide appropriate time for student work, student reflection, and lesson closure.

INSTRUCTIONAL PLANS (IP)

The instructional plan indicates **all** of the following: • Evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • Evidence that the plan provides regular opportunities to accommodate individual student needs; and • Strategies for student autonomy and ownership.	The instructional plan indicates **nearly all** of the following: • Evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • Evidence that the plan provides frequent opportunities to accommodate individual student needs.	The instructional plan indicates **most** of the following: • Evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • Evidence that the plan provides frequent opportunities to accommodate individual student needs.	student reflection, and lesson closure. The instructional plan indicates **some** of the following: • Evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • Evidence that the plan provides frequent opportunities to accommodate individual student needs.	The instructional plan indicates **few or none** of the following: • Evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • Evidence that the plan provides frequent opportunities to accommodate individual student needs.

ASSESSMENT (AS)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Assessment plans: • Are **clearly aligned** with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other high-quality curriculum options. • **Always** inform instructional decisions.	Assessment plans: • Are **clearly aligned** with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other high-quality curriculum options. • **Frequently** inform instructional decisions.	Assessment plans: • Are **aligned** with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other high-quality curriculum options. • **Mostly** inform instructional decisions.	Assessment plans: • Are **partially aligned** with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other high-quality curriculum options. • **Sometimes** inform instructional decisions.	Assessment plans: • Are **not aligned** with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other high-quality curriculum options. • **Do not** inform instructional decisions.

ASSESSMENT (AS)

• 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 three 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.	• 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 two ways (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.	• 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 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).	• **Sometimes**, include formal and/or informal methods of measuring student progress in more than one way.	• **Do not include** formal or informal methods of measuring student progress.

STANDARDS AND OBJECTIVES (S+O)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed

STANDARDS AND OBJECTIVES (S+O)

Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

• **All** learning objectives and state content standards are explicitly communicated, referenced, and discussed.
• **All** learning objectives are displayed and referenced throughout the lesson.
• Sub-objectives/ Prerequisite skills are aligned and logically sequenced to the lesson's major objective.
• **All** learning objectives are:
  ○ Consistently connected to what students have previously learned and know from life experiences, and
  ○ Integrated with other disciplines.
• All expectations and measurement criteria for student performance are clear, demanding, and high; and student work is aligned to state content standards and learning objectives.
• Student work and
	• **All** learning objectives and state content standards are communicated, referenced, and discussed.
	• **All** learning objectives are displayed and referenced throughout the lesson.
	• Sub-objectives/ Prerequisite skills are aligned to the lesson's major objective.
	• **Nearly all** learning objectives are:
	  ○ Consistently connected to what students have previously learned and know from life experiences, and
	  ○ Integrated with other disciplines.
	• All expectations and measurement criteria for student performance are clear.
	• All student work and formative assessments are **nearly always** aligned to the lesson's objective and include descriptions of how assessment results
		• **Most** learning objectives and state content standards are communicated, referenced, and discussed.
		• **Most** learning objectives are displayed and referenced throughout the lesson.
		• Sub-objectives/ Prerequisite skills are aligned to the lesson's major objective.
		• **Most** learning objectives are:
		  ○ Consistently connected to what students have previously learned and know from life experiences, and
		  ○ Integrated with other disciplines.
		• Most student work and formative assessments are **mostly** aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction.
		• There is evidence that
			• **Some** learning objectives and state content standards are communicated, referenced, and discussed.
			• **Some** learning objectives are displayed and referenced throughout the lesson.
			• Sub-objectives/ Prerequisite skills are inconsistently aligned to the lesson's major objective.
			• **Some** learning objectives are:
			  ○ Consistently connected to what students have previously learned and know from life experiences, and
			  ○ Integrated with other disciplines.
			• Expectations for student performance are vague.
			• Student work and formative assessments are **sometimes** aligned to the lesson's objective.
			• There is evidence that
				• Learning objectives and state content standards are not communicated, referenced, and discussed.
				• Learning objectives are not displayed and referenced throughout the lesson.
				• Sub-objectives/ Prerequisite skills are inconsistently aligned to the lesson's major objective.
				• **Little to no** learning objectives are:
				  ○ Consistently connected to what students have previously learned and know from life experiences, and
				  ○ Integrated with other disciplines.
				• Expectations for student performance are unclear.
				• 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.

STANDARDS AND OBJECTIVES (S+O)

formative assessments are **always** aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. • Students are able to articulate expectations of what they are learning and why, and explain those to their peers. • There is evidence that **all** students demonstrate mastery of the objective in more than one way.	will inform future instruction. • There is evidence that **nearly all** students demonstrate mastery of the objective in more than one way.	**most** students demonstrate mastery of the objective.	**some** of the students demonstrate mastery of the objective.	

PRESENTING INSTRUCTIONAL CONTENT (PIC)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning*	*Some Evidence on Student-Centered Learning/Student Ownership of Learning– Teacher Facilitates the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Presentation of content **always** includes: • Evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; • Subject-specific instructional strategies;	Presentation of content **nearly always** includes: • Evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; • Subject-specific instructional strategies;	Presentation of content **mostly** includes: • Evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; • Subject-specific instructional strategies;	Presentation of content **sometimes** includes: • Evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; • Subject-specific instructional strategies;	Presentation of content **rarely** includes: • Evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; • Subject-specific instructional strategies;

PRESENTING INSTRUCTIONAL CONTENT (PIC)

• 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 or student 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.	• 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 or student 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.	• 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 or student to demonstrate his or her performance expectations; • Concise communication with essential information; • No irrelevant, confusing, or nonessential information; • Logical sequencing and segmenting.	• 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 or student to demonstrate his or her performance expectations; • Concise communication with essential information; • No irrelevant, confusing, or nonessential information; • Logical sequencing and segmenting.	• 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 or student to demonstrate his or her performance expectations; • Concise communication with essential information; • No irrelevant, confusing, or nonessential information; • Logical sequencing and segmenting.

ACTIVITIES AND MATERIALS (A+M)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

ACTIVITIES AND MATERIALS (A+M)

Learning				
Activities and materials include **all** of the following: • 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 when appropriate and aligned to the learning objectives; • Incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, materials from external sources, such as museums, when not available in the high-quality instructional materials).	Activities and materials include **nearly all** of the following: • 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 when appropriate and aligned to the learning objectives; • Incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, materials from external sources, such as museums, when not available in the high-quality instructional	Activities and materials include **most** of the following: • 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 when appropriate and aligned to the learning objectives; • Incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, materials from external sources, such as museums, when not available in the high-quality instructional	Activities and materials include **some** of the following: • 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 when appropriate and aligned to the learning objectives; • Incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, materials from external sources, such as museums, when not available in the high-quality instructional	Activities and materials include **few** of the following: • 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 when appropriate and aligned to the learning objectives; • Incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, materials from external sources, such as museums, when not available in the high-quality instructional materials).

ACTIVITIES AND MATERIALS (A+M)

• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring as appropriate to enhance learning. When participating in groups, **all** students: • Know their roles and responsibilities and group work expectations. • Are held accountable for group work and individual work.	materials). When participating in groups, **nearly all** students: • Know their roles and responsibilities and group work expectations. • Are held accountable for group work and individual work.	materials). When participating in groups, **most** students: • Know their roles and responsibilities and group work expectations. • Are held accountable for group work and individual work.	materials). When participating in groups, **some** students: • Know their roles and responsibilities and group work expectations. • Are held accountable for group work and individual work.	When participating in groups, **few** students: • Know their roles and responsibilities and group work expectations. • Are not held accountable for group work and individual work.

QUESTIONING (QU)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
• Aspiring teacher questions are **always** varied, high-quality, and increase rigor and student ownership. • Questions always provide a balanced mix of authentic question types: ○ Knowledge and	• 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:	• Aspiring teacher questions are **regularly** varied, high-quality, and increase rigor and student ownership. • Questions regularly provide a balanced mix of authentic question types: ○ Knowledge and	• Aspiring teacher questions are **sometimes** varied, high-quality, and increase rigor and student ownership. • Some questions provide a balanced mix of authentic question types: ○ Knowledge and	• Aspiring teacher questions are **inconsistent** in quality and include few question types that increase rigor and student ownership. • Few questions provide provide a balanced mix of authentic question types:

QUESTIONING (QU)

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 a balance of volunteers and non-volunteers to provide opportunities for many students to respond. • Students generate questions that lead to further inquiry and self-directed learning.	○ 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 a balance of volunteers and non-volunteers to provide opportunities for many students to respond. • Students sometimes generate questions that lead to further inquiry and self-directed learning.	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, written and shared responses, or group and individual answers). • Wait time is provided. • The aspiring teacher calls on a balance of volunteers and non-volunteers to provide opportunities for many students to respond.	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, written and shared responses, or group and individual answers). • Wait time is sometimes provided. • The aspiring teacher calls on a balance of volunteers and non-volunteers to provide opportunities for many students to respond.	○ 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, written and shared responses, or group and individual answers). • Wait time is inconsistently provided. • The aspiring teacher mostly calls on volunteers.

ACADEMIC FEEDBACK (AF)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
• Oral and written feedback is always academically focused, frequent, and high-quality. • Feedback is always given during guided practice, throughout the lesson, and during review of independent work assignments. • 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.	• Oral and written feedback is nearly always academically focused, frequent, and high-quality. • Feedback is nearly always given during guided practice, throughout the lesson, and during review of independent work assignments. • 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.	• Oral and written feedback is regularly academically focused, frequent, and high-quality. • Feedback is regularly given during guided practice, throughout the lesson, and during review of independent work assignments. • 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.	• Oral and written feedback is sometimes academically focused, frequent, and high-quality. • Feedback is sometimes given during guided practice, throughout the lesson, and during review of independent work assignments. • 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.	• Oral and written feedback is rarely academically focused, frequent, and high-quality. • Feedback is rarely given during guided practice, throughout the lesson, and during review of independent work assignments. • The aspiring teacher rarely circulates during instructional activities to support engagement and monitor student work. • Feedback from students is not used to monitor and adjust instruction.

TEACHER KNOWLEDGE OF STUDENTS (TKS)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
• Aspiring teacher's practices consistently reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. • Aspiring teacher's practices always display understanding of each student's anticipated learning abilities and needs. • Aspiring teacher always provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. • The instructional grouping arrangements are varied either whole class, small groups, pairs, or individual; and always maximize student understanding and learning efficiency.	• Aspiring teacher's practices frequently reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. • Aspiring teacher's practices display understanding of all student's anticipated learning abilities and needs. • Aspiring teacher frequently provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. • The instructional grouping arrangements are varied either whole class, small groups, pairs, or individual; and frequently enhance student understanding and learning efficiency.	• Aspiring teacher's practices reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. • Aspiring teacher's practices display understanding of most student's anticipated learning abilities and needs. • Aspiring teacher provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. • The instructional grouping arrangements are varied either whole class, small groups, pairs, or individual; and adequately enhance student understanding and learning efficiency. • Pacing is appropriate	• Aspiring teacher's practices sometimes reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. • Aspiring teacher's practices display understanding of few student's anticipated learning abilities and needs. • Aspiring teacher provides few opportunities for differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. • The instructional grouping arrangements are varied either whole class, small groups, pairs, or individual; and sometimes enhance student understanding and	• Aspiring teacher's practices rarely reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. • Aspiring teacher's practices demonstrate minimal knowledge of students' anticipated learning abilities and needs. • Aspiring teacher practices demonstrate little differentiation (modification) of instructional methods or content. • The instructional grouping arrangements are varied either whole class, small groups, pairs, or individual; and inhibit student understanding and learning efficiency.

TEACHER KNOWLEDGE OF STUDENTS (TKS)				
• Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.	• Pacing is appropriate and frequently provides opportunities for students who progress at different learning rates.	and provides opportunities for students who progress at different learning rates.	learning efficiency. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.	• Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.

THINKING AND PROBLEM SOLVING (TH+PS)				
Level 5: Exemplary	**Level 4: Distinguished**	**Level 3: Proficient**	**Level 2: Developing**	**Level 1: Improvement Needed**
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
The aspiring teacher thoroughly teaches two or more types of thinking: • 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	The aspiring teacher teaches two or more types of thinking: • 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	The aspiring teacher teaches at least one type of thinking: • 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	The aspiring teacher attempts to teach one of the following types of thinking: • 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	The aspiring teacher implements no learning experiences that teach any type of thinking. The aspiring teacher provides no opportunities where students: • Generate a variety of ideas and alternatives; • Analyze problems from multiple perspectives and viewpoints; or • Draw conclusions and support them through writing.

THINKING AND PROBLEM SOLVING (TH+PS)

variety of ideas, models, and solutions to problems. The aspiring teacher facilitates student-led problem-solving and provides opportunities where students: • 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.	variety of ideas, models, and solutions to problems. The aspiring teacher regularly and thoroughly models problem-solving and provides opportunities where students: • Generate a variety of ideas and alternatives; • Analyze problems from multiple perspectives and viewpoints; and • Draw conclusions and support them through writing.	variety of ideas, models, and solutions to problems. The aspiring teacher regularly models problem-solving and provides opportunities where students: • Generate a variety of ideas and alternatives; • Analyze problems from multiple perspectives and viewpoints; and • Draw conclusions and support them through writing.	variety of ideas, models, and solutions to problems. The aspiring teacher sometimes models problem-solving and provides opportunities where students: • Generate a variety of ideas and alternatives; • Analyze problems from multiple perspectives and viewpoints; and • Draw conclusions and support them through writing.	

ENVIRONMENT (EN)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

ENVIRONMENT (EN)

Learning				
The aspiring teacher: • 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 and in student-to-student interactions, and celebrates and acknowledges all students' backgrounds. • 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. The learning environment: • Welcomes all	The aspiring teacher: • Creates opportunities where students learn from their mistakes. • Demonstrates caring and respect for students and in student-to-student interactions, and celebrates and acknowledges students' backgrounds. • Prompts students to take initiative to meet teacher expectations. • Is always receptive to and seeks to learn about the interests and opinions of students. The learning environment: • 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 opportunities for students. • Displays current student work that promotes a positive classroom environment. • is arranged to promote individual and group learning	The aspiring teacher: • Encourages students to learn from mistakes. • Interacts with students in a generally positive manner and reflects awareness and consideration of all students' backgrounds. • Is regularly receptive to the interests and opinions of students. The learning environment: • Welcomes all students and guests. • Is organized to promote learning for all students. • Has supplies, equipment, and resources accessible to provide opportunities for students. • Displays current student work. • Is arranged to promote individual and group learning.	The aspiring teacher: • Encourages students to learn from their mistakes. • Interacts with students in a generally positive manner. • Is sometimes receptive to interests and opinions of students. The learning environment: • 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.	The aspiring teacher: • Does not create learning opportunities where students can experience success. • Does not establish a safe and positive classroom environment for students. • Is not receptive to the interests of students. The learning environment: • 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.

ENVIRONMENT (EN)				
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 opportunities for all students. • Displays current student work that promotes a positive classroom environment. • Is arranged to maximize individual and group learning and to reinforce a positive classroom environment.				

ENGAGING STUDENTS AND MANAGING BEHAVIOR (ESMB)				
Level 5: Exemplary	**Level 4: Distinguished**	**Level 3: Proficient**	**Level 2: Developing**	**Level 1: Improvement Needed**
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
• Students are consistently	• Students are regularly	• Students are regularly	• Students are often	• Students are often

ENGAGING STUDENTS AND MANAGING BEHAVIOR (ESMB)

engaged in behaviors that optimize learning and increase time on task. • The aspiring teacher and students establish shared 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. • The aspiring 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 aspiring 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.	engaged in behaviors that optimize learning and increase time on task. • The aspiring teacher and students establish shared 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.	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.	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, 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.	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 overaddresses inconsequential behavior. • Routines for distributing materials are inefficient, and considerable time is lost during transitions.

PROFESSIONALISM (P)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning*	*Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
The aspiring teacher **always**: • 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 assessment of his/her lessons' effectiveness as evidenced by his/her self-reflection. • Offers specific, appropriate actions to improve his/her teaching.	The aspiring teacher **nearly always**: • 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 assessment of his/her lessons' effectiveness as evidenced by his/her self-reflection. • Offers specific, appropriate actions to improve his/her teaching.	The aspiring teacher **regularly**: • 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. • Integrates instruction of unique stories,	The aspiring teacher **sometimes**: • 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. • Sometimes integrates unique stories,	The aspiring teacher **rarely**: • 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. • Integrates unique stories, accomplishments, and struggles of all people.

PROFESSIONALISM (P)				
• Consistently integrates instruction of unique stories, accomplishments, and struggles of all people. • Consistently seeks to unpack personal perspectives in order to understand and address barriers that impact disparities in student success. • The aspiring teacher always actively and intentionally mitigates the effects of negative stereotypes. • Demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • Accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.	• Integrates instruction of unique stories, accomplishments, and struggles of all people. • Seeks to unpack personal perspectives in order to understand and address barriers that impact disparities in student success. • Actively and intentionally mitigates the effects of negative stereotypes. • Demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • Accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.	accomplishments, and struggles of all people. • Seeks to unpack personal perspectives in order to understand and address barriers that lead to disparities in student success. • The aspiring teacher regularly, actively, and intentionally mitigates the effects of negative stereotypes. The aspiring teacher mostly: • Demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • Accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.	accomplishments, and struggles of all people. • Sometimes seeks to unpack personal perspectives in order to understand and address barriers that lead to disparities in student success. • The aspiring teacher sometimes actively and intentionally mitigates the effects of negative stereotypes. • Demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • Accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.	• Does not seek to unpack personal perspectives to understand and address social barriers that lead to disparities in student success. • The aspiring teacher does not actively and intentionally mitigate the effects of negative stereotypes. • The aspiring teacher does not demonstrate understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • The aspiring teacher does not accept responsibility and/or assist peers in contributing to a safe and orderly school environment.

LAER Rubric Indicators	LER Rubric Indicators
Instructional Plans	• Instructional Plans • Lesson Structure and Pacing • Student Work
Assessment	• Assessment
Standards and Objectives	• Standards and Objectives • Assessment • Student Work • Expectations
Presenting Instructional Content	• Presenting Instructional Content • Teacher Content Knowledge
Activities and Materials	• Activities and Materials • Grouping Students • Motivating Students
Questioning	• Questioning
Academic Feedback	• Academic Feedback
Teacher Knowledge of Students	• Teacher Knowledge of Students • Grouping Students • Lesson Structure and Pacing
Thinking and Problem-Solving	• Thinking • Problem-Solving
Environment	• Environment • Expectations • Respectful Conditions
Engaging Students and Managing Behavior	• Engaging Students and Managing Behavior • Lesson Structure and Pacing
Professionalism	• Professionalism

Instructional Plans
Indicator Overview

Instructional plans contribute to effective and efficient learning experiences for students and, in turn, highly engaged classrooms. Instructional plans are based heavily on state standards, high-quality curriculum, as well as analysis of formative and summative student assessments. Aspiring educators should incorporate content standards, high-quality curriculum resources, and assessments into their daily, weekly, and unit instructional planning.

Content and Connections

Effective instructional plans are the foundation of impactful teaching and learning. Aspiring educators should:

- practice writing instructional plans that are aligned to state content standards and incorporate high-quality curriculum resources and;
- embed available high-quality curriculum resources with aspiring educator annotations to enhance lesson delivery aligned to individual and group student needs.

Evidence of Student-Centered Learning/Student Ownership of Learning

In order for aspiring educators to purposefully engage students at key points throughout the lesson, they may ask themselves the following questions while planning:

- How do I plan to engage students in learning throughout the lesson?
- What student engagement strategies will work best with the lesson I am planning?

Key Terms	
High-Quality curriculum	A high-quality high-quality curriculum is one that includes high expectations for students, demonstrates alignment with state standards, and is highly rigorous.
Relevant	Instructional plans include activities and materials that students can identify or recognize as ideas they are familiar with.
Integrate	Intentional planning for meaningful and connected learning experiences across content areas.
Student Work	Measurable products that are the result of standards-based learning activities.
Reflection	Planning for student reflection is essential to support student growth and development. Reflection provides students with the opportunity to think about their learning and accomplishment in reference to the learning objective.
Closure	Closure refers to time at the end of a segment of learning to review what has been learned within the instruction segment.
Annotated	Annotated means taking notes to enhance or draw attention to critical components of the curriculum during instructional planning.

Classroom Examples

Descriptors: Meaning & Actions	
Rubric Descriptor	**Explanation**
Instructional plans include: most evidence of the internalization of the plans from the high-quality curriculum;	Aspiring educators must have a deep understanding of the standards and curriculum to internalize its intentions of the curriculum materials. This internalization is often displayed in the annotations made by the aspiring educator in the lesson plans. Annotations in lesson plans can include anticipated misconceptions that students may have about the content and the aspiring educator working out (math) problems to "think through" the process of solving to anticipate learning needs.
Instructional plans include: objectives that are mostly measurable, explicit, and aligned to state content standards and aligned high-quality curriculum, both in content and rigor;	Aspiring educators should use the standards-aligned scope and sequence provided in the curriculum to develop monthly, weekly, and daily lesson plans. Daily lesson plans should contain an explicit objective that clearly states what students should know, understand, or be able to do by the end of the lesson. This clarity provides aspiring educators with a destination for the lesson, allowing them to design a road map of activities that directly leads to achieving that objective.
Instructional plans mostly include: activities, materials, and assessments, that are mostly: aligned to state standards; content, including high-quality curriculum; and success criteria; sequenced and scaffolded based on student need; build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate: and provide appropriate time for student work, student reflection, and lesson and unit closure.	Instructional plans should be aligned to the standard and address how the aspiring educator plans to: • design lesson delivery to model performance expectations and provide time for students to practice and explore the new learning concept. • scaffold activities to build on student strengths and needs. • build on student prior knowledge, make connections between content learning and student everyday experiences, and provide direct instruction. • include time for student reflection on progress towards mastery of the objective and closure to the lesson learning.
Instructional plans mostly indicate: evidence that the plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides opportunities to accommodate individual student needs.	Instructional plans should address how the aspiring educator plans to: • motivate students according to their age, needs, and interests. • provide intentional plans for differentiated instruction to meet the needs of students and to ensure access to grade-level content standards.

Suggested Coaching Questions

- What annotations do you need to make in your curriculum guides and lesson plans to support mastery for your students?
- What do you want your students to be able to do as a result of your teaching?
- How will you determine which activities, materials, and assessments to include in each lesson?
- How will you ensure that all activities, materials, and assessments are aligned to the lesson learning objective?
- How will you plan for activities, materials, and assessments that are age-appropriate and peak the interests of most learners?
- How will you intentionally plan to incorporate opportunities to accommodate individual student learning needs? Why is it important to do this?
- How will you provide appropriate time for student work, student reflection, and lesson closure?

Assessment

Indicator Overview

Effective assessment is a fundamental part of instruction and learning. The goal of this section is to provide information and examples of assessment. An effective assessment plan answers the questions:

- What do I want my students to be able to do as a result of my teaching?
- How do I know the students mastered what I taught?
- When these questions are asked and answered regularly, the aspiring educator can effectively plan, diagnose, and intervene to raise student achievement.

Content and Curriculum Connections

Assessments should align to or be directly taken from the adopted high-quality curriculum. If high-quality curriculum is not available, aspiring educators must pay attention to the scope and sequence of the content and the rigor of the standard in order to assess student learning effectively. Both classroom-level and school-level assessment data help aspiring educators select the subsequent standard and supporting high-quality curriculum and materials to use in daily lessons, interventions, and tutoring. Formative assessment data is generated during the lesson.

Student Engagement

Engaging students with lesson objectives is an essential step in lesson delivery. When students know what they are learning and how they will be assessed, they can self-monitor and engage in learning through meta-cognitive processes. Students are able to self-monitor and engage in learning through self-questioning when the aspiring educator has set clear measurement criteria for mastery of the objectives. When an aspiring educator sets clear measurement criteria, students are able to reference the criteria throughout the lesson. Often measurement criteria include questions students can ask themselves to process and check for their understanding. Aspiring educators should intentionally communicate the daily learning objective to empower students to own their learning,

Key Terms	
Alignment	The assessments, the objective, and state standards are building and measuring the same skill.
State Content Standards	State content standards reflect the knowledge and skills students are expected to learn in a given content area in that state. These standards set clear benchmarks for learning and provide guidance to aspiring educators as they develop learning experiences and lessons.
Instructional Decisions	A systematic approach of using student achievement and other data to make choices regarding instruction during planning and lesson delivery.
Measurement Criteria	Measurement criteria define what success looks and sounds like and how it should be assessed; it defines student mastery.
Methods of Measuring Student Progress	Practices that help aspiring educators use student performance data and student work to evaluate the effectiveness of their teaching, make informed instructional decisions, and identify which students need interventions.
Formative Assessment	Formative assessment refers to tools, activities, and assessments that identify misconceptions, struggles, and learning gaps during the lesson and are used to assess how to address any identified needs. Some examples of formative assessment are classroom polls, exit tickets, the use of whiteboards to view student understanding, a draft version of a project or paper, or turn and talk time with peers.
Summative Assessment	Summative assessments evaluate how much a student has learned after a lesson, unit, or benchmarking period. Some examples of summative assessments are formal exams, end-of-unit or chapter questions, a final project or paper, or statewide tests.

Classroom Examples

Descriptors Meaning and Actions		
Rubric Descriptor	Explanation	Possible Evidence
Assessment plans: are aligned with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other high-quality curriculum options.	Assessments should be directly connected to the activity and new learning by students. Therefore, assessments need to be aligned to the state standards, taken from adopted high-quality curricula, and aligned to the lesson objective as evidenced in the instructional plan.	As the aspiring educator begins to plan a series of three lessons to address the state standard related to photosynthesis, she reviews the high-quality curriculum scope and sequence and examines other resources, such as the textbook, online resources, and lesson ideas from the science coordinator for the district. If available, the aspiring educator also looks at the student work collected last year. She uses all of these resources and data to design the objectives and activities for her lesson plans. She plans group work to assess daily learning and labs to conduct a formative assessment.

Assessment plans: mostly informs instructional decisions.	In order to use assessments to inform instructional decisions, assessments must capture evidence of learning that can inform future instruction. Analyze previously collected formative and summative assessment data to inform the next learning experience.	As students create a poster explaining the different types of figurative language, the aspiring educator notices that several students are struggling to find examples from the text. The student work indicates that the students need the aspiring educator to re-teach the concept and provide another model. The aspiring educator stops the class and models finding an example of a simile, and then students continue to work on their posters.
Assessment plans: mostly informs instructional decisions. have clear measurement criteria and include opportunities for students to monitor their own progress and to provide their peers with feedback.	Student measurement criteria should be determined before the lesson. Measurement criteria define what success looks and sounds like and how learning will be assessed. When creating the instructional plans, the aspiring educator should include a student exemplar and identify how they will know that the students mastered the objective.	The aspiring educator presents students with an exemplar of student work aligned to the lesson objectives. The exemplar is shared with students, and the aspiring educator reviews the exemplar alignment with the measurement criteria. The aspiring educator has the students look over a rubric (measurement criteria) for creating a presentation on The Great Depression before explaining the assignment. The aspiring educator has students predict the difference between the "mastery" and "meets expectations" performance levels and set goals for themselves.
Assessment plans: include both formal and informal methods of measuring student progress.	Instructional plans must address how the aspiring educator will collect data and information before, during, and after the lesson to monitor student progress. Formal methods are pre-planned checks for student understanding during key points of each lesson. Informal methods are periodic checks for understanding throughout the lesson which may be observable through aspiring educator questions or feedback the aspiring educator provides to students during instruction. Both methods should be used to modify or adjust instruction to support student mastery.	During a lesson on proper nouns, the aspiring educator listens to students sort through word cards to find the proper nouns to measure student progress. The aspiring educator provides academic feedback and questions to students who are sorting incorrectly. He reminds the entire class to use the anchor chart to guide their thinking. As the students transition to writing sentences with proper nouns, the aspiring educator models writing sentences and checking the work using the anchor chart. He then has the students write their sentences on sentence strips and hang them on the wall for peer review. He approves each sentence before it is hung as an additional check for student progress.

Assessment plans: designs are sometimes informed by student baseline data.	If available, the assessment design should be informed by the student pre-assessment data or baseline data depending on the content area and level. This data will inform the next instructional steps for the students and the aspiring educator.	The aspiring educator gives the art class a chart as a warm-up activity that serves as student baseline data. She asks students to identify in the first two columns what they know and want to know about shadowing an objective to show perspective. The aspiring educator then uses this information to group students, placing those who know more about shadowing together and grouping students who write very little or incorrect information for additional review and modeling. She knows that this skill is a cornerstone for upcoming lessons and that students need to be proficient before she moves on with the unit.
Assessment plans: 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).	Formative and summative assessments in instructional plans provide aspiring educators with the ability to track progress both during and after the lesson. These student performance measures should be written in the instructional plans and include a variety of types of assessment to measure the impact of the lesson on student learning.	The aspiring educator's class of first grade students is working on sight words to share and write ideas about a topic of the sight word. Throughout the lesson, the aspiring educator plans for various checks for understanding through formative assessment. She has the class review the words together and read the words out loud to each other using a student selector app. Every student is asked to read one word. The aspiring educator then shares pictures that illustrate each sight word and has students work in trios to sort the pictures to the words that match that idea. The aspiring educator supports each group until they all make correct matches. The class then works together to complete sentences using the words. Lastly, the aspiring educator has each student write their own sentence using the words and models this for them. The aspiring educator moves around the room providing feedback to students who are struggling. The aspiring educator collects the student sentences at the end of the lesson. A summative assessment of sight words is given to students when they are asked to read and write sight words at the end of each quarter.

Suggested Coaching Questions

- How will you check for understanding at the conclusion of the lesson?
- How will you ensure that students understand their own progress and support students' self-awareness?
- How will you use assessment data for your next steps?
- How will you develop clear measurement criteria aligned to the state content standards?
- What high-quality curricula assessment resources are provided, and how can you use those to assess student progress?

- How will you plan for students to demonstrate mastery through multiple measures (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test)?
- How will you plan to use assessment to accommodate the needs of individual students?
- How will you check for understanding during the lesson?

Standards and Objectives

Indicator Overview

In many ways, this indicator is the foundation for all other indicators. If the aspiring educator is not clear about what she wants students to know and be able to do as a result of the lesson, the balance of the lesson cannot be properly developed or implemented. Both the students and the aspiring educator should understand what is to be accomplished during each lesson.

Planning effective lessons aligned to the state content standards is dependent upon the aspiring educator's ability to create and communicate clearly defined learning objectives. Standards and objectives should align with high-quality curricula), as these materials are aligned to state content standards and have a clear scope and sequence.

Content and Curriculum Connections

All lessons should begin with the clear identification of a learning target that is aligned to state content standards and the adopted high-quality curriculum. Aspiring educators should source lesson objectives and learning targets from the site-adopted high-quality curriculum, when available, to ensure appropriate scaffolds and support for student progress towards mastery.

Student Engagement

Observable student actions may look and sound like the following:

- Students turn the objective into an essential question and return to answer the question during the lesson.
- Students make connections, individually or in groups, to previous lessons and to personal experiences.
- Students deconstruct the objective to determine the criteria for mastery of the objective.
- Students return to the objective of the lesson to analyze their own understanding.
- Students assess their own work and understanding to the criteria of mastery for the objective.

Keywords	
Communicated	Learning objectives and standards are considered communicated when the objective and standard are written in a manner that students can understand and are understood by all students. Students should be able to articulate what they are learning.
Referenced	Learning objectives and standards are referenced when the aspiring educator makes connections between the learning objective and the lesson activities.
Sub-objectives	Sub-objectives are skills that students need to learn or be able to demonstrate in order to meet the learning target.
Connected	The learning objectives should be a component on a continuum of learning that is aligned to the standards and accompanying high-quality high-quality high-quality curriculum resources.

Expectations	Expectations are the intentional use of learning targets and the pathway to mastery.
Measurement Criteria	Measurement criteria define what success looks and sounds like and how it should be assessed; measurement criteria define student mastery.
Mastery	Mastery is the demonstration by students that they are internalizing and meeting the lesson objective.

Classroom Examples

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Most learning objectives and state content standards are communicated, referenced, and discussed. Most learning objectives are displayed and referenced throughout the lesson.	Before a learning objective can be clearly communicated, it must be clearly written. Clearly written objectives have three components: • Observable verbs and/or actions • Clear description of learning outcome • Measurable standards • Observable verbs are arranged in order of complexity in thinking. Bloom's Taxonomy and Webb's Depth of Knowledge can assist in writing objectives. The aspiring educator must be certain that students know and understand the learning objective. To provide direction and focus, the aspiring educator and students reference and discuss standards and objectives at key points throughout a lesson and again at the end of the lesson to reflect on how the students met the learning objective. Displaying the state standards in the classroom supports the connection between student activities and learning goals. However, the benefit of posting a standard is limited if all students are unable to see the standard, if the standard is not referenced, or if the language used in the standard is not understood. The aspiring educator may need to teach students the vocabulary used in the standard. This is important as many state standards are also the language of state standardized assessments. Aspiring educators may also use visual representations, such as pictures or symbols, to support understanding of the meaning of a standard for students.	During her preparation for the lesson, the aspiring educator identifies the learning objective for the day based on the standard she is teaching. Learning objective: I can recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants). The aspiring educator posts the learning objective on a bulletin board that all students can see. She references the learning objective at the beginning of the lesson. She references the learning objective at several key points during the lesson. For example, after students have labeled the parts of a plant, she references the learning objective to explain that the next activity will focus on having students describe the function of the parts of the plant. At the beginning of the lesson, she teaches the term function and uses this moment to have students recall that information.

Sub-objectives/ Prerequisite skills are aligned to the lesson's major objective.	State standards are usually broad in scope. Before students can master a standard, it is often necessary that they first master sub-objectives. By referencing the state standards, students have the opportunity to relate the lesson to the "big picture" and to prior learning. Once the objective is clearly defined, the aspiring educator develops the sub-objectives. The selection of appropriate sub-objectives depends on the needs of the students, the complexity of the objective, and the content. There are three primary reasons for including sub- objectives: ● To review prior learning ● To teach a new sub-skill ● To teach a process that supports the main objective	Aspiring educator: "Today we will create a graph using the pie, bar, or line format to illustrate how classmates responded to a questionnaire about sports. I have created a rubric to assist you in completing this assignment." The needs of the students determine what sub-objectives to address. For this example, several sub-objectives would likely be included as a part of this lesson so that all students could be successful. Students must be able to: ● Apply the pie, bar, and line graph (prior learning) ● Calculate results of surveys into percentages (prior learning) ● Apply the rubric to the project (process)
Learning objectives are connected to what students have previously learned and life experiences.	This descriptor is about making connections in learning. It is important for aspiring educators to connect new learning to prior learning so students are able to see learning as a continuum and to make real-life connections about how this learning impacts their lives. Most high-quality curriculum resources provide aspiring educators with guides that allow student learning to build upon previous learning. This is also supported by brain-science that indicates mastery of learning comes through repeated practice. This connection can be made in a variety of ways. This descriptor is closely related to the indicator Teacher Knowledge of Students, which refers to the relevancy to students' lives and the incorporation of their interests. Aspiring educators may model their thought process as they make a connection to a specific topic and then lead students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios.	It is also important for aspiring educators to lead students to make connections for how what they learn in one content area connects to another content area. For example, when measuring or creating graphs in science, an aspiring educator may make connections to math with an emphasis on math vocabulary students are learning. In literature classes, connections may be made between what is being read and a historical period that students may be studying in social studies.

Expectations and measurement criteria for student performance are clear.	This descriptor deals with creating learning objectives and expectations that are demanding and of high quality for all students. Whether the aspiring educator has succeeded in doing so can only be determined by the students' response to the lesson. It is important to look at assessment and other diagnostic methods for determining what to teach. For expectations and measurement criteria to be clear for all students, an aspiring educator may need to develop different activities and/or assessments. This descriptor refers not only to setting clear expectations for what students are to do to support their learning but also to setting clear expectations for procedures and student behavior during the lesson. For expectations to be clear, present students with a model that demonstrates what they are expected to do. Models may include the use of visuals, aspiring educator or student demonstration, anchor papers, and rubrics to demonstrate how student work will be assessed, written steps the students are to follow when completing the assignment, etc. If students are working in groups, expectations for each group member, as well as the expectation for the group as a whole, should be clearly explained. Students need to clearly understand how they will be held accountable for individual work and group work. Procedures for obtaining materials for the group work, the expected noise level, where students may work, etc. should all be clearly explained. This descriptor connects to the Presenting Instructional Content descriptor, "modeling by the aspiring educator to demonstrate his/her performance expectations."	The aspiring educator shares that the learning objective for the lesson is to write a paragraph citing evidence from the text that explains how the main character of the story is feeling during the story. The aspiring educator presents clear measurement criteria so that students can monitor their progress towards mastery: • Write a paragraph that explains how the main character feels when moving to a new school. • Provide two text citations to support your claim. • Use accurate conventions to complete your paragraph. To ensure that students understand the learning objective and that the students have access to a clear student work exemplar, the aspiring educator models writing a paragraph using another character in the book. The aspiring educator also provides an anchor chart to provide specific expectations.

Most student work and formative assessments are aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction.	The development and observation of student work should enhance and reinforce instruction. Student work should be focused on the learning objective that is based on the lesson content standard. All assessments (formative, summative, informal, and formal) should be aligned to the learning objective. Aspiring educators should analyze student work to gauge student learning, and as a predictor for how students will perform on post-tests. If students are not making adequate progress or are progressing more quickly than expected, the aspiring educator should adjust the long-range plan to reflect students' changing needs. Aspiring educators may also review examples of student work to monitor performance or to identify reasons students are not mastering the skill by comparing the work to specific and commonly agreed-upon criteria.	The aspiring educator provides time for students to discuss how they know how a character felt during a story. She prompts students to cite text evidence to support their claim about how the character felt. She also has students review the exemplar to identify the character's feelings and two pieces of text evidence. These two activities provide the students time to process the learning objective and the aspiring educator with an informal assessment on how students are progressing towards mastery. The lesson ends with all students completing the aligned performance task, an individual written response to the prompt.
There is evidence that most students demonstrate mastery of the objective.	Although instructional planning and effective presentation of instructional content are essential, effective aspiring educators focus on evidence of student learning. Effective aspiring educators plan formative assessments that enable them to check for student mastery of the material taught and make modifications to their future lesson plans to meet the needs still evident in the student work.	Upon completion of the lesson, all of the students complete the written response. 92% of students' written responses demonstrate mastery of the lesson objective.

Suggested Coaching Questions

- How will you determine the standards/objectives you will teach?
- How will you identify the sub- objectives for a lesson?
- How can high-quality curricula help to identify the objectives and sub- objectives of the lesson?
- How will you decide on the method you will use to communicate the standards/objectives to students?
- How will you utilize a visual of the standards/objectives during the lesson?
- How will you communicate your expectations to the students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?

Presenting Instructional Content
Indicator Overview

This indicator deals with the method in which content is taught within a lesson. The use of visuals, modeling, and an aspiring aspiring educator's ability to clearly communicate performance expectations in a concise and logically sequenced manner are addressed by this indicator's descriptors. The use of visuals with examples, illustrations, analogies, and/or labels are important tools to use when introducing new concepts and can lead students to mastery of specific skills in a more efficient manner. However, it may be that not all of these tools are included in one lesson. It is important that these visual tools are used effectively and appropriately for the content delivered and students taught.

Content and Curriculum Connections

This indicator lives in an aspiring educator's understanding of their standards and the high-quality curriculum they are using to teach those standards. Understanding how to implement the high-quality curriculum and standards for the students is key. When we think about the moves an aspiring educator makes to share, inform, scaffold, and present subject matter content, we have to consider how informed they are on the skills being taught in order to make those instructional decisions.

Student Engagement

Observable student engagement actions may look and sound like the following:

- Students are able to communicate how the subject-specific strategies they use support their understanding of the content.
- Students reference visuals and examples presented during the application of learning.
- Students include key concepts when summarizing the information presented.
- Students utilize an example or exemplar to create or assess their own work.
- Students record notes on the steps taken during the aspiring educator model to ensure transfer.
- Students have the opportunity to reflect on their learning orally or in writing.

Key Terms	
Teacher Content Knowledge	The aspiring educator's knowledge of the content to be taught and the ability to integrate strategies to support student learning.
Subject- Specific Strategies	Subject-specific pedagogy is the knowledge, cognitive moves, or ideas an educator has about how to teach a specific subject. These strategies are particular to content areas or disciplines.
Internal Summaries	An internal summary is a periodic pause during a lesson to review the steps the aspiring educator and students have taken towards mastery of the daily objective. This pause cues the students into the learning and thinking that has been discussed. Internal summaries are excellent ways to reinforce and clarify ideas that are essential for the students to remember
Modeling	Modeling is an instructional strategy in which the aspiring educator demonstrates a new concept, thinking, or approach to learning. Students learn by observing and hearing the aspiring educator talk out loud.

Performance Expectations	Performance expectations are requirements of a student, including expected results, behavior, criteria, and actions necessary to meet the objective or learning target (also known as measurement criteria).
Essential Information	Information that is essential is extremely important or absolutely necessary to a particular lesson, situation, activity, or mastery of the objective.
Logical Sequencing and Segmenting	An effective sequence provides the learners with a pattern of relationship so that each activity has a definite purpose. Proper sequencing also helps to avoid inconsistencies in the content of the instruction.

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Presentation of content mostly includes: evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula;	This descriptor addresses the aspiring educator's knowledge of the content he/she is teaching, as well as their ability to implement strategies to support student learning. The aspiring educator should refer to the adopted high-quality curriculum resources and materials as they align with the state content standards to build content understanding. It is essential for aspiring educators to demonstrate accurate content knowledge in all content areas they teach. Most state content standards are built upon one another, understanding the alignment over time is a cornerstone to planning and implementing effective instruction.	For example, if a student is to master how to convert fractions to a decimal, he must first understand that a fraction can also be expressed as a percentage of some value. The development of understanding must first be mastered by the aspiring educator and then taught to students.
Presentation of content mostly includes: Subject-specific instructional strategies	By leading students to connect to these other ideas and concepts, aspiring educators provide evidence of their knowledge of the content and ability to utilize a variety of subject-specific instructional strategies to teach the content.	All content areas have subject-specific strategies that support a student's content learning and enhance opportunities for mastery. For example, if an aspiring educator is teaching students to write a multi- paragraph essay, a subject-specific strategy might include the use of a thinking map to organize ideas for a pre-writing activity.

Presentation of content mostly includes: visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson	This descriptor refers to the effective use of visual materials to assist the learner in making connections with prior learning and in clarifying newly acquired concepts. Visuals that preview the lesson also provide students with a direction for where they are headed and what they will be doing. They support students in identifying and understanding the progression of the lesson. Based on these indicators, there are two main applications for graphic organizers or visuals: ● Visuals that assist in the learning process ● Visuals that organize information for the learner It is important to note that internal summaries (mini-reviews within a lesson of what has been taught) may be provided visually or orally by the aspiring educator or students. When an aspiring educator continually reviews sub-objectives in order to connect to the next sub-objective, students are led to ultimately move towards mastery of the lesson objective. Internal summaries provide students opportunities to have concepts restated and to reflect within a lesson on what they are learning as opposed to waiting for a review of all concepts at the end of the lesson. aspiring educators can lead students in providing these summaries through his/her questions and group discussions.	The classroom walls display various anchor charts that include cues to support student recall and application of reading comprehension strategies. One example of a reading comprehension anchor chart is titled "Self-Questioning." The chart includes a hand-drawn visual of two students reading a book with thought bubbles above their heads. Inside the thought bubbles, each student is asking themselves a different question. Below the visual are the words, "When you read something new, think of questions you have to support what you have read. Asking yourself questions about what is coming next will support your comprehension of the text."
Presentation of content mostly includes: examples, illustrations, analogies, and labels for new concepts and ideas;	Words, mental pictures, and other clarifying techniques simplify and organize new information for the learner. Examples: When presenting a new concept, carefully selected examples help students to understand information. Illustrations: aspiring educators use images, such as diagrams, paintings, or photographs, to support student understanding of new concepts. Analogies: aspiring educators use analogies to support student understanding of concepts. When setting students up to compare and contrast two texts, a first step may be to solidify the idea of comparing and contrasting two known items, such as an apple and an orange. Labels: Labels help clarify information. Pictures with labels may also be used to introduce vocabulary, important people, or new concepts.	Application of the methods listed in this descriptor enhances learning in the following ways: Examples: During a lesson about metaphors, the aspiring educator uses a poem to identify a metaphor and think aloud about its meaning to provide an example for her students. Illustrations: Before dissecting a frog, students study an illustration depicting the internal organs. Analogies: The aspiring educator uses the comparison of appropriate graphic organizers to the choosing of appropriate tools to hammer in nails or tighten screws. The aspiring educator explains to students that graphic organizers are "tools" to support their organization of material, and different organizers support different tasks. Labels: During a study of the circulatory system, an aspiring educator models how to label the parts of the heart and identify the function for each part.

Presentation of content mostly includes: modeling by the aspiring teacher or student to demonstrate his or her performance expectations;	The ability to model the use of new information and the aspiring educator's expectations for student performance is one of the most important descriptors for this indicator. An effective aspiring educator must be able to model desired outcomes. In order to model effectively, the aspiring educator must be able to do the following: ● Know exactly what the expected outcome is. ● Identify the critical elements of the desired outcome. ● Create clearly defined steps so learners can achieve the desired outcome. ● Provide examples for how the completed project/assignment should look.	An aspiring educator explains to the students that the learning objective is to be able to identify the physical characteristics of two characters from a novel and compare and contrast them. She tells the students they are expected to create an illustration of two characters from a novel the class is reading and then complete a Venn diagram to compare their characteristics. She chooses two different characters to model her expectations and the thought process she went through in deciding how to draw the characters. She explains various ways the students can approach the project and provides clear criteria through the use of a rubric for how the finished project will be evaluated. She leads the students to apply the rubric to her work as an additional way to ensure they understand her expectations for their work. She then models how she takes the characteristics of the two drawings and uses a Venn diagram to organize the similarities and differences in the drawings. Students are able to clearly understand the expected outcome for the lesson and the expectations for their work. As the aspiring educator models her work of the steps in the example above, she identifies the elements or requirements for the student work. Using the rubric for the assignments, she identifies each required element of the illustration and Venn diagram on her examples. This provides students a clear understanding of what needs to be included in each assignment and how the elements will be evaluated. When modeling the expectations for the assignment in the example above, the aspiring educator clearly explains the order in which the students will need to complete the steps required for the assignment. First, they will need to select two important characters with criteria for how to select them. Then students will need to identify specific characteristics of these characters that will be incorporated into their illustrations. The explanation will continue through each step. To support learners, the aspiring educator displays a written list of the steps on the board or chart paper

Presentation of content mostly includes: concise communication with essential information; no irrelevant, confusing, or nonessential information; logical sequencing and segmenting limited content taught in sufficient depth to allow for the development of understanding.	These descriptors relate to an aspiring aspiring educator's knowledge of the content he/she is teaching and his/her ability to clearly explain the content to students in a logical manner. For this to occur, an aspiring educator must first clearly define the learning objective for the lesson and then maintain the focus of the lesson on this objective, which may require aspiring educators to redirect students' comments. The sequencing of the lesson relates to the sub- objectives that are taught within a lesson. Sub-objectives should be taught or reviewed in an appropriate sequence for the grade level and ability of the students. The segmenting of the lesson relates to the pacing of the lesson. An effective aspiring educator will provide sufficient time for the introduction of the lesson, the instruction within the lesson, the student activities, and closure. Although these may be embedded within each other during a given lesson, the segmenting of the lesson allows sufficient time for each to take place so that students can have opportunities to master the learning objective.	The aspiring educator prepares a lesson agenda to stay on track with instruction for the day. ● Review objective ● Co-construct success criteria ● Essential vocabulary review ● Model performance expectations ● Practice with table group ● Work independently

Suggested Coaching Questions

- How will you use high-quality curricula to determine specific instructional strategies that will meet students' needs?
- How will you determine the types of visuals you will use during a lesson?
- How will you plan for effective modeling during a lesson?
- Why is it important to model your expectations for students?
- How will students clearly know your expectations for their assignments and for what they are to learn?
- When planning a lesson, how will you decide on the sequencing of the instruction within the lesson?

Activities and Materials
Indicator Overview

This indicator addresses the variety and appropriateness of activities and materials that an aspiring teacher chooses to implement during a lesson. In applying this indicator to a lesson, it is particularly critical that activities and materials support lesson objectives and are challenging for all students. Therefore, this indicator closely relates to the aspiring teacher indicators Knowledge of Students as well as Standards and Objectives. In order to plan appropriate activities and materials, an aspiring teacher must know the needs and interests of the students and ensure the use of activities and materials is purposeful in supporting students in meeting the learning objective.

Content and Curriculum Connections

The curriculum provides aspiring teachers with the what of the daily lesson. The activities and materials are part of the how. Once a teacher knows the standard and the content to be taught, she can create an objective for learning. In settings where activities and materials are provided, aspiring teachers must take time to understand how the activities align with the rigor of the standards. In planning for effective instruction, an aspiring teacher should thoroughly understand how each activity will impact student mastery. Effective teachers then plan activities and use materials to help students move towards mastery of the objective. Many times, these activities are a component of a formative assessment a teacher will use to monitor student learning or scaffold/extend the skill for students at various levels of skill.

Student Engagement

Observable student actions may look and sound like the following:

- Students understand how what they are doing connects with the lesson objective.
- Students demonstrate enjoyment in the completion of activities and a desire to continue work.
- Students are cognitively engaged in tasks that facilitate thinking and interaction.
- Students ask questions and generate ideas for further learning during lesson activities.
- Students work respectfully with one another in a variety of grouping arrangements.
- Students learn with and from one another while engaged in collaborative group activities.
- Students complete work that meets the aspiring educator's expectations individually and as a group.
- Students reflect on their progress toward mastery of the objective within their groups.

Key Terms	
Activities	Activities are actions students and aspiring educators take that are designed and deployed by the aspiring educator to create the conditions for learning or the implementation of learning. The conditions for learning exist when the classroom environment itself supports student engagement. The implementation of learning refers to the instructional steps an aspiring educator takes through the lesson. Learning activities can stimulate experiential learning, mobilize abstract or conceptual thinking, push students to think creatively, and/or prompt students to engage in analytical discussion around the learning objective.
Materials	Materials are supplies and resources an aspiring educator uses with students in order to implement effective activities that help students meet the learning objective.
Supplementary Resources	Supplementary resources include materials, ideas, examples, textbooks, and videos that are available to an aspiring educator to enhance and/or differentiate their lesson to reach all or specific students.

Proficient Descriptor Explanation and In-Action Scenario		
Descriptors	Explanation	Sample Evidence
Activities and materials include most of the following: support the lesson objectives; are challenging; sustain students' attention;	The types of activities and materials can be categorized into three groups: Content-related Student-centered Material and resources When planning an aspiring educator should first identify the desired student outcome for the lesson objective along with the lesson success criteria. Then, the aspiring educator should plan for which activities and materials to use to support student learning. The selected activities and materials should align with the needs of students and provide opportunities for students to engage in deep thinking and problem-solving to ensure students have time to learn and apply the content learning.	An aspiring educator assesses students and realizes that the students are experiencing difficulty in making inferences. He establishes the learning objective: Students will be able to identify details in a text and use their own experiences to develop an appropriate inference. He designs the lesson with several activities: ● Students are to work in pairs to identify details from the text that connect to the inference question asked. ● Students will think of an experience they have had that connects to the text and then share this with a partner. ● Each student will complete a graphic organizer with this information. ● Each student will write the inference and include a reflection on how the process has been supportive in making an appropriate inference. After the activities are designed, the aspiring educator uses select descriptors to be certain that students are involved in the referenced activities. Support: The activities support the objective for students to make an inference.
Activities and materials include most of the following: 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;		Thinking: He determines that when students are asked to infer, they are thinking at a higher level. A question he is sure to ask is: "How did you develop your inference? Why was it appropriate?" Reflection: There is time for reflection in the lesson when the students are told to reflect on how the process has supported them. Relevant: By using their own experiences and/or background knowledge, the lesson becomes relevant to the students since they have opportunities to make connections to the text. Interaction: Students also have opportunities for student-to-student interaction when they pair and share. Curiosity: Student curiosity and suspense are provided as students continue reading text or conducting research to learn if their inference is correct.

provide students with choices when appropriate and aligned to the learning objectives;		Choices: Students are provided choices for the connections they make to the text and the supporting details they identify that connect to the inference question.
Incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, materials from external sources, such as museums, when not available in the high-quality instructional materials).		The lesson includes a prepared interactive Google classroom landing page that students can refer to during and after the lesson. The landing page includes links to additional content support and extension activities that students can choose to complete when finished with the assigned student work.
When participating in groups, most students: know their roles and responsibilities and group work expectations. are held accountable for group work and individual work.		

Suggested Coaching Questions

- How will you decide on the types of materials you will use during a lesson?
- How will you develop activities that are aligned to the learning objective?
- How will you maintain all students' attention during the lesson?
- How will you allow for meaningful student-to-student interaction?
- How will you provide students with significant choices related to the content?
- How will students create and self- monitor their own learning?
- How will you decide on the instructional grouping of students during a lesson?
- How will you decide on roles individuals will have when working in groups?
- Where can you seek out additional resources to use during your lessons?
- How will you decide on the types of materials and resources you will use during a lesson?
- How will you decide on the types of activities you will use during a lesson that engage students?
- How will you create activities that connect to the learning styles of your students?
- How will you find resources that are aligned to the learning goal or objective

Questioning

Indicator Overview

Questioning is an art form that reveals a great deal about an aspiring educator's effectiveness. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how aspiring educators should lead students in responding to questions. Questions should be aligned to the content standards and high-quality curriculum and increase rigor and student ownership.

Content and Curriculum Connections

High-quality curricula materials include questions, aligned to the standards, that are written to help aspiring educators ask students questions related to the lesson objective. When available, aspiring educators should review the questions for alignment and rigor. Aligned and rigorous questions provided in high-quality curriculum resources can serve as a launch for student discussion and inquiry. aspiring educators should review the provided questions and plan for how and when they will sequence the use of questions throughout the lesson.

Student Engagement

Observable student actions may look and sound like the following:

- Students respond to a variety of questions throughout the lesson in order to build understanding of the lesson objective.
- Students actively discuss responses to questions with partners or in small groups.
- Time is provided for students to generate individual responses to questions prior to sharing with other students or the class.
- Students are inquisitive and generate questions to deepen their understanding.
- Students ask clarifying questions as needed.

Key Terms	
Question types	There are different types of questions that an aspiring educator should plan to use throughout a lesson. When possible, questions should scaffold student thinking and progress towards mastery of the standard. Knowledge and comprehension questions refer to questions that ask for student recall of facts of basic knowledge aligned to the standard. Application and analysis questions refer to questions that refer students to apply their understanding of the learning to similar concepts or scenarios. Creation and evaluation questions require students to synthesize their learning and transfer their learning to create meaning.
Purposeful	Purposeful questions refer to questions that build on the student learning of the lesson objective.
Sequenced	Sequenced questions should be asked in a manner that scaffolds student understanding
Active responses	Active responses are those that require all students to engage in answering questions through whole- group responses, turn and talk opportunities, or writing answers on a whiteboard.
Wait time	Appropriate time between when a question is asked and students are expected to respond.

The descriptors for Questioning can be classified into two main categories: procedural questioning descriptors and content- related descriptors.

Proficient Descriptor Explanation and In-Action Scenario		
Descriptor	Explanation	Possible Evidence
Procedural Questioning Descriptors Several of the descriptors are focused on simple procedural operations that are easy to develop. These descriptors include: A moderate frequency of questions is asked. Wait time is sometimes provided. The aspiring educator calls on volunteers and non-volunteers to provide opportunities for many students to respond.	There are several strategies that aspiring educators can use to demonstrate evidence for these descriptors. For example, an aspiring educator might write students' names on popsicle sticks or strips of paper and pull a name to respond to the questions asked. aspiring educators may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. To ensure that all students have the opportunity to respond, aspiring educators may also have students respond to a partner before answering a question aloud for the whole class. This method provides a way to hold each student accountable for formulating a response and sharing their answer with someone else. These types of methods help an aspiring educator avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised. When providing wait time for students, it is important for the aspiring educator to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.	The aspiring educator engages students in a variety of structures as she asks questions throughout the lesson. She uses various engagement techniques to ensure all students have an opportunity to apply their thinking to the questions. Students are prompted to turn and discuss a question, with the expectation that they will share out their partner's response after the discussion.
Content-Related Descriptors Several descriptors listed for questioning are related to the intricate use of a variety of questions to support student learning. These indicators include: Aspiring educator questions are regularly varied, high quality, and increase rigor and student ownership.	When an aspiring educator effectively utilizes questions that are purposeful and coherent, then students' responses may be utilized as a formative assessment in determining which students have mastered the learning objective (Standards and Objectives).	When an aspiring educator introduces a lesson, students may be led to complete a "KWL chart" (what I know, what I want to know, what I learned). By doing this, each student has the opportunity to generate questions that he/she wants answered as the content is being presented.

Questions regularly provide a balanced mix of authentic question types: • knowledge and comprehension; • application and analysis; and • creation and evaluation. Questions are regularly purposeful and coherent. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole-class signaling, choral responses, group or individual answers).	For support in generating questions, Bloom's Taxonomy is a great resource. It is important to note how the use of higher-order questions will impact the evidence for the descriptors under related indicators, including the Thinking and Problem Solving indicator. An effective aspiring educator does not limit the use of questions in a lesson to only aspiring educator-generated questions but guides students in generating questions that support their own learning. In leading students to generate their own questions, it is also important for them to have knowledge of the different question types. These can be modeled for them through the aspiring educator's questions and through purposeful teaching of Bloom's Taxonomy and Depth of Knowledge. Aspiring educators also require active responses, which require a response from each student, to monitor understanding for all.	Students may also generate questions about a topic they are researching. For example, students may be writing biographies on significant figures of the Civil Rights Movement. The aspiring educator may provide specific information that must be included in the biography and allow students to generate questions related to things they would like to learn about the individual. Both sets of questions would guide the student's research. By providing opportunities for students to generate questions, aspiring educators also develop learning experiences where inquiry is valued and provide students with choices

Suggested Coaching Questions:

- How will you plan for questions that increase rigor and student ownership?
- How will you decide on the types and frequency of questions you ask during the lesson?
- Why is it important for you as the aspiring educator to ask higher-order questions during a lesson?
- How will you provide opportunities for all students to respond to your questions?
- How will you provide for wait time during a lesson?
- Why is it important that you provide wait time for your students?

Academic Feedback

Indicator Overview

This indicator focuses on how aspiring educators respond to students' comments and questions. The descriptors address the quality of the feedback in supporting student learning as opposed to feedback that only informs students of the accurateness of their responses. Additionally, these descriptors address how an aspiring educator uses student feedback to make adjustments in instruction.

Content and Curriculum Connections

Throughout the delivery of high-quality curriculum, appropriate and accurate academic vocabulary should be used throughout the lesson and during feedback. As an aspiring educator is responding to a student's response or attempt, vocabulary from the high-quality curriculum should be used, as appropriate.

Academic conversations, which are characterized as back-and-forth dialogues in which students focus on a topic, push students to think and learn in lasting ways. In these conversations, students can explore content topics by building, challenging, and exchanging ideas. Students, therefore, provide feedback to one another through the discussion. When using a high-quality, approved high-quality curriculum, consider creating a list of the academic vocabulary and create classroom discussions that foster critical thinking and content understanding through conversation starters. This should be modeled and monitored during lessons.

Using the high-quality curriculum, the aspiring educator can then transition the talk from the aspiring educator and a few students to all students in the class.

One resource to support the development of these academic conversations connected to high-quality curriculum would be the book: *Academic Conversation: Classroom Talk That Fosters Critical Thinking and Content Understandings* by J. Zwiers and M. Crawford. This book outlines specific ways to prepare the students for holding academic conversations, which should be aligned to the high-quality curriculum and objectives for each lesson. The strategies in the book could be embedded in the lessons from the high-quality curriculum.

The authors of the book contend that there are five core communication skills that help students hold productive academic conversations across content areas. These skills include elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing, and synthesizing. This book shows aspiring educators how to weave the cultivation of academic conversation skills and conversations into current teaching approaches. More specifically, it describes how to use conversations to build the following:

- Academic vocabulary and grammar
- Critical thinking skills such as persuasion, interpretation, consideration of multiple perspectives, evaluation, and application
- Literacy skills such as questioning, predicting, connecting to prior knowledge, and summarizing
- Complex and abstract essential understandings in content areas such as adaptation, human nature, conservation of mass, energy, gravity, irony, democracy, greed, and more
- An academic classroom environment brimming with respect for others' ideas, voice, engagement, and mutual support

Student Engagement

- Observable student actions may look and sound like the following:
- There is evidence that student proficiency increases as a result of feedback that is provided.
- Students seek out aspiring educator and peer feedback.
- Students provide their peers feedback to support student progress.
- Students are engaging in academic conversations with the high-quality curriculum.
- Students accept feedback, internalize the information provided, and modify their understanding of lesson content learning.

Key Terms	
Focused, frequent, and of high quality	High-quality feedback is explicitly aligned to student learning (focused), is provided in a timely manner (frequent), and brings the students' attention to the academic language aligned to the lesson's objective.
Circulation of aspiring educator	This practice involves the aspiring educator walking around the classroom and listening as students work individually, in pairs, or during group work. This provides the aspiring educator with the ability to ask and answer questions, listen to student discussions, and provide feedback.
Teacher-to- student feedback	This type of feedback is aspiring educator-led feedback and can provide a model for students to engage in feedback to one another.
Student-to- student feedback	In contrast to feedback from the aspiring educator to the student, this type of feedback is student-led.

Proficient Descriptor Explanation and In-Action Scenario		
Descriptor	Explanation	Possible Evidence
Oral and written feedback is regularly academically focused, frequent, and high-quality	High-quality feedback is defined as feedback that relates to the lesson objective or sub-objective and causes students to think. High-quality feedback is also specific, timely, and is varied to meet the unique needs of the students and classroom. This definition applies to the use of oral and written feedback, but an aspiring educator does not need to provide oral and written feedback to show evidence of this indicator.	For example, evidence for this descriptor may be present if the aspiring educator consistently provides high-quality oral feedback instead of procedural and superficial feedback.
Feedback is regularly given during guided practice, throughout the lesson, and during review of independent work assignments.	High-quality feedback can be a cornerstone for student understanding and mastery. Thus, it is essential that aspiring educators plan to provide feedback at key points during a lesson.	The example following all the descriptors in this section provides insight into how an aspiring educator should plan various ways to provide academic feedback.

The aspiring teacher regularly circulates during instructional activities to support engagement and monitor student work.	When students are engaged and collaborating, an aspiring educator must walk around the classroom and lean in to listen to the conversations students are having. This can only be accomplished through actively listening and checking in with individuals and groups of students.	The objective of the lesson identified by the aspiring educator is: "Boys and girls, today you will learn about one way to form a paragraph. We will formulate a topic sentence and at least three supporting sentences. Then, we will end the paragraph with a summary statement." The aspiring educator provides a graphic organizer after the students develop a topic sentence. Then, while students write the supporting details independently, the aspiring educator provides feedback: • "Marie, these are very nice sentences because they include strong details." • "Henry, your first detail is a complete sentence. That's just great. Look at your second detail. What can we add to make a complete sentence?" • "Louise, if you would like more inspiration, let's look at the story for • paragraph details. Good. It's right there. I think you will find some great material for writing details." • "Jamie, you have three details that will make a great paragraph. What will make a good summary statement?" The feedback provided by the aspiring educator relates directly to the lesson objective. It is important for aspiring educators to model for students how to provide high-quality academic feedback so that students can then provide each other with high-quality academic feedback. After the students have completed their writing, the aspiring educator pairs them for the purpose of conferencing on each other's writing. To ensure students know her expectations for the conferences, she pairs with a student and models the questions and type of feedback she would provide to the student. Within this model, she explains that it is important for students to clearly explain why an area of the writing is strong and why another needs to be strengthened. She does this by providing high-quality feedback that is focused on the lesson objective of writing a topic sentence, supporting details, and summary statement. Along with this model, the aspiring educator may also include written feedback on the student's writing in addition to oral feedback.

Feedback from students is regularly used to monitor and adjust instruction.	During a lesson, an aspiring educator asks many questions of students. When students' answers are not accurate, the aspiring educator needs to prepare to reteach or explain the content learning in another way to facilitate student understanding.	While circulating around the classroom to check in on students as they work together to refine their writing, the aspiring educator notices there are six students who are struggling to write a summary statement. The aspiring educator calls the six students to a table in the back and reviews the lesson exemplar that includes a strong summary statement. She works with the group to orally discuss possible summary statements for their individual writing. Each student shares their revised summary statement aloud and then writes their statement to complete their writing.

Suggested Coaching Questions

- How will you decide on the type of feedback you provide to students?
- How will you use student feedback to adjust your instruction?
- What will you look and listen for as you circulate around the classroom?
- How will you move from corrective feedback to feedback that empowers student thinking?
- How will you structure protocols for student-to-student feedback?

Teacher Knowledge of Students
Indicator Overview

This indicator addresses an aspiring educator's knowledge of each student. Essentially, aspiring educators should have a deep knowledge of student academic needs, and personal interests. aspiring educators should know how individual students and groups of students are best motivated and what supports each student as they progress towards mastery across the high-quality curriculum. An aspiring educator's ability to organize the content in a manner that motivates and connects with student interests is essential in supporting students with the application of their learning. For content to be personally meaningful to students, there must be a clearly communicated purpose for student learning. Students need to understand why the content or skill is important for them to master. Once an aspiring educator plans to make learning personally meaningful and aligned to student background and interests, then aspiring educators can use their knowledge of student learning needs to scaffold the learning for all students.

Content and Curriculum Connections

Content and curriculum publishers often include recommendations for differentiated instruction to support the learning needs of all students. high-quality curriculum resources include resources to provide intervention as well as ideas on how to extend or challenge students. Additionally, high-quality curriculum resources include ideas to support English learners with access to lessons to support language development. aspiring educators should analyze available student data and work to identify appropriate suggestions and resources to incorporate to support instructional planning and delivery that reach all students. The high-quality curriculum resources also include connections to varied backgrounds and student interests. It is important for aspiring educators to seek out resources that mirror the students in their classroom.

Student Engagement

Observable student actions may look and sound like the following:

- Students engage in lesson activities with varying supports in order to ensure all students can demonstrate mastery.
- Students connect with the learning and demonstrate a desire to engage with the content.
- Students persist in work.
- Students work respectfully with one another in a variety of grouping arrangements.
- Students learn with and from one another while engaged in collaborative group activities.
- Students complete work that meets the aspiring educator's expectations individually and as a group.
- Students reflect on their progress toward mastery of the objective within their groups.
- Students who complete lesson activities early engage in additional high-quality instructional activities.

Key Terms	
Anticipated learning difficulties	Anticipated learning difficulties include obstacles that students might face in accessing the learning that the aspiring educator identifies and plans for before delivering the lesson.

Differentiated instructional methods	Differentiated instructional methods refers to the design of lessons that include intentional supports and interventions to meet the academic learning needs of students. The aspiring educator continually assesses student understanding to monitor and adjust instruction aligned to student learning needs.
Heterogeneous	Heterogeneous groups include students with mixed abilities.
Homogenous	Homogeneous groups include students with similar abilities.

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Aspiring teacher's practices consistently reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students.	Aspiring educators connect the content being taught to the interests and background of the students so that it is personally meaningful and relevant to students.	A 2nd grade English language arts aspiring educator begins the literacy block by modeling her thinking related to using self-questioning during reading to support comprehension. The literacy block begins with whole-group instruction aligned to the 2nd grade read-aloud for the week. The read-aloud is an informational text about celebrations from around the world, as the aspiring educator reads many students' comments to the class about their experiences included in the text. After the whole group lesson, the aspiring educator reminds students of the engagement expectations for the literacy stations. Students have access to individual resources and materials aligned to their learning abilities and needs. The aspiring educator then calls five students to sit with her at a small group center. While in the small group, the aspiring educator re-teaches the self-questioning strategy with a different-level text.
Aspiring teacher's practices display understanding of moststudent's anticipated learning abilities and needs. Aspiring teacher provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; and adequately enhance student understanding and learning efficiency. Pacing is appropriate and provides opportunities for students who progress at different learning rates	aspiring educators design instruction to address students' needs. Prior to the lesson, aspiring educators should consider how students might struggle to master the learning objective. aspiring educators can utilize alternative strategies to allow students to demonstrate mastery. In addition, aspiring educators should consider opportunities to allow students to progress at different rates by offering extension activities or streamlined assignments. Instructional differentiation should not change the academic rigor of the learning objectives.	

	Aspiring educators should purposefully plan how to use grouping of students to support progress towards the learning objectives. The assignment of students to groups should be intentional and varied throughout the lesson and course.	

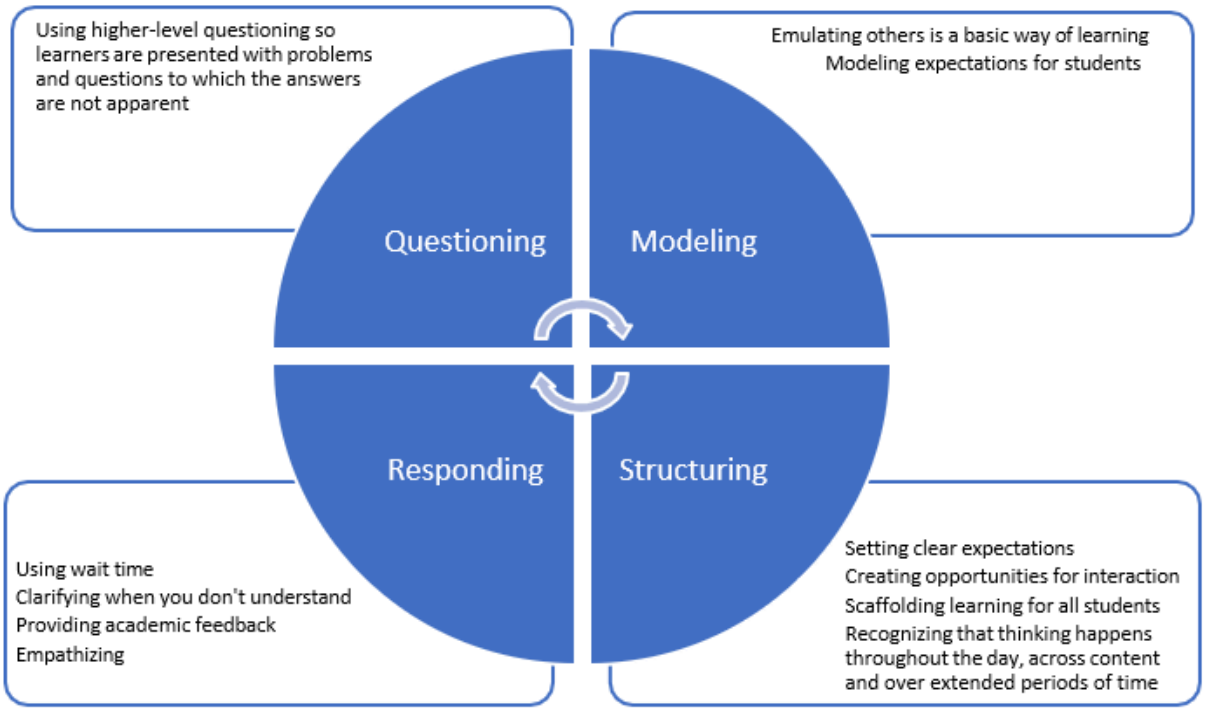
Suggested Coaching Questions

- How will you identify the interests of your students and incorporate these into your lessons?
- How will you enhance the high-quality curriculum to meet student needs without lowering the rigor expected by the standard?
- How will you provide differentiated instructional methods within your lessons?
- How will you decide on the instructional grouping of students during a lesson?
- How will you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?

Thinking and Problem Solving
Indicator Overview

Developing multiple skills in thinking and problem solving enriches the learner's ability to manage complex tasks and higher levels of learning. While thinking is a process, problem solving is the product of that thinking. By providing opportunities for students to practice many different approaches to solving problems, the aspiring educator empowers them with an important life skill. For students to apply the type of thinking and problem solving referenced, the aspiring educator must have taught the thinking and problem solving types students need to apply.

Research[1] shows that there are four main ways that an aspiring educator can "teach" thinking, and these are illustrated below: Figure 1. The Cycle of Planning and Delivering Thinking and Problem Solving



[1] A. Costa (Ed.), Developing minds: A resource book for teaching thinking (Rev. ed., Vol. 1). Alexandria, VA: ASCD.

As you think about what research says about teaching, consider what indicators and/or descriptors are on the aspiring educator Rubric that align with these expectations. For example, "wait time" is in the Questioning indicator, and "modeling" is in the Presenting Instructional Content indicator. By purposefully implementing the aspiring educator Rubric and reflecting upon the specific indicators that align with the research, aspiring educators can effectively teach thinking.

Key Terms	
Thinking	Thinking refers to the metacognitive processes necessary to process and apply content knowledge.
Problem Solving	Problem solving refers to the products developed as a result of applying a thinking process to a specific content-related task.

Content and Curriculum Connections

High-quality curriculum resources and materials provide aspiring educators with activities and questions to prompt student thinking and problem solving related to the lesson content. aspiring educators should plan how they will model thinking and problem solving throughout a lesson and use the components of high-quality curriculum to encourage one or more types of thinking.

Student Engagement

Observable student actions may look and sound like the following:

- Students persevere through challenging tasks requiring the application of thinking models.
- Students support responses with relevant justification and reasoning.
- Students identify and discuss their individual progress toward mastery of the objective.
- Students choose the appropriate strategies and tools to support their own thinking.
- Students produce solutions to challenging tasks through engaging in a variety of thinking types.
- Students create clear representations of problems through the application of thinking.
- Students persist in deep engagement in solving problems, demonstrating satisfaction when arriving at a solution.
- Students produce products that require thinking and understanding of a specific concept and/or objective.

Classroom Examples

The first four descriptors discuss the four types of thinking that aspiring educators are expected to implement regularly and consistently. These thinking types were compiled based on 20 years of research by the most prominent psychologists in America. Relatedly, the final three descriptors discuss the elements of problem solving.

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
The aspiring teacher teaches at least one type of thinking: analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;	Most aspiring educators focus only on analytical thinking in their classrooms. This type of thinking demands that students analyze, evaluate, and explain phenomena. Analyzing, evaluating, and explaining information is a skill that applies to all disciplines and is critical for an informed and educated society.	In language arts, a class is reading Charlotte's Web. Through a Venn diagram, the class compares and contrasts Wilbur's personality traits with those of Charlotte. Next, the aspiring educator asks the students to analyze the text and find specific words that provide evidence of the character traits the student listed. For the final part of this assignment, the aspiring educator asks students to explain why Charlotte chose to help Wilbur and what each child would do if he or she were Charlotte.
practical thinking, where students use, apply, and implement what they learn in real-life scenarios;	Students need to see the connections between what they learn in school and how they can use this knowledge in the real world. aspiring educators who integrate practical thinking into their teaching design learning activities where students are expected to use and apply concepts and ideas that they learn.	A group of students is fed up with the cafeteria food and want to do something about it. The aspiring educator creates a set of lessons to help them develop a proposal to change the food. First they research the necessary requirements for a healthy lunch. Next, they design a menu for two weeks. Finally, they create the shopping list and pricing list to ensure that the lunches are affordable. After working through each of these issues, the students present their menu, shopping list, and pricing list to the school board. Their proposal is negotiated, and some items on the menu change.
creative thinking, where students create, design, imagine, and suppose; and	Children have wonderful imaginations and love to create, design, and invent. By teaching students to create, design, and imagine, aspiring educators prepare students for the flexible and creative thinking they will need to exercise later in life.	The following list includes examples of tasks that an aspiring educator could assign to students to encourage creative thinking: • Create a survey to determine the favorite food of students in your school. • Design a new playground for the school, and make sure your drawing is to scale. • Rewrite the Bill of Rights. • Create a three-dimensional map of your state. • Create a song or develop new words for an existing melody.

research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.	In the midst of the information age, students need to know not only how to research to find information, but also how to review a variety of ideas and come to solutions that are well- supported and make sense.	They then compare and contrast the two different groups of laws, identifying strengths and weaknesses. After comparing and contrasting the laws, the students debate the need for present laws..
The aspiring teacher regularly models problem-solving and provides opportunities where students: ● generate a variety of ideas and alternatives; ● analyze problems from multiple perspectives and viewpoints; and ● draw conclusions and support them through writing.	One element of sound thinking and creativity is the ability to generate many ideas and consider multiple alternatives and possibilities. There are some simple ways to provide opportunities for students to generate lots of ideas and consider alternatives in nearly every subject. Providing opportunities for students to consider multiple perspectives allows them to think about how different people may view problems and solutions. aspiring educators might consider how to model how students can use multiple viewpoints. De Bono (1994)[1] states that there are three levels of conclusions at which the mind can arrive: ● A specific answer, idea, or opinion; ● A full harvesting of all that has been achieved, including, for example, a listing of ideas considered; and ● An objective look at the ● "thinking" that has been used.	A physical education and math class work together to conduct a survey on children's favorite sports, then analyze the data by grade level, gender, etc. They also discuss the factors affecting the data to further develop their understanding of the similarities and differences between grade levels, gender, and student groups etc. After reading about and discussing the events leading up to the Boston Tea Party, students: ● Write a paragraph expressing which one event had the greatest impact on causing this insurrection. ● Debate, then decide which one event had the greatest impact on causing this insurrection, and prepare a written summary with careful notes of all major points. ● After hearing the debate and deciding which one event had the greatest impact on causing this insurrection, students write a reflective paragraph as to the process they went through in ● making their final decision.

Suggested Coaching Questions

- How will you plan for activities and/or assignments that teach students different types of thinking or problem solving?
- What specific activities and/or assignments will you utilize within the lesson?
- How does the high-quality curriculum provide activities that solicit thinking and problem solving? How will you leverage these activities in my lesson?
- What type of thinking and/or problem solving will you teach during each activity?

Environment

Indicator Overview

Classroom environment is an important factor that affects student learning. Therefore, the descriptors for this indicator are highly connected to Instruction. While it is the aspiring educator's job to facilitate and model proactive and positive expectations for a high-quality learning environment, in an environment that exceeds expectations for learning, it remains the responsibility of every learner in the classroom to care for and encourage one another. Only with everyone's cooperation and collaboration can the learning environment flourish the way it should.

Content and Curriculum Connections

In order for an aspiring educator to build a strong environment for learning, it is critical that the aspiring educator understands: Why this lesson, today, with these students? If the aspiring educator is following a pacing guide within a certain high-quality curriculum, the aspiring educator must know the purpose of the lesson and the students' needs, abilities, and interests in order to choose the appropriate engaging activities. This will enable the classroom environment to be open for the right conditions for learning for all students.

Key Terms	
Interests and opinions of students	In planning for lessons, aspiring educators should take into consideration how students will best relate to the content learning.
Individual and group learning	This term implies that the classroom is set up with intentionality to facilitate group work while at the same time providing students with space to work individually.
Accessible	Accessible classrooms are ones in which students know where to find all supplies, equipment, and resources and know when and how to find said items to support progress towards mastery.

Student Engagement

- Observable student actions may look and sound like the following:
- Students feel welcome in the classroom and help others to feel welcome.Students work together with the aspiring educator to keep the classroom organized and ensure that materials are easily accessible when needed.
- Students may take on the responsibility of changing their own work.
- Students are asking questions about the content and/or "wondering" aloud.
- Students feel comfortable showing what they understand but also what they do not understand. "I wonder why? Can someone explain?"
- Students have choice in how the desks, centers, small groups, etc. are organized.
- Students can move desks when the lesson requires group work but can also create individual space when needed.

Classroom Examples

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
The aspiring teacher: encourages students to learn from mistakes. interacts with students in a generally positive manner and reflects awareness and consideration of all students' background. is regularly receptive to the interests and opinions of students.	In order for a teacher to fully exceed expectations for the descriptors under this indicator, it would be visible that the teacher has established a classroom environment that optimizes learning and includes students in creating the physical environment in order to increase the feeling of classroom community, and empowerment. Overall, the classroom environment should be positive and supportive for students in order to optimize learning. A positive classroom environment is one in which all students feel that they belong, are welcomed, trust others, and feel encouraged to take on challenges. The classroom environment should promote students in taking risks and asking questions of themselves, one another, and the teacher when confused or excited about learning. Such an environment provides relevant content (Presenting Instructional Content), clear learning goals (Standards and Objectives), feedback (Academic Feedback), opportunities to build students' skills, and strategies to help students succeed.	Students are comfortable analyzing one another's work and providing feedback and accepting feedback from one another. The student says to another student, "I think your introduction statement in this paragraph is too long and not concise enough. You may need to think about how you might make this more specific." The student responds, "OK, I'll look at this again." Students experience positive interactions with other students (observing or participating) and can be seen implementing the class reward system (adding stones to other student jars, moving point clips, etc.) without disturbing instruction.

The learning environment: welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide opportunities for students. displays current student work. is arranged to promote individual and group learning.	Additionally, this indicator also refers to the physical arrangement of the classroom environment in order to maximize learning. In addition to having the furniture and availability of supplies accessible and ready for students to utilize when learning, the physical environment and access to learning resources should provide opportunities for students. For example, students know where to find student work exemplars to support their learning. In addition, other resources are readily available to support the learning of all students, such as anchor documents and charts. Additionally, student work that is displayed is utilized as a source for self-assessment and conversation in the classroom. The physical arrangement of the classroom should allow students to work together collaboratively in small groups and be consistent with the needs of all learners.	During the lesson, a student has the identified role of "classroom ambassador," welcomes a parent into the room, and shows him to a seat designated for special visitors as the teacher continues the lesson. Teachers are aware of modifications to the space that their students need (e.g., colors and or organization of the classroom are not over-stimulating). Routines for selecting materials are within 2- 3 steps. Student work is utilized as a source for self- assessment and conversation in the classroom. It is displayed as a resource and a tool that enhances learning. Students know where exemplars are placed and utilize them often to guide their work. Students understand roles and responsibilities in both small groups and the whole class. Students move about the room to gather the tools needed to complete the task quickly and without disrupting instruction or other peers who are working.

Suggested Coaching Questions

- Why is it important for students to have opportunities to learn from their mistakes?
- How do classroom procedures support a classroom environment that encourages students to take academic risks?
- How will you ensure that all students experience success with the lesson?
- How will you ensure that your room is welcoming? What evidence will indicate this?
- How will you ensure your room is conducive to student independence (e.g., can they get their own paper, is the pencil sharpener located in a logical place)?
- How will you ensure the room is arranged to promote individual and group work?
- How will you ensure the information students need is posted so they can use it (e.g., the standards, the goals for the day, the schedule/agenda)?
- What will be the biggest challenges to having your classroom set up as you would like? What might be some solutions?
- How will you empower your students to make decisions?
- How will you provide opportunities for your students to collaborate?
- How will you provide opportunities for your students to listen to each other?
- How will you promote students to feel safe sharing their feelings and thoughts with each other?
- How will you support your students in exhibiting patience and respect with their peers?
- How will you support your students in handling supplies in a respectful and orderly manner?

Engaging Students and Managing Student Behavior

Indicator Overview

Timely and effective management of both student behavior and student engagement is critical for effective instruction and student learning to take place within a classroom. The descriptors under this indicator also directly connect to descriptors in the Instruction domain.

In order for an aspiring educator to fully exceed expectations for the descriptors under this indicator, it is evident that the aspiring educator has established an environment where students understand how their own actions in the classroom help or hinder learning. Students are aware of the connection between their behaviors and their learning and spend time successfully completing assignments and engaging either independently or collaboratively with other students. For an aspiring educator to manage student behavior effectively, he/she must establish clear expectations for learning and the behaviors associated with success. The aspiring educator should model both academic expectations and behavioral expectations by providing examples and non-examples when presenting instructional content.

Additionally, the aspiring educator utilizes a variety of techniques that not only engage students but also reinforce a positive classroom environment. The aspiring educator spends time promoting positive behaviors and does not allow inconsequential behaviors to interrupt the lesson or address individual students rather than the entire class. Overall, the aspiring educator addresses disruptions quickly so learning can continue.

In order for students to have ownership of their behavior, aspiring educators should incorporate students' voice and input and create expectations (norms, rules, contracts, agreements, etc.) collaboratively with students. The creation of expectations builds ownership by the students for their own learning and will motivate students and optimize learning.

Key Terms	
Positive reinforcement	Positive reinforcement includes praising students for positive behaviors to encourage and reinforce ideal classroom behavior and interaction.
Inconsequential behavior	Inconsequential behaviors are those that may be bothersome to a aspiring educator but do not disrupt the classroom environment.

Content and Curriculum Connections

Managing student behavior is critical to keeping the focus on the instruction. Many curricula include routines and structures embedded in multiple lessons to help build common structures for learning for students, but it is critical that aspiring educators establish expectations for appropriate behavior and reinforce those expectations to minimize the loss of important instructional time for students.

Student Engagement

- Students in partnership with the aspiring educator determine the class expectations/rules for appropriate learning behavior.
- Students self-monitor their own behavior based upon clear class learning expectations/rules.
- Students have several coping strategies to use when frustrated and feel comfortable using these in the classroom.
- Students are actively displaying norms through their actions.
- Students provide positive feedback to one another.
- Students remind one another when off-task and quickly return to the task at hand.
- Students support one another's learning by reminding each other of the expectations.

Classroom Examples

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Possible Evidence
Students are regularly engaged in behaviors that optimize learning and increase time on task.	The aspiring educator communicates and models protocols to complete assignments during the guided practice portion of a lesson. The aspiring educator can use proximity, cues, voice changes, etc. to keep the lesson moving and focused for learners.	Student conversations are consistently focused on the lesson's objective, reference materials, and refrain from sidebar or off-task behaviors.

Aspiring teacher establishes rules for learning and behavior.	The aspiring educator has set behavior expectations which may be written in the form of classroom rules or as classroom commitments. Students know and understand the classroom rules and expectations. It is helpful to place visuals that remind students of the steps for effectively working independently or in collaborative groups.	The classroom has clear rules, norms, and behavior expectations that are created and agreed on by both students and aspiring educators and posted in a location where all students have access to the information. Students support one another's learning by reminding each other of the agreed-upon rules.
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.	In alignment with the classroom rules and expectations, the aspiring educator has set up ways in which he/she will encourage and praise students for their efforts. Students seek opportunities to be recognized for positive behavior and provide their peers with similar points of encouragement. The aspiring educator reinforces the behaviors that are enhancing learning.	When the aspiring educator observes a small group of students having a productive conversation, he highlights that behavior: "Table 4 is really engaged in great conversations about the activity. I like the way you are all asking questions and listening intently to one another. Great job."
The aspiring teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.	Aspiring educators should provide exemplars, examples, and non- examples to students to help them develop/identify lesson criteria and appropriate classroom behaviors.	A reward system or incentive is in place (e.g., eagle bucks, dove dots, etc.). It is important to establish the system at the beginning of the year and revisit with student input throughout the year. When providing incentives, the aspiring educator connects the incentive with the appropriate behavior. When students are working on assigned tasks and constructive noise ensues, the aspiring educator does not stop the class or interrupt the work of students to address the behavior.

The aspiring teacher addresses individual students who have caused disruptions and sometimes addresses the entire class.	Aspiring educators quickly and seamlessly engage with individual students to address/change behavior. If the class is being pulled off-track, the aspiring educator will address the class and review the expectations for behavior and the lesson. The aspiring educator may also empower the students to provide positive feedback to one another and also remind their peers when a student is off-task. When you have a group of students in any setting, there may be a student or group of students who present disruptive or talkative behavior. The aspiring educator should work to overlook behaviors that do not cause major classroom disruptions. If there are repeated behaviors that perhaps many students exhibit, it may be best to modify existing classroom rules to support a common understanding of appropriate classroom behaviors.	During the lesson, the aspiring educator quietly makes notes on the classroom chart in response to one student's inappropriate behavior. The aspiring educator makes eye contact with the student causing the disruption. Students support each other's learning by reminding each other of the agreed-upon rules.
Routines for distributing materials are efficient and little instructional time is lost during transitions.	At the beginning of the school year, the aspiring educator can model for students the manner in which they will hand in all materials. It's important to establish a location where students know they can find the materials needed to complete class activities.	Evidence of routines and procedures and/or success criteria are developed by students with the assistance of the aspiring educator.

Suggested Coaching Question

- What strategies will you implement to encourage students to behave and stay on task during the lesson?
- How will you learn about the student interests in my class?
- How will you involve your students in this process?
- How will you and your students establish the class expectations/rules to ensure learning is valued?
- What are some techniques your students and you will use to maintain appropriate individual and group behavior?
- What types of behavior will you deem inconsequential and often overlook?
- How will you address specific students that are misbehaving while not punishing the entire class?
- Why will it be important to attend to interruptions quickly and firmly while teaching a lesson? How can this impact the learning of others?
- How will you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning

Professionalism

Indicator Overview

An aspiring educator's professionalism behavior outlines a foundation of essential practices and dispositions that serve as a cornerstone to creating and sustaining ongoing development and understanding of the field of education. At the foundation of professionalism is an aspiring educator's commitment to their students and learning. To build upon the foundation of one's dedication to students and their learning, an aspiring educator must demonstrate a willingness to collaborate with colleagues, engage in professional dialog, use data, and use available high-quality curriculum resources to design lessons that support individual and student needs. This may include receiving and acting upon professional feedback and coaching and the consistent reflection on aspiring educator actions as they impact student outcomes. To ensure that all students have access to rigorous content expectations, aspiring educators must also reflect on their frame of reference as it relates to the students they serve. Aspiring educators must take time to understand themselves and their experiences to ensure that they can connect and facilitate meaningful and relevant interactions with students.

Professionalism can be understood by thinking of the behaviors as commitments. If an aspiring educator espouses a commitment to students, then an aspiring educator will demonstrate a willingness to collaborate and work with colleagues with high levels of collegiality. Likewise, the aspiring educator will demonstrate a commitment to learning and modeling strong character traits, such as perseverance, honesty, respect, lawfulness, patience, fairness, responsibility, and unity. Aspiring educators must demonstrate integrity and impartiality, in their classrooms, in their personal conduct, and when communicating with parents, families, and colleagues.

Content and Curriculum Connections

When an aspiring educator enters a new classroom or plans a new lesson, the aspiring educator is responsible for acquiring knowledge of adopted state standards and high-quality curriculum and the expectations for how available resources are to be used in the classroom. Throughout their time in the classroom, the aspiring educator should actively work to deepen their understanding of available resources, plan how to use the resources to best meet the needs of his/her students, and reflect on how to continuously improve his/her planning and delivery of instruction using the available resources. Likewise, an aspiring educator should continuously seek out opportunities to understand and connect with students' needs in the classroom; this may include the need to seek out literature, folklore, or materials that allow students to connect with content in alignment with their background knowledge.

Key Terms	
Knowledge, skills, and practices	To measure teaching knowledge, skills, and practices, one must define the skills and determine how they are demonstrated at different performance levels. The Louisiana Aspiring Educator Rubric has the 1-5 performance levels.
Integrity	The practice of being honest and showing consistent and uncompromising adherence to strong moral principles and values.
Impartiality	The practice of not being partial.

Communication	Effective communication includes active listening, paying close attention to the person who is speaking to you, adapting your communication style to your audience, friendliness, confidence, giving and receiving feedback, volume and clarity, empathy, and respect.

Classroom Examples

Proficient Descriptor Explanation and In-Action Scenario		
Rubric Descriptor	Explanation	Sample Evidence
The aspiring teacher regularly: ● 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.	The cornerstone of professionalism is a teacher's dedication to their students and student learning. Though teachers often spend a large part of their professional day working with the students assigned to their class, building and maintaining professional relationships with their colleagues is imperative. Teachers should make efforts to collaborate with their peers, to learn from one another, and create a positive environment for all students. Teachers should also create communication systems to inform and include families in all the learning that occurs in the classroom. Teachers should prepare for professional meetings and attend to all assigned duties in a timely and consistent manner.	The teacher plans lessons to the level of rigor of the standards using aligned and available curriculum materials. Additionally, the teacher selects supplemental resources and materials that pique her students' interests, allow students to see themselves reflected in the content, and support student understanding of the world around them. The teacher prepares a weekly news blast and shares it with families through multiple communication platforms. Teachers who attend a professional planning meeting arrive at the meeting on time and bring all materials needed to plan the meeting. During the bi- weekly data meeting, teachers bring the scored targeted assessment to the meeting and prepare to engage in discussions with colleagues on reteaching students who did not master the standard

• The aspiring teacher regularly integrates instruction unique stories, accomplishments, and struggles of all people.	Teachers should understand the global, national, state, and local perspectives on the topics and content they teach. It is essential for teachers to know the students in the community they serve and to plan lessons that create bridges between and among students and the content. Multiple perspectives should be integrated across the curriculum in various ways, such as including narratives from different points of view, empowering students through honoring their background, and engaging in topics that may sometimes be viewed as controversial so that students can learn how to respect differences.	When studying scientists and their contribution to modern society, the curriculum resources provide biographies of the top 10 scientists of all time, including Albert Einstein, Galileo, and Nickola Tesla. An aspiring teacher, working with Black and Latino students, wants to empower her students to recognize Black and Latino scientists' contributions whose biographies are not included in the curriculum resources. The teacher wants to support students in understanding that a group of scientists have made substantial contributions to modern society. She begins the extension of learning by incorporating the biographies of Carlos Finlay, known for his contributions to studying how mosquitoes transmit disease; and Ellen Ochoa, the first Latina to go to space. Likewise, she uses the biography of Black American chemist Marie Daly, who worked to understand how food and diet impact the human body system; and George Washington Carver, a Black botanist, inventor, and teacher who was made a member of the British Royal Society. The students are given a list of scientists to research and are given the option to research a scientist from their local community or country of origin
The aspiring teacher regularly seeks to unpack personal perspectives in order to to understand and address barriers that lead to disparities in student success.	Teachers should recognize how personal perspectives are developed and formed from individuals and experiences. Each human develops attitudes and perspectives based on personal lived experiences. Our experiences impact how we approach situations and make decisions. To ensure we understand perspective, it's important to seek out credible sources that provide precise data to support understanding of the impact perspective has on students' opportunities. Teachers should understand themselves and their position in the world and community. Knowing who you are supports you with realizing that your colleagues and students have their perspective and understanding of the world and community, which is valuable.	An English learner student demonstrates above the proficient mastery of almost every learning target and often brings inventions he had made at home to share with the other students. The teacher indicates that, at first, she did not think that the English learner student would be considered gifted as he had not yet mastered English. She learns that the student is indeed gifted and that being an English learner does not stop him from being gifted.

The aspiring teacher regularly actively and intentionally mitigates effects of negative stereotypes, demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy.	The aspiring teacher should facilitate a learning environment that includes and celebrates students. They regularly take intentional steps to avoid letting adverse assumptions influence classroom interactions or student outcomes. The aspiring teacher demonstrates full awareness of what the teaching profession demands — including upholding high standards, maintaining confidentiality, and respecting appropriate professional boundaries. Further, the aspiring teacher works toward reporting obligations, ensuring student privacy, and following safety procedures. They communicate openly and professionally with stakeholders, contributing to the broader school environment while maintaining integrity and professionalism at all times.	
The aspiring teacher mostly accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment.		

Suggested Coaching Questions

- How will you build and maintain positive, appropriate relationships with students, colleagues, and families to support student success?
- How will you prepare for and participate in professional collaboration with colleagues to enhance student learning?
- How will you seek out new learning and attempt to implement new applicable learning in the classroom?
- How will you make thoughtful and accurate assessments of lessons' effectiveness as evidenced by self- reflection?
- How will you offer specific, appropriate actions to improve your teaching?
- How will you integrate instruction that honors the unique stories, accomplishments, and struggles of all people?
- How will you regularly seek to unpack personal perspectives to understand and address social barriers that lead to disparities in student success?
- How will you demonstrate an understanding of the expectations of the profession, including professional standards of practice, and relevant law and policy?
- How will you accept responsibility for and/or assist peers in contributing to a safe and orderly school environment?

Appendix A: Instructional Observation and Coaching Support

The aspiring educator Rubric is designed to support effective instructional practices and engage aspiring educators on their journey to become an aspiring educator. The rubric is meant to serve as a framework to help aspiring educators think about planning and delivering effective lessons. While the rubric is used to assess instruction during aspiring educator preparation programs, the primary purpose is to prompt aspiring educators to develop self-reflective practices for their professional growth.

Over time, aspiring educators will discover that feedback helps them grow as aspiring educators and enhances their ability to support student learning and development. Some coaching will be informal, and some will be formal. Informal coaching happens almost any time you engage in a conversation with the aspiring educator. Formal coaching will be a planned series of supports.

Pre-Observation Coaching

The pre-observation coaching aims to ensure that the aspiring educator and the observer discuss the planned instruction before an announced observation. Observers conduct a pre-observation coaching conversation to obtain background information about the lesson plan, the students and to address any potential areas of concern with the observer. As part of this conversation, the observer asks questions about the lesson plan, grouping structures, classroom configuration, specific students, etc. The aspiring educator provides background information, including the students' makeup in the class, the context of this lesson in the larger unit plan, assessment information; extenuating circumstances; and evidence of planning with the rubrics.

Below are tips when preparing for pre-observation coaching.

General Tips

- Sit next to the aspiring educator with whom you are conferencing and maintain eye contact. This can be done virtually.
- Nod and show signs of active listening, including writing down some of the responses that the aspiring educator gives.
- Paraphrase what the aspiring educator is saying in order to demonstrate active listening; provide an internal summary at the end.
- It is the observer’s responsibility to redirect an aspiring educator during the pre-conference if their instructional plan is inappropriate.
- Adjust your questioning and use the aspiring educator’s responses to develop probing follow-up questions.
- When the aspiring educator demonstrates reflection accurately, build off of their responses in order to guide them to specific areas of reinforcement and refinement (as appropriate) without explicitly labeling their area of reinforcement and refinement for them.

Sample Coaching Questions:

- What is the objective of your lesson? Is the objective aligned with state content standards?
- What do you expect the students to know and do by the end of the lesson?
- Where is this lesson in the context of our unit plan?
- What are the prerequisite skills that the students have to know to be successful?
- How will you know that students have mastered the objectives in this lesson?
- How will your students know they have mastered the objectives?
- How will your students know they have mastered the objective?
- What are the criteria for mastery of the objective?
- How have you planned for all students to engage in activities and materials aligned with the lesson objectives?
- How will you group students to enhance lesson outcomes?
- What have you been working on to improve my instruction this year?
- What are your plans for assessment, lesson closure, and student reflection?
- Is there anything else you want me to be aware of before going to your lesson?
- Are there any other special circumstances that I should be aware of before the observation?

Post-Observation Coaching

The purpose of the post-observation coaching is to provide the aspiring educator with the opportunity to reflect on the lesson with guidance and support from the observer. As the observer, you will ask questions to guide this reflection. During the post- conference, you and the aspiring educator will discuss an area of reinforcement (relative strength of the lesson) and a place of refinement (relative area of improvement). The observer will identify these areas based on the lesson's evidence, analysis of student work, and rubric indicators. Therefore, the post-conference will be focused on two indicators or descriptors from the rubric rather than trying to address all indicators.

General Tips for Preparing for the Post-Conference

- Reflect on all parts of the lesson through the lens of instructional delivery and student outcomes.
- Analyze your student work samples to determine if students were successful in meeting the lesson's objective.
- Following this reflection, self-rate your lessons while reading through each of the indicators and descriptors.
- Provide your self-reflection scores to the observer prior to the post-conference.
- Come to the post-conference prepared to discuss your reflections with your observer.
- Be open to the feedback and evidence the observer provides you during the post-conference; think of the post- conference as an individualized professional learning opportunity.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

Once areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the scores, but with coaching questions that, through reflection, lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

Greeting/Set the tone. This time should be used to put the aspiring educator at ease.

Establish the length of the conference. Ensure the aspiring educator that you respect his/her time and have set a time limit for the conference.

Review the conference process. Review the conference format with the aspiring educator so he/she knows what to expect.

- Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."

Ask a general impression question. This allows the aspiring educator to begin the post-conference by self-reflecting on his/her lesson.

- Example: "How do you think the lesson went?"

Reinforcement Plan

Reinforcement objective. Use specific language from the rubric to develop the objective.

- Example: "By the end of the conference, the aspiring educator will be able to explain how she plans for the types and frequency of questions that she asks during a lesson." This objective includes specific language from the Questioning indicator.

Self-analysis question. Prompt the aspiring educator to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric. This can lead the aspiring educator to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.

- Example: "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?"

Identify specific examples from the evidence that the aspiring educator did relatively well. It is critical that the observer leading the post-conference provides specific examples from the lesson for when the aspiring educator incorporated descriptors from the indicator being reinforced.

- Example: “You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. You also asked them to define vocabulary within the lesson’s aim, which allowed you to restate the aim, using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates’ responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph.”

Refinement Plan

Refinement objective. Use specific language from the rubric to develop the objective.

- Example: “By the end of the conference, the aspiring educator will be able to explain how he plans for the pacing of a lesson that provides sufficient time for each segment and provides for a clear closure.” This objective includes specific language from the Lesson Structure and Pacing.

Self-analysis. Ask a specific question to prompt the aspiring educator to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric. This can lead the aspiring educator to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

- Example: “When developing a lesson, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”

Identify specific examples from the evidence about what to refine. It is critical that the observer leading the post- conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the aspiring educator as they apply the model to future lessons.

- Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson, modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson.”

Recommendations. Provide specific examples of what to refine with concrete suggestions. Also indicate why the example is strong and how it will improve student learning.

- Example. “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then, they could have reported to the class their findings. This would have still allowed you to model but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

Guided Practice. After reviewing the recommendations, consider how the aspiring educator can apply those recommendations in a future lesson. What might it look like in a future lesson?

- Example. “Let’s consider your next lesson. How you might segment the lesson to provide more time for students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

Share the performance ratings.