

Companion Document for the SVSU College of Education Teaching Performance Rubric Fall, 2025

Dear Host/Mentor Teacher,

Thank you for agreeing to support a student teacher. We deeply appreciate this! One of the tools we ask that you use to assess the performance of your student teacher is the Teaching Performance Rubric. This rubric was designed by SVSU faculty to evaluate the student teacher in the art of teaching.

This rubric has four effectiveness ratings.

- Needs Improvement
- Developing
- Well Prepared Beginning Teacher
- Exceeds Expectations

This document provides clarification on what to assess for each area of the rubric. It does not replace the rubric. Each clarification also has highlighted terms that are intended to assist you as you evaluate each skill. Please note the “Look Fors” sections of each element. These are teaching practices that you would find the student teacher demonstrating at each rating level.

We hope that you find this helpful.

Carl Sztuczko
Director of Clinical Experiences

1) LEARNER DEVELOPMENT - Knowing Students

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that implement instructional activities without considering the interests and prior knowledge of students; disconnected from familiar contexts, objects, or experiences in students' lives; or no observable connection to students' cognitive or physical or socio-emotional developmental characteristics.

Clarification: The teacher candidate uses teaching methods that do not consider students' interests, prior knowledge, or real-life experiences. There is **no clear connection** to their developmental needs—cognitive, physical, or emotional.

Look Fors: The Teacher Candidate...

- uses same teaching strategies for all tasks without adapting to students' interests or backgrounds
- relies mostly on lectures without encouraging participation or questions
- uses examples or materials that do not relate to students' lives
- gives tasks that are either too easy or too hard for students' cognitive or emotional levels

Rating-Developing

Description: The teacher candidate enacts teaching practices that implement instructional activities related to objects/ experiences that are familiar or common to the lives of students and appropriate to at least one of the following: students' cognitive, physical, or socio-emotional developmental characteristics.

Clarification: The teacher candidate uses activities that connect to students' everyday experiences and are **suitable for their cognitive, physical, or emotional development**.

Look Fors: The Teacher Candidate...

- incorporates everyday objects or experiences to which the students can recognize and relate.
- provides tasks that involve familiar materials or tools students use in their daily lives
- allows students to draw on their own experiences or backgrounds in classroom discussions/projects
- ensures activities are suitable for the developmental level of the students

Rating-Well Prepared Beginning Teacher

Description: The teacher candidate enacts teaching practices that connect instructional activities with students' interests and prior knowledge that are appropriate to their cognitive, physical, and socio-emotional developmental characteristics.

Clarification: The teacher candidate links instructional activities to students' interests and prior knowledge, making sure they are **suitable for their cognitive, physical, and emotional development**.

Look Fors: The Teacher Candidate...

- designs lessons around topics that students are passionate about or curious about
- implements tasks that match students' cognitive, physical, and emotional development
- adapts lessons and/or teaching strategies to meet the varying needs of students
- encourages hands-on activities, discussions, or projects that let students actively engage with what interests them
- promotes active engagement and participation

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that integrate instructional activities with students' interests and prior knowledge that are appropriate to their cognitive, physical, and socio-emotional developmental characteristics during all teaching/learning tasks.

Clarification: The teacher candidate incorporates activities that align with students' interests and prior knowledge, making sure they suit their cognitive, physical, and emotional development **in all lessons**.

Look Fors: The Teacher Candidate...

- uses real-life examples and scenarios that relate to students' experiences (e.g., if students are interested in sports, integrating sports-related math problems or science experiments)
- encourages group work and discussions on topics that engage students (e.g., group activities that tap into students' social and emotional skills, such as role-playing or debates on subjects they care about)
- offers students options for how they want to complete an assignment or project, allowing them to select activities that align with their interests and developmental level
- breaks down complex tasks into smaller, manageable steps that align with students' developmental stages, ensuring that each step builds on their prior knowledge and skills

2) LEARNING DIFFERENCES - Implementing Differentiated Instruction

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that apply instructional strategies or materials that are inappropriate or insufficient for addressing students' diverse learning needs; or does not follow recommendations in an IFSP, IEP, 504, transition, or other documented learning plans.

Clarification: The teacher candidate uses **teaching methods or materials that do not meet students' different learning needs** or fails to follow plans like IFSP, IEP, 504, or transition plans designed to support them.

Looks Fors: The Teacher Candidate...

- uses a single teaching method or material for all students without considering their individual learning needs or accommodations outlined in their learning plans (e.g., using only lectures for a class where students have varying learning preferences and needs)
- does not incorporate specific accommodations or modifications detailed in a student's IEP or 504 plan (e.g., failing to provide extended time on tests for a student with a documented need for it)
- does not differentiate instruction based on students' cognitive, physical, and emotional development (e.g., assigning the same level of difficulty in reading comprehension tasks to students with varying reading abilities)
- assigns group work without considering the specific social or academic needs of students with disabilities when forming groups

Rating-Developing

Description: Apply appropriate instructional supports and strategies (e.g., activating prior knowledge, accessing specialized assistance, attending to students' personal, family, and community experiences and social norms) for students with diverse learning strengths and adjust instructional supports based on recommendations in an IFSP, IEP, 504, transition, or other documented learning plans.

Clarification: The teacher candidate **uses suitable teaching strategies and supports**, such as connecting to students' prior knowledge, getting specialized help, and considering their personal and community backgrounds. The teacher candidate adjust these supports based on individual learning plans like IFSPs, IEPs, or 504 plans to meet diverse learning needs.

Look Fors: The Teacher Candidate...

- reviews what students already know by asking questions or discussing related experiences
- collaborates with special education staff or resource teachers to provide tailored support
- designs lessons that connect with students' backgrounds and experiences
- Implementing accommodations specified in students' IFSP, IEP, or 504 plans

Rating-Well Prepared Beginning Teacher

Description: The teacher candidate enacts teaching practices that apply appropriate instructional supports and strategies (e.g., activating prior knowledge, accessing specialized assistance, attending to students' personal, family, and community experiences and social norms) for individual students with a range of diverse learning strengths and needs; and adjust instructional supports based on recommendations in an IFSP, IEP, 504, transition, or other documented learning plans so that each student is appropriately challenged with equitable opportunities to demonstrate learning.

Clarification: A teacher candidate **uses effective teaching methods, providing appropriate support and strategies** (like activating prior knowledge and considering students' personal and community backgrounds) to help students with different learning needs. They also adjust support based on individualized learning plans, such as IFSPs, IEPs, 504 plans, or transition plans.

Look Fors: The Teacher Candidate...

- demonstrates how to use a graphic organizer to help the student assist a student who demonstrates difficulty organizing thoughts for writing tasks
- collaborates with the resource and/or MTSS specialist to implement targeted interventions.
- creates a safe space for a student from a culturally diverse background who struggles with social interactions
- offers multiple ways for students to engage with the content and demonstrate understanding

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that fully integrate appropriate and equitable instructional supports and strategies (e.g., activating prior knowledge, accessing specialized assistance, attending to students' personal, family, and community experiences and social norms) for individual students with a range of diverse learning strengths and needs; fully integrates appropriate recommendations in an IFSP, IEP, 504, transition, or other documented learning plans; appropriately challenge students with equitable opportunities to extend learning.

Clarification: A teacher candidate uses **research-based** teaching methods and strategies (like activating prior knowledge and considering students' backgrounds) to support individual students with diverse learning needs. They adjust support based on individualized learning plans, **ensuring each student is challenged and has fair opportunities to show their learning.**

Look Fors: The Teacher Candidate...

- modifies teaching methods based on individual learning needs, such as providing additional visual aids and manipulatives
- integrates technology that supports diverse learning needs
- provides options for students to complete assignments through writing, oral presentations, or creative projects
- engages in ongoing communication with special education professionals and MTSS specialists, counselors, or therapists to ensure that instructional practices align with students' documented learning plans and evolving needs

3) LEARNING ENVIRONMENTS - Respectful Relationships with Students

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that apply verbal and/or nonverbal communication that is inappropriate, disrespectful, or indifferent toward individual students or the class as a whole; or that interfere with students' abilities to focus on academic work; disrespectful actions involve communication using punitive threats, ignoring or dismissing diverse cultural norms of communication or behavior.

Clarification: The teacher candidate uses verbal or nonverbal communication that is **inappropriate, disrespectful, or indifferent** to students, which disrupts their ability to focus. Disrespectful actions include making threats or ignoring cultural norms of communication or behavior.

Look Fors: The Teacher Candidate...

- publicly criticizes a student in front of the class for not completing their homework.
- rolls their eyes or sighs in frustration when a student from a different cultural background takes longer to respond to a question because they are following cultural norms of thoughtful reflection before speaking.
- threatens the class with punishments like, "If you don't behave, everyone will lose recess."
- notices a student squirming uncomfortably or looking confused but continues lecturing without addressing the student's needs or checking for understanding.

Rating-Developing

Description: The teacher candidate enacts teaching practices that apply verbal and nonverbal communication demonstrating care and interest toward individual students; interactions are respectful and support academic learning of individual students as well as the whole class; respectful actions are kind, honest, truthful, trustworthy, cognizant of and appropriately responsive to diverse cultural norms.

Clarification: The teacher candidate **uses verbal and nonverbal communication that shows care and interest in students**. Their interactions are respectful and help support learning for both individual students and the whole class. They are kind, honest, and considerate of diverse cultural norms.

Look Fors: The Teacher Candidate...

- greets each student warmly at the door with a smile, eye contact, and a welcoming gesture such as a handshake, high-five, or wave.
- listens actively, nodding and maintaining eye contact, when a student asks a question during a lesson.
- nods, makes eye contact, and smiles when students share their thoughts. Gives thumbs up or encouraging gestures when students contribute insightful ideas.
- is mindful of the students' home languages and cultural backgrounds.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that apply verbal and nonverbal communication demonstrating care and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment; expectations for respectful interactions are shared and developed collaboratively, building a safe, positive learning climate of openness, mutual respect, and support shared responsibility for rigorous academic work.

Clarification: The teacher candidate uses verbal and nonverbal communication that shows care and respect for students' cultural backgrounds and perspectives. **They work with students to set expectations for respectful interactions**, creating a safe, positive learning environment based on openness, mutual respect, and shared responsibility for academic success.

Look Fors: The Teacher Candidate...

- engages students in a discussion about classroom expectations.
- uses gestures that are understood universally, such as a thumbs-up for approval or a respectful bow of the head when thanking a student for their contribution.
- facilitates a discussion when a sensitive topic comes up in class (such as race, identity, or immigration),
- recognizes and responds to student emotions with empathy and culturally appropriate communication.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that apply verbal and nonverbal communication demonstrating care and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment; provides respectful interactions where students are consistently and actively involved in making decisions collaboratively; shared responsibility for establishing a learning climate of mutual respect that supports rigorous academic work.

Clarification: The teacher candidate uses communication that shows care and respect for students' cultural backgrounds and perspectives. **They encourage students to actively participate in decision-making and share responsibility for creating a respectful learning environment that supports challenging academic work.**

Look Fors: The Teacher Candidate...

- asks students, “How do we want our classroom to function so that everyone feels respected and supported?”
- intentionally groups students with diverse cultural backgrounds, encouraging them to share perspectives and collaborate on a project relevant to their cultures.
- invites students to recommend books from their cultural heritage.
- listens attentively to each student’s input, maintaining eye contact and nodding, ensuring that all viewpoints are valued.

4) LEARNING ENVIRONMENTS - Supporting Productive Student Behavior

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that provide expectations for behavior that are inappropriate, confusing to students, implemented inconsistently without attention to differing students' needs, ignored, or not evident; or indicate a lack of awareness of off-task or disruptive behaviors.

Clarification: The teacher candidate sets **inexplicit or inappropriate behavior expectations**, applies them inconsistently, ignores student needs, or is unaware of off-task or disruptive behavior.

Look Fors: The Teacher Candidate...

- establishes a set of classroom rules but only enforces them sporadically.
- continues teaching without addressing the behavior or redirecting the students.
- gives a directive but does not provide explicit instruction on how they should collaborate or behave during activity.
- During a minor disruption, immediately threatens to send the student to the principal's office without explaining why the behavior is inappropriate or offering a chance to correct it.

Rating-Developing

Description: The teacher candidate enacts teaching practices that provide expectations for student behavior that support classroom rules; acknowledge productive behavior for learning; redirect off-task behavior; and/or attend to disruptive behavior.

Clarification: The teacher candidate **sets explicit behavior expectations that support** classroom rules, recognizes good behavior, redirects off-task behavior, and addresses disruptions.

Look Fors: The Teacher Candidate...

- collaborates with students to create a set of classroom rules, or enforces an already established set of rules posted on the wall.
- makes preventative comments such as, "don't run in the hallway," but does not intervene if they do run.
- uses a system of verbal praise and reward tokens to acknowledge students who follow classroom rules and engage in productive behavior.
- models respectful communication and active listening during instruction.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that provide clear expectations for student behavior that include collaboratively establishing classroom rules; acknowledge productive behavior for learning that includes explicit attention to supporting students learning to interact with each other; and strategically redirect off-task behavior; and manage disruptive behavior in timely and respectful ways.

Clarification: The teacher candidate **sets explicit behavior expectations by working with students to create classroom rules**, recognize good behavior, help students learn to interact positively, redirect off-task behavior, and manage disruptions respectfully and promptly.

Look Fors: The Teacher Candidate...

- collaborates with students to create a set of classroom rules. These rules are posted on the wall, and the teacher candidate refers to them regularly.
- reinforces rules by acknowledging students who follow the rules using specific feedback.
- notices students having difficulty with compliance and implements a strategy, such as a calming mindfulness exercise to help students refocus.
- explicitly teaches and models how to communicate respectfully and listen to peers.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that provide clear expectations for student behavior that include collaboratively establishing classroom rules and engage students in collaboratively evaluating the classroom climate, adjusting as needed, to promote productive learning for everyone as students interact with each other; and fully address student behaviors appropriately while maintaining respect, and showing value in students' academic contributions to learning.

Clarification: The teacher candidate **sets explicit behavior expectations by working with students to create and evaluate classroom rules and climate**. They adjust as needed to support productive learning and address behaviors respectfully while valuing students' academic contributions.

Look Fors: The Teacher Candidate...

- asks students to suggest rules that promote a respectful and productive learning environment.
- reinforces rules by acknowledging students who follow the rules using intentional specific feedback with evidence to back it up.
- holds a class meeting to discuss classroom behavior and interactions.
- notices that students are struggling with transitions between activities, often resulting in off-task behavior. The teacher candidate holds a restorative conversation to address the issue and invites students to suggest changes.
- allocates time for students to provide constructive feedback to each other.

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5) LEARNING ENVIRONMENTS - Implementing Organizational Routines

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that implement inefficient, inappropriate or inconsistent classroom routines resulting in loss of time for learning; and pacing that is too slow or too fast resulting in off-task or disruptive behavior.

Clarification: The teacher candidate is **not prepared, disorganized**, leading to lost learning time. Their pacing is rushed, unengaging or inconsistent.

Look Fors: The Teacher Candidate...

- transitions from one activity to the next without providing explicit instructions.
- switches from whole-class instruction to independent work too abruptly.
- has not articulated explicit expectations or what the next steps are, leading to delays and time off task.
- demonstrates an uneven flow when presenting a lesson
- developed incomplete lesson plans, with vital parts of the lesson missing.

Rating-Developing

Description: The teacher candidate enacts teaching practices that use routines to appropriately accomplish classroom tasks (e.g., lining up at the door, distributing papers, equipment or materials, or transitioning between whole class and individual or small groups) and include pacing that allows learning while minimizing disruptions and distractions.

Clarification: The teacher candidate **uses effective routines** to handle classroom tasks (like lining up, distributing materials, and transitioning between activities) and maintains pacing that supports learning while reducing disruptions.

Look Fors: The Teacher Candidate...

- has established a routine for group work where students are assigned roles.
- uses a specific sound or verbal phrase to signal transitions between activities or groups.
- has a routine for assigning, collecting, and reviewing homework.
- allocates a set amount of time for each part of the lesson.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that use routines to efficiently accomplish classroom tasks (e.g., lining up at the door, distributing papers, equipment or materials, or transitioning between whole class and individual or small groups) modify routines as needed based on changing classroom dynamics; strategically engage student participation with pacing that maximizes learning while minimizing disruptions and distractions.

Clarification: The teacher candidate uses efficient routines for classroom tasks (like lining up and distributing materials) and adjusts them as needed. They **engage students effectively** and pace activities to maximize learning while reducing disruptions.

Look Fors: The Teacher Candidate...

- has a regular routine for assigning, collecting, and reviewing work where students are assigned roles and follow a clear process for collaboration.
- has a regular routine, with specific times and methods for each step.
- provides immediate feedback during activities, allowing students to make use of the feedback with quick adjustments to stay on track.
- is well prepared for the lesson with material available and easily accessible.
- adjusts the time spent on activities based on student needs, such as extending time for group discussions if students are actively participating.
- ensures that students are aware of these routines and expectations.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that use routines to efficiently and systematically accomplish classroom tasks, actively involving students in smooth transitions and use of classroom space that allow for focus on learning; routines and pacing are adjusted as needed based on changing classroom dynamics with strategic participation of students to maximize learning and minimize disruptions and distractions.

Clarification: The teacher candidate uses efficient routines to handle classroom tasks and transitions, involving students in the process. They **adjust routines and pacing as needed to keep students focused and minimize disruptions**.

Look Fors: The Teacher Candidate...

- assigns specific students as "transition leaders" responsible for guiding their peers through transitions between activities and intervenes if necessary.
- follows a routine for retrieving and returning materials, such as using a designated "materials station" for picking up and dropping off supplies.
- assigns specific roles to each student to ensure that everyone knows their responsibilities.
- regularly changes group configurations based on student needs and the nature of the task.
- monitors engagement and lesson pace, easily able to make adjustments if necessary.

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6) LEARNING ENVIRONMENTS - Setting Up and Managing Small Groups

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that organize students in groups when learning does not require interaction among students to complete the tasks; or group directions and expectations are not clear; individual accountability to the group as well as accountability of the group to contribute to the learning is not clear; disengage from interacting with students and groups as they work.

Clarification: The teacher candidate **organizes students into groups when it is not needed, gives unclear directions, and lacks explicit expectations** for individual and group contributions. They also disengage from interacting with students and groups during work.

Look Fors: The Teacher Candidate...

- organizes students into groups for a task that does not require collaboration, such as completing a worksheet or individual reading assignments.
- assigns a group project without providing specific instructions or goals for each group.
- groups students randomly or without considering their skill levels, needs, or the nature of the task.
- does not address conflicts or issues within groups, such as unequal participation or communication problems.

Rating-Developing

Description: The teacher candidate enacts teaching practices that implement tasks that call for interaction among students with directions and expectations for working together; allow groups to work semi-independently in ways that provide for accountability of learning from the group or individuals; and allow for interaction with groups to check group (or individual) progress.

Clarification: The teacher candidate **sets tasks that require student interaction with explicit directions and expectations for working together.** They let groups work independently while ensuring accountability and regularly check on group or individual progress.

Look Fors: The Teacher Candidate...

- assigns a group project with instructions and objectives.
- assigns students a specific role and understands the expectations.
- provides time for groups to collaborate and offers checkpoints for progress.
- intermittently checks in with groups to report on their progress and discuss any challenges they are facing.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that engage students in collaborative work with appropriate tasks that call for in-depth interaction among students with clear directions and expectations; allow groups to work semi-independently in ways that provide for collective and individual accountability for learning; and, allow for strategic interaction, deliberately choosing which groups to work with, when, and on what.

Clarification: The teacher candidate **uses tasks that require in-depth student collaboration with explicit directions and expectations.** They let groups work semi-independently while ensuring both group and individual accountability and strategically interact with specific groups at the right times.

Look Fors: The Teacher Candidate...

- assigns a group project with specific, written instructions and explicit objectives.
- provides structured time for groups to collaborate and offers checkpoints for progress.
- schedules regular intervals for groups to report on their progress and discuss any challenges they are facing.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that engage students in collaborative work through intentional grouping (i.e., mixed ability or similar ability, socio-emotional factors, and linguistic skills) that take into account the learning goals in relation to individual learning needs; design tasks that call for in-depth interaction among students with clear directions and expectations; allow groups to work independently in ways that provide for collective and individual accountability for learning; and allow for strategic intervention.

Clarification: The teacher candidate **sets up purposeful student groups based on abilities, social factors, and language skills, aligned with learning goals.** They design tasks requiring deep interaction with explicit directions and expectations, let groups work independently with accountability, and provide strategic support as needed.

Look Fors: The Teacher Candidate...

- designs a group activity where students need to research, discuss, and present on a complex topic.
- provides a detailed rubric and checklist for a group assignment.
- intervenes by providing additional guidance or resources to that group, offering targeted feedback for improvement.
- encourages students to make decisions together about how to approach a project.

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7) CONTENT KNOWLEDGE - Developing Understanding

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that focus on one way of knowing or inquiry approach inappropriate to the discipline or the learning goal; lack of opportunity for student reflection, connecting to prior content knowledge, processes, or experience.

Clarification: The teacher candidate **uses a single approach** that is not suitable for the subject or learning goals and does not provide opportunities for students to reflect or connect with prior knowledge and experiences.

Look Fors: The Teacher Candidate...

- places an overemphasis on memorization.
- relies exclusively on one method of instruction.
- does not provide students a chance to connect their current work with previous lessons.
- does not relate concepts to real-life problems or practical applications.

Rating-Developing

Description: The teacher candidate enacts teaching practices that involve methods of inquiry appropriate to the discipline and provide an opportunity for students to reflect on related prior content knowledge, processes, or experience.

Clarification: The teacher candidate **uses inquiry methods suitable for the subject** and allows students to reflect on their prior knowledge and experiences.

Look Fors: The Teacher Candidate...

- engages students in hands-on learning.
- encourages students participation in various assignments or activities (i.e., literacy activities) with limited interaction by the teacher candidate.
- provides students with opportunity to solve real-world math problems and simulation projects (i.e., STEM).
- has students draft essays on personal experience, or a specific topic related to their curriculum.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that effectively engage students in methods of inquiry appropriate to the discipline and stimulate students' reflection for making explicit connections to prior content knowledge, processes, and experience.

Clarification: The teacher candidate **uses effective inquiry methods** for the subject and encourages students to reflect and connect their prior knowledge and experiences.

Look Fors: The Teacher Candidate...

- ensures that students are actively engaged in literature circles to discuss a novel or play, with on-going interaction with the teacher candidate.
- ensures that students are actively engaged in solving real-world math problems and simulations.
- has students draft reflective essays on a personal experience, or a specific topic related to their curriculum.
- has students create projects using specific techniques studied during classroom instruction.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that Integrate methods of inquiry appropriate to the discipline as part of instruction and learning; where students initiate questioning, investigating, evaluating, and reflecting for making explicit connections to prior content knowledge, processes, and experience.

Clarification: The teacher candidate incorporates inquiry methods into instruction, **allowing students to ask questions, investigate, evaluate, and reflect while connecting to their prior knowledge and experiences.**

Look Fors: The Teacher Candidate...

- provides students with opportunities to reflect on how the concepts they used relate to their everyday experiences and prior learning.
- provides students with opportunities to engage in peer reviews, providing feedback and reflecting on how their own writing and ideas connect with those of their peers.
- has students reflect on how their observations connect to concepts learned during classroom instruction.
- provides students with opportunities to reflect on how their understanding of an issue and how it has been shaped by their research.

8) CONTENT KNOWLEDGE - Explaining and Modeling

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that use incorrect or inappropriate representations or use inaccurate or incomplete explanations that lead to or support misconceptions on the part of students; lack of use of available resources or digital technologies.

Clarification: The teacher candidate **uses incorrect or inappropriate explanations** and representations that cause student misconceptions and does not use available resources or digital technologies.

Look Fors: The Teacher Candidate...

- provides incorrect rules for grammar or sentence structure in a language arts lesson.
- uses oversimplified or incorrect analogies to explain complex concepts.
- uses incorrect diagrams to explain concepts.
- does not use online resources that offer accurate explanations of concepts based on research.

Rating-Developing

Description: The teacher candidate enacts teaching practices that accurately use at least one representation or explanation with available resources or digital technologies that make the content accessible or relevant to students to achieve the curriculum content standards.

Clarification: The teacher candidate **uses accurate explanations or representations**, along with available resources or digital technologies, to make the content understandable and relevant to students, helping them meet curriculum standards.

Look Fors: The Teacher Candidate...

- uses an interactive online tool or resources to enhance lesson.
- uses digital platforms to discuss literary texts.
- provides students with opportunities to explore and interact with detailed 3D models (i.e., a visualization is apparent).
- provides students with opportunities to visually explore historical events.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that effectively use multiple representations and explanations with appropriate available resources or digital technologies that capture key content ideas so that all students have access and opportunity to achieve the curriculum content standards.

Clarification: The teacher candidate **effectively uses various representations and explanations**, along with appropriate resources or digital technologies, to ensure all students understand key content and meet curriculum standards.

Look Fors: The Teacher Candidate...

- uses visual aids like graphs, numeric examples, and algebraic symbols.
- uses historical texts, audio recordings of speeches, and video documentaries to present information.
- uses digital texts for reading during classroom instruction.
- provides written examples and interactive grammar exercises.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that effectively integrate and engage students in using multiple representations and explanations throughout the lesson with appropriate available resources or digital technologies that capture key content ideas, so that all students have access and opportunity to achieve the curriculum content standards.

Clarification: The teacher candidate effectively uses multiple representations and explanations with best practice resources or digital technologies throughout the lesson, **ensuring all students understand key content and meet curriculum standards**.

Look Fors: The Teacher Candidate...

- uses digital texts for reading, and students annotate and discuss passages using online platforms.
- provides written examples, interactive grammar exercises, and uses digital tools to provide instant feedback on students' writing.
- uses simulations to demonstrate interactive content.
- conducts hands-on experiments with interactive activities.
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9) CONTENT KNOWLEDGE - Facilitating Classroom Discourse

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that use academic language incorrectly (spoken and/or written) or not appropriate to the grade level; do not connect informal language with appropriate academic language.

Clarification: The teacher candidate **uses academic language incorrectly or inappropriately** for the grade level and does not link informal language to the correct academic terms.

Look Fors: The Teacher Candidate...

- uses language that is too advanced for students or confuses students.
- has not explicitly expressed to students the correct use of academic language
- misuses academic vocabulary on a regular basis.

Rating-Developing

Description: The teacher candidate enacts teaching practices that use appropriate academic language (spoken and written) to model for students' ways to share, describe, explain, evaluate, or reason about ideas and methods that support students' understanding of the content.

Clarification: The teacher candidate **uses appropriate academic language** to model how students can share, describe, explain, evaluate, and reason about ideas and methods, supporting their understanding of the content.

Look Fors: The Teacher Candidate...

- provides students with the opportunity to use specific academic vocabulary to articulate their thoughts.
- provides students with the opportunity learn to use academic vocabulary to explain their reasoning and understand content area concepts.
- models how to construct arguments and support them with evidence using academic vocabulary.
- models how to use academic vocabulary to explain each step of a process.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that effectively use and engage students in applying appropriate academic language (spoken and written) to share, describe, explain, evaluate, and reason about ideas and methods specific to the discipline so that others can understand.

Clarification: The teacher candidate **effectively uses and involves students in applying appropriate academic language** to discuss, describe, explain, evaluate, and reason about ideas and methods in the subject, making it understandable to others.

Look Fors: The Teacher Candidate...

- provides students with the opportunity to design experiments, collect data, and present their findings. They use academic language in their presentation.
- provides students with the opportunity to solve complex problems and then explain their solutions and reasoning to the class using appropriate terminology.
- provides students with the opportunity to analyze texts and use academic language during discussions.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that effectively use and engage students in applying appropriate academic language (spoken and written) to share, describe, explain, evaluate, and reason about ideas and methods specific to the discipline so that others can understand and engage with each other's ideas and thinking.

Clarification: The teacher candidate effectively uses and engages students in using academic language to discuss, describe, explain, evaluate, and reason about ideas and methods in the subject, **helping students understand and interact with each other's thinking.**

Look Fors: The Teacher Candidate...

- provides students with the opportunity to discuss their findings with peers, explaining their methods and conclusions in detail.
- provides students with the opportunity to work in pairs or small groups to solve complex problems, using academic language to describe their work.
- provides students with the opportunity to participate in debates and draft essays that explain their positions.
- provides students with the opportunity to participate in role-plays and dialogues, using academic language to provide feedback to each other.

10) ASSESSMENT - Checking Student Understanding

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that use either formative or summative assessment that is inappropriate or not aligned to the lesson objectives; or interpretation of student learning disregards students' performance so that there is no appropriate adjustment of instruction within a single lesson or from one lesson to the next (i.e., adjustment to instruction may be based on assumptions of student learning without referring to any actual evidence of student learning).

Clarification: The teacher candidate **uses assessments that are not suitable or aligned with the lesson objectives** and does not adjust instruction based on students' actual performance, relying on assumptions instead of evidence.

Look Fors: The Teacher Candidate...

- administers a generic quiz at the end of a lesson that does not specifically address the lesson's objectives, or the content covered.
- uses a rubric that does not align with the lesson's objectives to grade student projects or assignments.
- collects formative assessment data, such as exit tickets or informal observations, but does not use this data to inform or adjust instruction.
- uses a summative assessment, such as a final exam or end-of-unit test, without conducting formative assessments throughout the unit.

Rating-Developing

Description: The teacher candidate enacts teaching practices that use formative or summative assessment aligned to lesson objectives that support or document student learning so that instruction may be adjusted from one lesson to the next.

Clarification: The teacher candidate **uses assessments that align with lesson objectives to support** or document student learning, allowing instruction to be adjusted between lessons.

Look Fors: The Teacher Candidate...

- asks students to submit a brief written response to a question related to the lesson's objectives.
- gives short quizzes that directly reflect the specific objectives of the lesson.
- provides students with the opportunity to provide feedback on each other's work based on a rubric aligned with lesson objectives.
- uses formative or summative assessments, such as projects or tests, with clear rubrics aligned to lesson objectives to evaluate student learning.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that use formative and/or summative assessment aligned to lesson objectives that support, verify, and document student learning incorporating multiple ways of demonstrating learning so that instruction may be adjusted within a single lesson or from one lesson to the next.

Clarification: The teacher candidate uses assessments aligned with lesson objectives to support, verify, and document student learning, **using various methods to show learning, and adjusts instruction as needed within or between lessons.**

Look Fors: The Teacher Candidate...

- provides students with the opportunity to, at the end of a lesson, students answer a multiple-choice question, solve a problem, and write a brief explanation of their reasoning.
- uses interactive tools like digital polls or quizzes during the lesson to assess understanding in real-time.
- assigns homework that aligns with lesson objectives and offers different levels of complexity based on students' needs and readiness.
- uses detailed rubrics to assess student work against specific lesson objectives by using formative or summative assessments.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that critically apply formative and/or summative assessment aligned to lesson objectives that engage students collaboratively in establishing and evaluating criteria for achievement; involve students in producing evidence that documents and verifies learning through multiple ways so that instruction may be adjusted within a single lesson or from one lesson to the next.

Clarification: The teacher candidate uses assessments aligned with lesson objectives to engage students in setting and evaluating achievement criteria. They **involve students in showing their learning in various ways**, allowing for adjustments in instruction within or between lessons.

Look Fors: The Teacher Candidate...

- uses detailed rubrics to assess student work against specific lesson objectives and provides feedback based on these criteria.
- provides students with the opportunity to use self-assessment tools to evaluate their own work and set goals based on lesson objectives.
- provides students with the opportunity to create concept maps to organize and demonstrate their understanding of key ideas from the lesson.
- provides students with the opportunity to, during the lesson, to first think individually, then discuss their ideas with a partner, and finally share their thoughts with the class. The teacher candidate listens and assesses understanding based on the lesson objectives.

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11) ASSESSMENT - Feedback to Students

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that provide infrequent or disconnected feedback to students that is limited to, or primarily consists of, general statements (e.g., "Good job!" or "Check your work" or "Try again"); or provide no feedback to students regarding progress toward learning goals or developing quality work.

Clarification: The teacher candidate **gives infrequent or vague feedback**, such as or provides no feedback on students' progress or quality of work.

Look Fors: The Teacher Candidate...

- frequently tells students "Good job!" without specifying what was done well or how it relates to the learning objectives.
- provides feedback consisting of vague comments like "Check your work" or "Try again," without further guidance on what needs improvement or how to achieve better results.
- collects assignments but does not provide any feedback or comments on the students' work.
- overlooks errors or misconceptions in students' work and does not address them.

Rating-Developing

Description: The teacher candidate enacts teaching practices that provide descriptive feedback (written or oral) to groups of students or individual students that supports progress toward meeting expectations for quality work related to the learning goals.

Clarification: The teacher candidate **gives general descriptive feedback to students**, either individually or in groups, which helps them progress toward meeting learning goals.

Look Fors: The Teacher Candidate...

- provides or offers general suggestions or steps for improvement.
- provides feedback that is given inconsistently across different assignments or students, leading to confusion about expectations.
- provides occasional feedback, rather than providing it regularly throughout the learning process.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that provide specific descriptive feedback (written and oral) that focuses students' attention on specific qualities of their work (individually) for what needs improvement, with specific support for how to improve, as well as acknowledging aspects of high-quality work that achieves the learning goals.

Clarification: The teacher candidate **gives specific, descriptive feedback** to students **in a timely manner** highlighting areas for improvement and providing guidance on how to improve, while also recognizing aspects of their work that meet learning goals.

Look Fors: The Teacher Candidate...

- provides or offers specific suggestions or steps for improvement.
- provides comments on specific aspects of the assignment.
- provides feedback on the specific steps followed.
- comments on the assignment, highlighting strengths and areas for improvement.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that provide specific descriptive feedback (written and oral) that focuses students' attention on specific qualities of their work related to learning goals, and support students in giving specific descriptive feedback to peers for what and how to improve as well as acknowledging high-quality work that achieves the learning goals.

Clarification: The teacher candidate **gives detailed feedback** on students' work related to learning goals and helps students provide similar feedback to their peers. They also **recognize and praise high-quality work**.

Look Fors: The Teacher Candidate...

- provides comments on specific aspects of the assignment, after a student submits an assignment
- provides students with a rubric to evaluate their peer's essay based on clarity, organization, and evidence.
- provides students with the opportunity for students to exchange assignments and use a checklist to identify any suggestions for improvement.
- provides students with the opportunity for groups to evaluate each other's contributions, providing feedback on collaboration and individual roles.

12) PLANNING FOR INSTRUCTION - Setting Learning Goals

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that do not communicate goals of the lesson to the students; or provide instructional learning activities incorrectly aligned to curricular expectations.

Clarification: The teacher candidate **fails to share lesson goals with students** and provides learning activities that do not match the curriculum expectations.

Look Fors: The Teacher Candidate...

- starts a lesson without explaining what students are expected to learn or achieve.
- uses classroom activities that do not align with the curriculum.
- gives students assignments with vague or unexplicit instructions that do not relate to the learning objectives.
- spends time on activities that do not support the lesson's goals.

Rating-Developing

Description: The teacher candidate enacts teaching practices that inconsistently communicate goals of the lesson to the students; or provide instructional learning activities partially aligned to curricular expectations.

Clarification: The teacher candidate **inconsistently shares lesson expectations** with students or uses instructional activities that are only partially aligned with the curriculum expectations.

Look Fors: The Teacher Candidate...

- occasionally mentions learning expectations lesson goals at the beginning of class but failing to reinforce them throughout the lesson.
- designs activities that address some but not all key aspects of the curriculum expectations.
- provides vague or incomplete instructions for tasks, which can cause confusion about how these tasks relate to the lesson goals.
- assigns projects or tasks that do not adequately cover the learning targets.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that consistently communicate goals of the lesson to the students; and provide instructional learning activities fully aligned to curricular expectations.

Clarification: The teacher candidate **clearly and consistently communicates lesson expectations** to students and offer instructional activities that are fully aligned with curricular expectations.

Look Fors: The Teacher Candidate...

- starts each lesson by explicitly stating the learning objectives and posting them on the board for students to see.
- creates lesson plans that align with curriculum standards.
- explains the learning expectations straightforwardly, using specific language related to the curriculum objectives.
- uses textbooks, online resources, and other materials aligned with the learning expectations

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that consistently communicate goals of the lesson to the students; and provide instructional learning activities fully aligned across curricular expectations with evidence of student involvement in design.

- **Clarification:** The teacher candidate consistently communicates learning expectations to students and provides instructional activities that are fully aligned with curricular expectations, incorporating **evidence of student involvement in the design**.

Look Fors: The Teacher Candidate...

- provides students with the opportunity to articulate the learning expectations and can restate how they relate to the activities.
- provides students with the opportunity to participate in developing project criteria or learning targets.
- gathers and uses student feedback to adjust instructional activities.
- modifies a group activity based on student feedback to enhance understanding.

13) INSTRUCTIONAL STRATEGIES - Coordinating and Adjusting Instruction

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that do not adjust instruction; or do not employ alternative strategies in response to students' learning needs during instruction.

Clarification: The teacher candidate **does not adjust instruction** or use alternative strategies in response to students' learning needs during instruction.

Look Fors: The Teacher Candidate...

- continues with the lesson plan despite clear signs that students are struggling with the content.
- fails to provide additional explanations, examples, or scaffolding for students who need more support.
- does not adapt group activities or assignments when students are disengaged or confused.
- over-relies on a single instructional method and does not differentiate their instruction.

Rating-Developing

Description: The teacher candidate enacts teaching practices that attempt to adjust instruction for at least one student based on noticing a need for redirection, focus, scaffolding, more challenge, or extension; attempt to connect parts of the lesson using appropriate strategies and knowledge of students' learning needs.

Clarification: The teacher candidate **adjusts instruction for at least one student** by recognizing the need for redirection, support, challenges, or extensions, and attempts to connect components of the lesson using appropriate strategies based on students' learning needs.

Look Fors: The Teacher Candidate...

- notices a student is off-task and providing a gentle prompt to refocus them on the lesson
- observes a student struggling with a concept and provides additional support
- observes a student who finishes work quickly and provides an extension activity that enhances their thinking further.
- helps a student who seems overwhelmed by simplifying instructions or providing a more direct, step-by-step approach.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that adjust instruction based on students' learning, recognizing a "teachable moment" connecting parts of the lesson; or make an appropriate midcourse correction based on students' questions, and knowledge of students' learning needs.

Clarification: The teacher candidate **adjusts instruction by recognizing "teachable moments,"** connecting parts of the lesson, or making midcourse corrections based on students' questions and their learning needs.

Look Fors: The Teacher Candidate...

- notices a student's confusion during a lesson. Instead of continuing with the planned lesson, the teacher candidate takes a moment to provide additional examples and hands-on activities to clarify the concept.
- adjusts the lesson plan to include a brief discussion to answer those questions asked by students during the lesson.
- notices that several students are having difficulty with reading comprehension and modifies the lesson by providing supports to better meet the students' needs.
- notices that a group is struggling. The teacher candidate reassigns roles and adjusts group dynamics to help the group work together effectively.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that continuously and appropriately adjust instruction based on understanding students' learning, capitalizing on "teachable moments" while maintaining learning goals, explicitly connecting parts of the lesson, making mid-course corrections as needed based on a repertoire of strategies, students' questions, and knowledge of students' learning needs.

Clarification: The teacher candidate **constantly adapts instruction based on students' learning**, seizes "teachable moments," maintain learning goals, clearly link lesson parts, and incorporates necessary adjustments using various strategies.

Look Fors: The Teacher Candidate...

- recognizes a "teachable moment", and addresses an instructional issue with a quick review, or differentiates instruction.
- takes a moment to address an instructional issue, explains the steps explicitly, and provides additional instructions to guide students.

- sees that students are particularly engaged during a discussion on an issue related to the lesson and spends more time on this topic.
- incorporates scaffolding techniques during the lesson.
- receives feedback from students about the challenges they are experiencing from this lesson. and uses this feedback to make adjustments to it.

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14) INSTRUCTIONAL STRATEGIES - Questioning for Eliciting Student Thinking

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that use questions and tasks that limit students' opportunities to share their thinking or understanding of academic content; provide no evidence of supporting students to ask questions based on the learning in the lesson.

Clarification: The teacher candidate uses teaching practices that use reflective questions and **tasks that restrict students' chances to express their understanding, and do not encourage or support students in asking reflective questions.**

Look Fors: The Teacher Candidate...

- primarily asks yes/no questions or questions with only one correct answer.
- provides a set of multiple-choice answers to questions, discouraging students from exploring alternative responses.
- quickly moves from one question to the next without engaging in a discussion about students' answers.
- delivers information in a lecture format without asking students to reflect or contribute their thoughts.

Rating-Developing

Description: The teacher candidate enacts teaching practices that use questions and tasks that provide opportunity for students to share their thinking about academic content related to the learning goals that serve at least one purpose (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Clarification: The teacher candidate **uses questions and tasks to help students share their thinking** about academic content, support understanding, articulate ideas, stimulate curiosity, and encourage questioning.

Look Fors: The Teacher Candidate...

- presents a new concept, asks open-ended questions to check for understanding, and encourages students to articulate their ideas.
- asks students to discuss their problem-solving process with a partner or in a small group.
- provides students a list of questions about a topic and provides time for students to explore these questions.
- uses a concept map and asks students to add their own connections and explanations.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that use purposely chosen questions and tasks that provoke students to share their thinking about academic content related to the learning goals that serve at least two purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity and helping learners to question) with checks on students' interpretations, ideas, and methods to understand students' thinking.

Clarification: The teacher candidate uses teaching practices that **use open-ended questions** and tasks to prompt students to discuss their thoughts on academic content related to the learning expectations. These practices help check understanding, support idea expression, stimulate curiosity, and encourage questions, while also assessing and comprehending students' interpretations and methods.

Look Fors: The Teacher Candidate...

- requires students to generate their own questions about a topic and provides time for students to explore these questions.
- uses visual thinking activities and asks students to add their own connections and explanations.
- encourages students to generate their own questions about a topic and provides time for students to explore these questions.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that use purposely chosen questions and tasks that specifically facilitate and appropriately scaffold students in sharing their thinking about academic content related to the learning goals that serve multiple purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) with checks on students' interpretations, ideas, and methods that build on students' learning

Clarification: The teacher candidate **uses carefully chosen questions and tasks to guide and support students in expressing their thoughts on academic content related to the learning goals.** These practices help assess understanding, assist students in articulating their ideas and thinking processes, spark curiosity, and encourage questions, while also evaluating and building on students' interpretations, ideas, and methods.

Look Fors: The Teacher Candidate...

- asks open-ended questions to check for understanding and encourage students to articulate their ideas.
- asks students to discuss their problem-solving process with a partner or in a small group.
- promotes students to generate their own questions about a topic based on evidence from the lesson and provides time for students to explore these questions.
- uses visual thinking activities and asks students to add their own connections and explanations.
- develops groups to practice visual thinking activities related to the lesson.

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15) INSTRUCTIONAL STRATEGIES - Leading Group Discussion

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that focus on limiting students' responses to simple or factual knowledge (e.g., yes/no or simple one-word responses like filling in blanks) with limited or no opportunity for students to articulate their own thinking; or students respond only directly to the teacher; or students share their thinking without listening and responding to others' ideas.

Clarification: The teacher candidate **restricts students to simple answers or factual knowledge** (e.g., yes/no or one-word responses) and offer little chance for students to explain their own thinking; where students only respond directly to the teacher or share ideas without engaging with others' thoughts.

Look Fors: The Teacher Candidate...

- asks questions that only require yes/no answers or brief factual responses .
- uses fill-in-the-blank questions where students provide a single word or short phrase without explanation.
- limits student participation in discussions to responding directly to the teacher candidate's questions without encouraging them to elaborate.
- implements quizzes or tests where students only need to provide brief answers or select from predefined options without any explanation.

Rating-Developing

Description: The teacher candidate enacts teaching practices that attempts to encourage students' participation in small group or whole class discussions; and support students in sharing their own thinking, listen and respond to other students' thinking related to specific instructional goals; and allow students opportunities to listen, speak, and interpret.

Clarification: The teacher candidate **aims to engage students in group or class discussions**, support them in sharing their thoughts, and encourage them to listen to and respond to their peers while focusing on specific instructional goals.

Look Fors: The Teacher Candidate...

- attempts to facilitate whole-class discussions with structured prompts that require students to both respond to the teacher candidate's questions and engage with their peers' responses.
- attempts to organize peer review sessions where students give and receive feedback on each other's work.
- attempts to have students engage in open-ended discussions about texts or concepts, listen to different perspectives, and respond to each other.
- attempts to implement a "Think-Pair-Share" activity where students first think individually about a question, then pair up to discuss their ideas, and finally share their insights with the whole class.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that use a variety of classroom strategies that encourage students to clearly articulate their own thinking (ideas and processes); support students listening to the ideas of others, stimulating discussion among students, using one another's ideas as resources to build collective knowledge related to instructional goals; encourage students to listen, speak, and interpret.

Clarification: The teacher candidate **uses different strategies to help students clearly express their thoughts**, listen to each other, and discuss ideas to build shared understanding and supports listening, speaking, and interpreting skills.

Look Fors: The Teacher Candidate...

- uses open-ended questions and prompts that require students to explain their reasoning and processes.
- organizes students into pairs or small groups to review each other's work.
- implements the Think-Pair-Share strategy, where students first think individually about a question, then discuss their thoughts with a partner, and finally share their ideas with the whole class.
- utilizes technology such as interactive whiteboards or digital tools to facilitate group discussions.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that establish a culture of thinking through specifically scaffolding students' participation in making meaningful or thoughtful contributions; encourage students to routinely articulate their ideas in ways that others can understand, using one another's ideas as resources to build collective knowledge related to specific instructional goals; facilitate students' active listening, speaking, and interpreting.

Clarification: The teacher candidate **creates a thinking-focused environment by guiding students to make meaningful contributions and clearly express their ideas**. Students are encouraged to use each other's ideas to build shared understanding and are supported in listening, speaking, and interpreting actively.

Look Fors: The Teacher Candidate...

- sets up structured group discussions where students contribute their ideas and build on each other's thoughts.

- uses graphic organizers like mind maps or concept maps to help students organize and visualize their thoughts.
- implements peer review sessions where students provide and receive feedback on each other's work.
- establishes explicit norms for discussions, such as listening respectfully, responding to peer reviews, and asking clarifying questions.

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16) INSTRUCTIONAL STRATEGIES - Multiple Modes of Communication

Rating-Needs Improvement

Description: The teacher candidate enacts teaching practices that limit modes of communication (e.g., students only listen or write); or include communication strategies inappropriate to academic content.

Clarification: The teacher candidate **uses teaching practices that restrict communication** or uses methods not suitable for the academic content.

Look Fors: The Teacher Candidate...

- limits instruction to long lectures and does not permit time for questions.
- uses poorly designed or unclear visual aids that do not effectively support academic content or enhance understanding.
- avoids group activities where students can collaborate, discuss, and exchange ideas, leading to a lack of peer-to-peer communication.
- incorporates technology or tools that do not align or support academic content.

Rating-Developing

Description: The teacher candidate enacts teaching practices that attempt multiple modes of communication (e.g., reading and writing, listening, and speaking and writing/drawing, speaking, and viewing, etc.) that allow for students to experience or interact with academic content.

Clarification: Teaching practices that **use several methods of communication** (like reading, writing, listening, speaking, drawing, or viewing) to help students engage and understand academic content.

Look Fors: The Teacher Candidate...

- reads a text aloud while students listen and follow along.
- engages students in a group discussion based on the topic.
- provides students with the opportunity to share their ideas verbally, then write a reflective essay or journal entry based on the discussion.
- assigns students watch a video related to the lesson, take notes, and then create a multimedia project.

Rating-Well Rounded Beginning Teacher

Description: The teacher candidate enacts teaching practices that engage all students in multiple modes of communication (e.g., reading and writing, listening, and speaking and writing/drawing, speaking, and viewing, etc.) that allow for varying students' strengths in demonstrating their learning of academic content.

Clarification: The teacher candidate **demonstrates various methods for students to communicate** (like reading, writing, listening, speaking, drawing, and viewing) to help them show their understanding of academic content, catering to their different strengths.

Look Fors: The Teacher Candidate...

- encourages students to share their ideas verbally, during classroom instruction then write a reflective essay or journal entry based on the discussion.
- facilitates a group discussion with students after they listen to a podcast or lecture, then participate in a group discussion and present their findings to the class.
- inspires students to create posters or visual representations of their research or ideas, display them around the room.

Rating-Exceeds Expectations

Description: The teacher candidate enacts teaching practices that engage all students in multiple modes of communication (e.g., reading and writing, listening, and speaking and writing/drawing, speaking, and viewing, etc.) providing scaffolding as needed to diversify and strengthen students' skills in demonstrating their learning of academic content in multiple ways throughout the lesson.

Clarification: Teaching practices that **use multiple communication methods** (like reading, writing, listening, speaking, drawing, and viewing) and provide support to help all students show their understanding of academic content in different intervals throughout the lesson.

Look Fors: The Teacher Candidate...

- incorporates reading, writing, and speaking activities by having students read a text, write a summary, and then discuss their interpretations in small groups.
- supports students by providing templates, graphic organizers, and rehearsal time for multimedia presentations.
- demonstrates digital tools to create stories or presentations that include writing, speaking, and visual elements.
- offers tutorials on digital tools and provides feedback on drafts to help students refine their work.
- inspires students to create posters or visual representations of their research or ideas, display them around the room, then incorporates a gallery walk, providing students with the opportunity to view and discuss each other's work.

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