Clinical Practice Mentor Handbook

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Introduction

Many TEACH-NOW candidates are currently teaching in their own classrooms as teachers of record. They are teaching in charter schools, private schools, public schools, and international schools around the world. Some candidates are experienced teachers who have been teaching for three or more years, but do not hold a teaching certificate. Other candidates are not teaching and have never taught. They may be working in a non-education field such as finance, social work, business, or technology, but are career changers who have decided that teaching is their calling. All candidates have a bachelor's degree; many of them have a master's degree.

The candidates who are already teaching will be observed by their mentors (typically the building principal or more experienced colleague) weekly as they teach classes throughout the Clinical Practice. Candidates who are not currently teaching generally will be working in their mentor's classroom where the mentor models effective teaching practices and gradually allows the candidate to teach lessons in their class under their guidance. This *Mentor Handbook* describes the Clinical Practice component of the TEACH-NOW program and the expectations for mentors and instructors who will be working with candidates throughout this 12-week period.

The TEACH-NOW Mission

The mission of the Educatore School of Education is to equip, enable, and empower tomorrow's teachers for tomorrow's students in tomorrow's world using a globally accessible, activity-based, collaborative learning model.

The TEACH-NOW Program

The TEACH-NOW virtual teacher preparation program prepares candidates for the 21st century classroom through a three-prong philosophy. These three organization-wide philosophical understanding are strategic and consistent across the content and the online platform:

1. Learn by Doing
2. Collaborative Learning
3. Digital Awareness and Use

Learn by Doing

TEACH-NOW is a dynamic, interactive, collaborative learning program in which candidates engage in projects and activities in collaboration with cohort peers. Unlike most traditional and other online programs, the program is a series of activities that candidates must complete with feedback and evaluation by their peers, instructors, and mentors. Some of the activities require candidates to observe, interview, and practice teach as part of completing clinical requirements of the program.

Collaborative Learning

Research shows that teachers become effective educators by actually teaching and working with teachers and other colleagues. Throughout the TEACH-NOW modules, candidates work with their cohort peers on group projects. They also provide peer feedback to each other on selected activities. In Module 8: Clinical Practice, they learn and improve their knowledge and teaching skills by collaborating with peers as they consider case studies of students and share videos of their teaching.

Digital Awareness and Use

One of the trends of the 21st century is implementation of digital technology to support learning. The TEACH-Now program encourages candidates to learn in the way they will teach and requires candidates to use various digital tools and technologies that are freely available online. Candidates use a several new Web 2.0 tools in each module. By the end of the program, candidates are as digitally savvy as their students and can utilize these tools to teach effectively in the classroom.

The TEACH-NOW Modules

TEACH-NOW is a post-baccalaureate virtual, collaborative, project-based learning program that leads to a regular, renewable teaching license from the District of Columbia or the state of Arizona. Candidates wanting to earning a master's degree can complete their program in 12 months, but the Teacher Preparation Certificate program is delivered in the following 8 Modules over nine months:

1. Orientation to Project-Based, Collaborative Learning to Teach Model (one week)
2. Culture of Schooling (5 weeks)
3. The Learner and Learning in a Digital Age (5 weeks)
4. Managing the Learning Environment (6 weeks)
5. Planning and Preparation for Teaching (5 weeks)
6. Student Assessments (4 weeks)
7. Introduction to Practice Teaching (2 weeks)
8. Teacher Practice and Proficiency (12 weeks)

Standards for Clinical Practice

TEACH-NOW has adopted the 10 *InTASC Model Core Teaching Standards*[1] as the standards that all candidates must strive to meet. The InTASC standards have been adapted or adopted by most states in the United States and are aligned with national assessment systems such as EdTPA and the Praxis Performance Assessment for Teachers (PPAT). The 10 standards by category are:

The Learner and Learning
　　Standard 1:　Learner Development
　　Standard 2:　Learning Differences
　　Standard 3:　Learning Environments
Content Knowledge
　　Standard 4:　Content Knowledge
　　Standard 5:　Application of Content
Instructional Practice
　　Standard 6:　Assessment
　　Standard 7:　Planning for Instruction
　　Standard 8:　Instructional Strategies
Professional Responsibility
　　Standard 9:　Professional Learning and Ethical Practice
　　Standard 10: Leadership and Collaboration

Expectations for Clinical Practice

Overview

By the time of the 12-week Clinical Practice, candidates have successfully completed seven of the TEACH-NOW modules at the proficiency or outstanding level. They have demonstrated professional responsibility in regularly attending weekly virtual classes and in submitting 3-4 activities each week. They have completed Field Experience work in schools and have learned to use effectively numerous digital tools. The Clinical Practice now provides the opportunity for candidates to practice what they learn and be assessed on their ability to meet rigorous, nationally-recognized InTASC standards. TEACH-NOW depends on school mentors, Virtual

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[1] Council of Chief State School Officers. (2011, April). *InTASC model core teaching standards: A resource for state dialogue*. Washington, DC: Author.

Mentors, and instructors to guide candidates through a process that will prepare them for the work of teaching or help them improve their skills as teachers if they are already teaching. Virtual Mentors are TEACH-NOW instructors who are specially trained in observing and evaluating candidate teaching performance virtually.

Sequencing of Clinical Practice

TEACH-NOW candidates who have not been teaching in their own classroom will be entering the classroom of another teacher for their Clinical Practice. Candidates should gradually begin to teach with the expectation that they are teaching all classes by the 4th or 5th week of Clinical Practice. The sequence and pace that the candidate will assume various duties depends on his/her classroom experience and expertise and when the mentor teacher decides the candidate is ready to take on additional responsibility. In addition to teaching, candidates should have the opportunity to practice other activities that teachers are expected to do such as meeting with parents, participating in IEP and RTI meetings, and attending teachers' meetings and professional development activities. Recommendations for sequencing candidate work during Clinical Practice can be found in the "Clinical Practice Sequencing Guide" in Appendix B.

Candidate Clock Hours

TEACH-NOW candidates must complete a minimum of 200 hours of Clinical Practice in a classroom with students over the 12-week period. Candidates must be in the classroom for at least 200 hours over the 12 weeks of Clinical Practice. If they are teaching full-time, candidates will accumulate far more than 200 hours over 12 weeks. If they are teaching part-time, they must make a commitment to be in the classroom on a consistent schedule at the hours agreed to by the school. Taking into account school breaks, candidates should plan to work in a classroom at least 20 hours per week for 12 weeks. In special cases, Clinical Practice can be extended for a few weeks to meet the minimum 200-hour requirement. Please note that although those in full time placements may accumulate 200 hours in less than 12 weeks, all candidates must remain in their placements for a minimum of 12 consecutive weeks. Also, while it is certainly ideal to be in the classroom each full day during the 12 weeks, candidates must be able to come to the school a minimum of 3 full days or 5 half-days per week. At the end of Clinical Practice, the mentor must submit the "Verification of Hours" form in Appendix C. Examples of activities that will count toward the 200-hour requirement include direct instruction, observing students, working in small groups, and so on.

Professional Expectations for Candidates

TEACH-NOW expects candidates to demonstrate professionalism as they are engaged in their Clinical Practice. These professional expectations include:

- Being at the school and in class each day unless prior arrangements have been made with the Mentor Teacher. If a candidate is sick, s/he should contact his/her Mentor.
- Arriving in class on time daily
- Respecting students, parents, the Mentor Teacher, and school colleagues
- Dressing professionally and following the school's expectations and norms for the dress and appearance of teachers
- Following the professional code of ethics and practice that applies in the school, school district, or state.

Clinical Practice Mentors and Instructors

Mentors

Mentor teachers are critical in preparing candidates to work in schools or in assisting current teachers in improving their teaching practice. Sometimes referred to as a cooperating teacher, a host teacher, or supervising practitioner, they have an important role and responsibility to the TEACH-NOW teacher candidate as they support, coach, and evaluate him/her throughout the 12-week Clinical Practice. They become the models of effective teaching practices and provide feedback to candidates regularly after they have observed the candidate teaching a lesson.

TEACH-NOW seeks highly-qualified teachers to serve as mentors. A highly-qualified mentor has the appropriate education background and credentials, but, more importantly has a record of effective teaching that results in student learning. Having national board certification would be one way to demonstrate outstanding performance in the classroom. However, many outstanding teachers have not had the opportunity to seek that advanced certification. At a minimum, the mentor teacher must:

- Have at least three years of outstanding teaching experience at the P-12 school level
- Have taught at the level (e.g., elementary or secondary) at which the candidate is seeking certification, and preferably in the same subject field as the candidate.
- Be recommended by the school district or school, and
- Complete the virtual training provided by TEACH-NOW staff

For candidates who plan to seek their initial teaching license in Arizona, mentors (supervising practitioners) must have:

a. a minimum of three full years of experience relevant to the license the candidate is seeking.
b. a current classification of highly effective or effective pursuant to §15-203(A)(38) when applicable.
c. adequate training from the professional preparation institution
d. complete the virtual training provided by TEACH-NOW staff

Regardless of location, all mentors are responsible for reviewing any materials provided to them by TEACH-NOW, including training orientations. Additionally, it is desirable that the mentor teacher have one or more of the following qualifications:

- Prior training in mentoring
- Prior experience as a mentor

Mentors are asked to submit their resumes to TEACH-NOW when they confirm that they will serve as a mentor for a candidate. In addition to providing evidence of meeting the qualifications above, TEACH-NOW is able to use the information in the resume to compile data about the qualifications and background of its mentor teachers.

If a candidate is currently teaching, they may identify a mentor in his/her school or request that TEACH-NOW assign a Virtual Mentor to provide feedback and complete the evaluations of the candidate's teaching performance. Virtual Mentors are employees of TEACH-NOW who are experienced teachers and have been trained as virtual mentors. Virtual Mentors give feedback to the candidate based on the videos the candidate submits, the candidate reflections, and the comments in exchanged in the weekly video debriefing segment. The school must approve the assignment of a Virtual Mentor by TEACH-NOW.

Instructors

The instructor is a TEACH-NOW employee who teaches one or more of the eight modules that comprise the program. Sometimes referred to as a clinical supervisor or program supervisor, the instructors of Modules 7 (2-week module that introduces practice teaching) and 8 (12-week module that supports and evaluates clinical practice) serve as the TEACH-NOW's liaison to mentors and the placement school throughout Clinical Practice. All instructors are experienced teachers in P-12 schools and may have also taught in higher education.

Training for Mentors

Mentors are expected to participate in a synchronous and/or asynchronous mentor orientation session conducted by TEACH-NOW staff prior to or at the beginning of Clinical Practice. The mentor orientation is conducted virtually and addresses the following areas:

- Introduction to the TEACH-NOW program
- Introduction to Clinical Practice
    - o   Videoing of teaching for Module 8
    - o   Videoing of weekly feedback sessions
- Candidate, mentor, and instructor responsibilities during Clinical Practice
- Completing the TEACH-NOW clinical rubric and recording weekly scores and feedback on the TEACH-NOW platform for
- Working with the Module 8 instructor
    - o   If needed to support the candidate's growth, conducting the weekly conference with the candidate together
    - o   Conferring about candidate performance as necessary
    - o   Reporting concerns or problems

Mentors also will be invited to join the candidate at the first virtual class (VC) of Module 7 for an orientation to the roles and responsibilities of mentors and candidates. A video on how to evaluate candidate performance using the clinical rubric and completing the form on the TEACH-NOW platform is available to mentors for reference as needed.

Mentor Roles and Responsibilities

The primary role of the mentor in the TEACH-NOW program is to observe, give feedback, and evaluate the teacher candidate's teaching practice. For the TEACH-NOW candidate, the mentor serves as a guide and coach who supports the candidate in his/her teaching practice.

The mentor is responsible for completing and submitting weekly formal evaluations based on the candidate's teaching practice. In addition, the mentor will confirm that the candidate has completed the required number of clock hours for the Clinical Practice through the Verification of Hours Report. The

candidate should assist his/her mentor in accessing the learning platform to enter rubric scores and provide feedback on their performance on meeting the InTASC standards.

Formal Evaluations

The mentor completes weekly evaluations of the candidate's teaching performance during the 12-week clinical practice. Using the TEACH-NOW Clinical Practice Rubric, the mentor records their scores and feedback for the identified standards on the TEACH-NOW learning platform.

At any time during the Clinical Practice, the mentor and candidate may schedule a virtual conference with the Instructor of Module 8 (if needed to further support the candidate's growth). A formal evaluation conference provides the opportunity for the mentor and instructor to provide holistic feedback on observed lessons to the candidate as well as to discuss growth and areas that need to be developed. If the instructor or mentor feels it necessary, s/he may schedule an additional conference. When submitting the final evaluation, the mentor should also submit the signed Verification of Hours Report.

Expectations for Observations and Evaluations
1. A mentor should observe at least 30 minutes of one lesson per week.
2. A mentor should give oral feedback to the candidate after each observation.
3. A mentor should provide written feedback to the candidate after each observation and report scores on the TEACH-NOW platform.
4. Feedback and discussion should include overall strengths and areas of development including:
    a. The candidate's reflections on the lesson
    b. The mentor's observations regarding the lesson
    c. Ratings on the TEACH-NOW Clinical Practice Rubric with explanations for the score marked
    d. Brainstorm on at least one main idea for improvement or suggestion of an alternate teaching strategy for the candidate to use during another lesson
5. In the virtual conference for a formal evaluation with the candidate and instructor, a mentor should give holistic feedback covering the candidate's:
    a. Professionalism
    b. Planning
    c. Performance on the InTASC standards
    d. Ability to use data for instructional decision-making
    e. Interaction with families and other teachers

The Candidate-Mentor Relationship

The candidate-mentor relationship is an essential component to supporting candidates toward becoming a credentialed teacher. Mentors should model effective teaching and instructional practices, classroom management, and organizational skills. The mentor can model skill development by asking candidates to share data such as lesson plans, teacher-made assessments, student work, behavior logs, assessment data, and other classroom documents. The mentor should analyze data to draw conclusions regarding the candidate's strengths and high priority areas for growth. S/he should set specific, measurable, ambitious, and time-bound goals for the candidate. Plans for conducting effective instructional practices should be regularly discussed with the candidate. The mentor's Clinical Practice Rubric scores should reflect the candidate's growth over time.

Instructor Roles and Responsibilities

The primary roles of Instructors are to introduce candidates to the Clinical Practice component of the program, support them as they progress through their Clinical Practice, and evaluate and provide feedback on their practice on a weekly basis. Instructors meet with candidates in a cohort weekly to review the InTASC standard being assessed in the following week and provide feedback and support as needed. They also work with the mentor throughout Clinical Practice and participate formal evaluation conferences with the candidate and mentor, if these conferences are needed to further support the candidate.

Teaching Modules 7 and 8

The instructor is responsible for facilitating the 2-week Module 7: Introduction to Clinical Practice. During this module, candidates will interview their mentor teacher about the students in the classroom, the curriculum that they will be teaching, the management of the classroom, and the mentor's expectations for clinical practice. They will also review their earlier study of lesson planning and managing the learning environment to prepare for their early weeks in Clinical Practice.

Module 8: Clinical Practice, focuses on the InTASC standards that candidates are expected to demonstrate their proficiency in during their Clinical Practice. Beginning in the second week of Module 8, candidates will focus weekly on one of the 10 standards against which they are being assessed. They must submit to the instructor the following documentation weekly for review:

1. A 15-20 minute video of their teaching that demonstrates they meet the InTASC standard being reviewed that week

2. The lesson plan for the lesson that was being taught in the video
3. A reflection on the teaching in the video and how it demonstrated that the standard was being addressed
4. A video or audio recording of one of the mentor's feedback sessions during the week

The instructor evaluates the video of teaching submitted weekly by a candidate using TEACH-NOW's Clinical Practice Rubric—the same rubric used by the mentor to assess the candidate's performance. In addition, the instructor evaluates the candidate's reflection and provides feedback on it. The final grade on Module 8 will be made by the instructor after considering the mentor's evaluation as well as the instructor's evaluations, to determine whether a candidate has sufficiently demonstrated proficiency in all 10 InTASC standards.

Collaboration with Mentors

Instructors and mentors should be working collaboratively to help candidates develop and improve their capacities as a teacher. If needed, the instructor will work with mentors to find a time to jointly conduct a virtual conference with the candidate to discuss any of the mentor's weekly formal evaluations. The instructor and mentor should communicate via email or other means if a candidate is having difficulty. The mentor should feel free to contact the instructor if s/he has any concerns about the candidate's teaching or behavior.

Evaluation of Candidate Performance

TEACH-NOW Clinical Practice Rubric

The TEACH-NOW Clinical Practice Rubric in Appendix C describes the important elements of each of the 10 InTASC Model Core Teaching Standards. The rubric reinforces an interdisciplinary approach to supporting teacher candidates during the Clinical Practice phase of the program. The candidate's mentor will use this rubric to evaluate teaching performance during the weekly formal evaluations throughout the 12-week practice teaching experience. TEACH-NOW instructors will also use the document to score each 15-20 minute video of a candidate's teaching submissions in Module 8. In Modules 7 and 8, candidates will receive a list of evidence pieces that candidates should submit with their recorded lessons. The expectation is that by the end of Module 8 and practice teaching, all candidates will demonstrate these 10 InTASC Standards at a proficiency level.

Each performance standard of the rubric starts with the expected teacher behavior and an essential question for the mentor and instructor to consider while viewing a recorded lesson or during a classroom observation. Each standard has elements to help answer the essential

question, and each of those elements will receive an individual score on a scale between 0-4. The scores suggest areas that the mentor and/or instructor think additional practice is needed. While some candidates may exhibit an outstanding performance level in certain aspects of their Clinical Practice, most candidates will perform at the expected basic/developing level at the beginning of practice teaching. However, with continued practice, experience, and growing knowledge about teaching and learning, candidates are expected to reach the proficient level by the end of Module 8, the culminating teaching experience.

The document, *Ways of Thinking about the Clinical Rubric Elements*, in Appendix D is designed to support instructors and mentors with suggested ways to interpret and score elements on the rubric. Candidates' experiences in the classroom vary based on number of years teaching, school location, available curriculum and instructional models, access to resources, and day-to-day interactions with students, families, and staff. These evidenced considerations for each of the 10 standards are examples of ways to apply the rubric when scoring candidates' observable performance. Keep in mind many candidates' performances will develop over time, and s/he may not exhibit all of the demonstrated behavior within a particular category. Or, an experienced teacher candidate may already perform at an outstanding level. In this scenario, your approach to scoring should be reflective and respectful to the candidate's level of classroom experience. This list of suggested evidence is not an exhaustive one, so use it along with professional judgment and experience to match a rubric score level.

Remediation and Support

We know what it's like to be in the classroom for the first time. It can feel a bit intimidating and overwhelming. But, because of the solid foundation we have provided candidates in the previous modules of their program they already have a good head start on success. In addition, we have paired candidates up with a qualified, experienced mentor to support them each day of their Clinical Practice journey. Each candidate also has the benefit of their Module 8 instructor, who s/he will continue to interact with at least on a weekly basis. Those two individuals should serve as a candidate's "first line of defense" for all questions related to their teaching practice. If a candidate is having problems with classroom management, lesson planning, lesson delivery, or any of the other skills required to be an effective teacher, we will help them. We want candidates to succeed, and we are here to support them. If need be, candidates may be placed on a remediation and support plan. This plan will identify what a candidate needs to do to increase their effectiveness in specific areas. A candidate may be provided extra mentoring by either a TEACH-NOW Virtual Mentor or a specialist at their school or district. Depending on the level of support needed, a candidate may be asked to extend their practice teaching until s/he can demonstrate proficiency in all elements of the clinical evaluation rubric. The intent here is not to punish or make things more difficult—quite the contrary. We want candidates to finish their program ready for the classroom, and ready to make a positive difference in the lives of their students.

Submitting Completed Evaluations

As part of their orientation training, mentors will be provided with directions regarding how to submit weekly formal evaluations to the TEACH-NOW platform.

Payment for Service

TEACH-NOW will remunerate each mentor with $500 for his/her support of a candidate during Clinical Practice. When the candidate's placement is confirmed and a mentor is secured, we will ask mentors to provide their contact information. Near the end of the 12-week Clinical Practice, TEACH-NOW staff will contact mentors to confirm their mailing addresses. All required evaluations must have been submitted on the TEACH-NOW platform before payment can be made. Payments are generally made approximately one month after the completion of clinical practice.

Appendix

Verification of Hours Report

VERIFICATION OF HOURS REPORT

Date:

To: TEACH-NOW and Educatore School of Education

I, _____, serve as the mentor for _____("Candidate").

I have observed the Candidate conduct practice teaching

in_____(Subject_____   and Grade Level) and

confirm that Candidate has completed a minimum of 200 clock hours of practice teaching at

the   (Name of

the School).

Sincerely,

[Signature]

NOTE: PLEASE SUBMIT THIS SIGNED FORM WITH YOUR FINAL EVALUATION OF CANDIDATE
PERFORMANCE.

Appendix B

Clinical Practice Sequencing Guide

TEACH-NOW candidates who have not been teaching in their own classroom will be entering the classroom of another teacher for their Clinical Practice. This guide makes recommendations for sequencing a candidate's responsibilities in a classroom. The sequence and pace that the candidate will assume various duties depends on his/her classroom experience and expertise and when the mentor teacher decides the candidate is ready to take on additional responsibility. Candidates are generally expected to take over the full teaching responsibilities for the classroom by Week 4 or 5.

2 weeks before practice teaching	● Meet with the mentor teacher to discuss content of classes to be taught ● Identify with the mentor the instructional activities in which he/she would like candidate to be engaged in during the first week of practice teaching ● Video the meeting with the mentor teacher
Week 1	● Observe and note class routines and the mentor's instruction style ● Become familiar with curriculum and materials ● Work with small groups of students as recommended by the mentor teacher ● Work with students on an individual basis as recommended by the mentor teacher ● Develop lesson plans for and teach one or more lessons as recommended by the mentor teacher ● Video at least one of the lessons taught to submit as a baseline video for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 2
Week 2	● Team in classes with the mentor, implementing objectives with small groups or individual students or assisting in large group instruction ● Teach lessons for 1-2 classes or subjects as recommended by the mentor teacher ● Video at least one of the lessons taught to submit for Module 8 ● Complete a bulletin board display as appropriate for the mentor teacher ● Assist the mentor teacher with grading ● Begin to develop lesson plans for classes to be taught in Week 3 ● Complete the 1st formal evaluation
Week 3	● Continue to team in classes with mentor, implementing objectives with small groups or individual students or assisting in large group instruction ● Pay attention to how the mentor teacher differentiates lessons for specific students ● Teach lessons for 2-3 classes throughout the week ● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 4 ● Complete the 2nd formal evaluation
Week 4	● Continue to team in classes with mentor, implementing objectives with small groups or individual students or assisting in large group instruction ● Observe mentor in school instructional team meeting, multidisciplinary team meeting or a referral process ● Teach lessons for 3-4 classes throughout the week

	● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 5 ● Complete the 3rd formal evaluation
Week 5	● Teach lessons for all of the mentor's classes throughout the week with full responsibility for the classroom ● Video at least one of the lessons taught to submit for Module 8 ● Assume one of the mentor responsibilities (recess or lunch duty, hall duty, etc.) ● Begin to develop lesson plans for classes to be taught in Week 6 ● Complete the 4th formal evaluation
Week 6	● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 7 ● Complete the 5th formal evaluation
Week 7	● Teach lessons for all of the mentor's classes throughout the week ● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 8 ● Complete the 6th formal evaluation
Week 8	● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 9 ● Complete the 7th formal evaluation
Week 9	● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 10 ● Complete the 8th formal evaluation
Week 10	● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 11 ● Complete the 9th formal evaluation
Week 11	● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons taught to submit for Module 8 ● Begin to develop lesson plans for classes to be taught in Week 12 ● Complete the 10th formal evaluation
Week 12	● Complete the final requirements for Module 8

Appendix C

TEACH-NOW Clinical Practice Rubric

The TEACH-NOW Clinical Practice Rubric is an adaptation of the 10 *InTASC Model Core Teaching Standards,*[2] which are used by many teacher preparation programs across the United States. The rubric reinforces an interdisciplinary approach to supporting teacher candidates during the clinical practice phase of the program. Candidates' mentors will use this rubric to evaluate teaching performance each week throughout the 12-week practice teaching experience. TEACH-NOW instructors will also use the document to score each 15-20 minute video of a candidate's teaching submissions in Module 8. In Modules 7 and 8, candidates will receive a list of evidence that they should submit with their recorded lessons. The expectation is that by the end of module 8 and practice teaching, all candidates will demonstrate these 10 InTASC Standards at a proficiency level.

Each performance standard of the rubric starts with the expected teacher behavior and an essential question for the mentor and instructor to consider while viewing a recorded lesson or during a classroom observation. Each standard has elements to help answer the essential question and will receive a separate score on a scale between 0-4. The scores suggest areas for which the mentor and/or instructor think additional practice is needed. While some candidates may exhibit an outstanding performance level in certain aspects of their clinical teaching, most candidates will perform at the expected basic/developing level at the beginning of practice teaching. However, with continued practice, experience, and growing knowledge about teaching and learning, candidates are expected to reach the proficient level by the end of Module 8, the culminating teaching experience.

Each element of each standard will be scored at the following levels and then averaged for a standard or unit score:

    0 Incomplete
    1 Insufficient
    2 Basic/Developing
    3 Proficient
    4 Outstanding

The rubric describes the performance that is required to meet the standards at each of the four levels. The words and phrases that are in bold indicate the primary differences among levels.

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[2] Council of Chief State School Officers. (2011, April). *InTASC model core teaching standards: A resource for state dialogue*. Washington, DC: Author.

InTASC Standard 1: Student Development

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

Guiding Question: How does the candidate use knowledge about students' growth and development to design and implement developmentally appropriate and challenging learning experiences?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Under-standing Learning	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate's instructional strategies do not reflect an understanding of how learning occurs.	Candidate has **limited knowledge** of how learning occurs, and that limits his/her development of instructional strategies to promote student learning.	Candidate **understands** how students construct knowledge, acquire skills, and develop disciplined thinking processes **and uses** this knowledge to develop instructional strategies that promote student learning.	Candidate's **instructional strategies clearly reflect his/her understanding** of how students construct knowledge, acquire skills, and develop disciplined thinking processes to promote student learning.	
Meeting Student Needs	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate's instructional strategies are not effective in meeting the cognitive, linguistic, social, emotional, and physical needs of students.	Candidate's instructional strategies are **meeting** the social, emotional, or physical needs of student, **but are not effective in meeting their cognitive and linguistic needs.**	Candidate's instructional strategies are **meeting the cognitive and linguistic needs** of students, **but provide less support for their social, emotional, and physical needs**.	Candidate **designs** and implements instruction to meet students' **cognitive, linguistic, social, emotional, and physical needs.**	
Readiness for Learning	Candidate has not provided sufficient evidence to consider whether	Candidate does not recognize when an individual student is ready or not	Candidate **recognizes students' readiness** for learning, but **is unsure of how to help individual**	Candidate **recognizes when an individual student or group of students is**	Candidate identifies a student's readiness for learning and **implements** effective and	

	he/she is meeting this element.	ready to move to a higher level of learning and treats all students as if they are at the same level of readiness.	**students move to a higher level** before other students in the class are ready to do so.	**ready** to move to the next level of learning and **develops appropriate instructional strategies** to help those students move to a higher level of learning while continuing to help students who have not yet reached that level of readiness.	engaging instructional strategies to assist the student in moving to a higher level of learning while continuing to work with students who have not yet reached that level of readiness.	
Develop-mentally Appro-priate Instruction	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate's teaching does not reflect an understanding of developmentally appropriate instruction.	Candidate **understands** developmentally appropriate instruction, **but does not consistently apply** that knowledge in his/her teaching.	Candidate **uses instructional strategies** that are developmentally appropriate for students based on their strengths, interests, and needs.	Candidate **creates and implements** developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs to **enable each student to advance and accelerate his/her learning.**	
Collabora-tion with Families and Others	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has taken no steps to reach out to students' families to discuss the growth and development of students.	Candidate has **limited interactions** with families to discuss the academic, social, or emotional growth and development of their children.	Candidate **works with** their students' families to promote the academic, social, and emotional growth and development of students.	Candidate **collaborates effectively** with families, **communities, colleagues, and other professionals** to promote the academic, social, and emotional growth and	

					development of students.	

The candidate uses understanding of individual differences, diverse cultures and communities to ensure inclusive learn environments that enable each student to meet high standards.

Guiding Question: How does the candidate use knowledge about individual differences and diverse cultures to develo inclusive learning environments that support all students in meeting high standards?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Sc
Valuing Students	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has marginally developed positive relationships in the classroom that help students respect each other.	Candidate **makes students feel valued**, but has not effectively helped students learn to respect each other.	Candidate makes students feel valued and **helps them learn** to respect each other.	Candidate **has developed values** students and **promotes positive and respectful interaction**s among students to help them learn to respect each other.	
Differ- entiated Instruction	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate shows little effort to differentiate instruction.	Candidate differentiates instruction based on students' interests, learning preferences, readiness, **or** special needs.	Candidate differentiates instruction for students based on their learning preferences **and** readiness.	Candidate differentiates instruction to address students' interests, learning preferences, readiness, **and special needs**.	
Students with Learning Differences or Needs	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate makes no effort to provide appropriate accommodations for student with learning differences or needs.	Candidate **understands** the importance of making appropriate accommodations for students with learning differences or needs, **but does not consistently implement them.**	Candidate **makes appropriate and timely accommodations** in instructional strategies for students with learning differences or needs.	Candidate **is consistent** in making appropriate and timely accommodations in **both instructional strategies and assessments** for students with learning differences or needs.	
Multiple Perspec- tives	Candidate has not	Candidate makes no	Candidate has **developed some**	Candidate **integrates** multiple	Candidate **incorporates**	

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
		provided sufficient evidence to consider whether he/she is meeting this element.	attempt to present multiple perspectives on the topics being taught	**lessons** that present multiple perspectives of families from diverse backgrounds and cultural norms.	perspectives into appropriate lessons to help students learn to respect **and** understand the different cultural experiences and backgrounds of a diverse population.	**multiple perspectives across the curriculum** and in instructional practice to help students learn to respect and understand the diversity of the local community, nation, and globe.
English Language Learners	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate makes marginal attempt to help English language learners stay engaged with the content being taught.	Candidate **is familiar with some of the instructional strategies** for working effectively with English language learners, **but does not consistently use those strategies**.	Candidate **uses appropriate strategies** to help English Language Learners access the content being taught while they learn English.	Candidate **uses effective strategies for making content accessible** to English language learners **and for evaluating and supporting** their development of English proficiency.	

InTASC Standard 3: Learning Environments

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

Guiding Question: How does the candidate create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Collabora-tion for Safe Positive Learning Climate	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate makes occasional attempt to work with students and families in building a safe, positive learning climate in the classroom.	Candidate **has worked with students** to establish a safe, positive learning climate in the classroom without the involvement of families.	Candidate **collaborates with students and families** to establish a safe, positive learning climate in the classroom that supports respect among students.	Candidate collaborates with students and families to build a safe, positive learning climate of **openness, mutual respect, support, and inquiry.**	
Student Centered	Candidate has not	Candidate has not	Candidate uses	Candidate **establishes a**	Candidate establishes a	

Class-rooms	provided sufficient evidence to consider whether he/she is meeting this element.	established a student-centered classroom.	student-centered approaches to actively engage students in their learning, **but does not consistently use these strategies.**	**student-centered** classroom in which the **students collaborate** with each other, and the **candidate becomes a co-learner** who facilitates discussions and activities that engage students in learning.	student-centered classroom in which students participate in decision making, engage in exploration and invention, **work collaboratively and independently, and engage in purposeful learning.**	
Managing the Learning Environ-ment	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not effectively manage the learning environment, leading to wasted time for learning and inattention of students.	Candidate has a **fairly well-organized classroom,** but is **not managing time and classroom space (i.e., desks group areas**, etc.) effectively for maximum student learning.	Candidate **effectively organizes, allocates, and coordinates the time, space** (i.e., desks group areas, etc.), **and** attention of students to maximize the time for learning in the classroom.	Candidate effectively manages the learning environment to **actively and equitably** engage students by organizing, allocating, **and** coordinating the resources of time, space (i.e., desks group areas, etc.), and students' attention.	
Verbal and Nonverbal Commun-ications	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate's verbal and nonverbal communications do not reflect an understanding of or respect for students' and their family's cultural background.	Candidate's verbal and nonverbal communications are **generally respectful of students' cultural background**.	Candidate's verbal and nonverbal communications demonstrates respect for students' **and** their family's cultural background.	Candidate's verbal and nonverbal communications demonstrate respect for **and responsiveness to students' and family's cultural background and differing perspectives**.	
Use of Interactive	Candidate has not provided	Candidate does not use interactive	Candidate **uses interactive**	Candidate **promotes responsible**	Candidate promotes responsible	

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Technol-ogies	sufficient evidence to consider whether he/she is meeting this element.	technologies to promote learning.	**technologies**, but has **no guidelines** for responsible student use of interactive technologies to promote learning.	student use of interactive technologies for the purposes of learning.	student use of interactive technologies to **extend learning beyond the classroom to local and global communities**.	

InTASC Standard 4: Content Knowledge

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

Guiding Question: How does the teacher understand subject area concepts and tools of inquiry to make the content accessible and attainable to all students?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Represen-tations and Explana-tions	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has errors in understanding of central concepts, leading to the content not being accessible to students.	Candidate uses a **limited number** of represent-ations **and/or** explanations to teach content standards.	Candidate uses **multiple representations and explanations** to help students meet content standards.	Candidate **effectively uses multiple representations** and explanations to help students learn the **content at high levels**.	
Building on Students' Prior Knowledge	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not consider a student's prior knowledge or experiences in teaching the content.	Candidate **acknowledges** the relevance of a student's prior knowledge and experiences but **makes limited use** of it as content is taught.	Candidate **makes links** to students' prior knowledge and experiences as lessons are taught.	Candidate **clearly links** students' prior knowledge and experiences as content is taught and individual and group work are assigned.	
Instruc-tional Resources	Candidate has not provided sufficient	Candidate does not identify instructional	Candidate's **selection of instructional resources**	Candidate **uses instructional resources that are appropriate**	Candidate **evaluates and modifies** instructional	

	evidence to consider whether he/she is meeting this element.	resources that help students understand the content.	**provided limited help** to students in understanding the content.	for student learning.	resources to ensure they are comprehensive, accurate, and appropriate for students.	
Student Miscon-ceptions	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate is unable to recognize students' misconceptions.	Candidate **identifies students' misconceptions** and points them out to students.	Candidate **recognizes** student misconceptions **and corrects them**.	Candidate **recognizes** student misconceptions about the content **and redesigns** lesson to correct them.	
Technol-ogy for Instruction	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate uses technology and other resources ineffectively for learning purposes.	Candidate **uses technology** as they teach, but the **technology does not always support learning**.	Candidate **uses technology effectively to support learning**.	Candidate appropriately and effectively integrates technology t**hroughout** the teaching process to help students learn.	
Academic Language	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate provides no opportunity for students to learn and practice the academic language of the content area.	Candidate **introduces academic language** as they teach the content, but **miss many opportunities** for students to practice its use.	Candidate introduces academic language as appropriate in teaching the content area **and** provides opportunities for students to practice using the language.	Candidate creates **multiple opportunities** for students to master academic language in the content area.	

InTASC Standard 5: Application of Content

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

Guiding Question: How does the teacher understand subject area concepts and differing perspectives to engage students in critical thinking, creativity, and collaborative planning related to local and global issues?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Project Based Learning	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has developed a student project but it does not help students understand a problem or issue.	Candidate develops student projects but **they do not adequately guide students in analyzing a problem or issue.**	Candidate develops and implements student projects that help students **develop interdisciplinary skills** in understanding a problem or issue.	Candidate designs and implements student projects to **guide students in analyzing the complexities of an issue or question using perspectives** from varied disciplines and cross-disciplinary skills.	
Applica-tion to Real World Problems	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not develop or implement lessons that are related to real world problems.	Candidate has developed and implemented a few lessons that are related to real world problems, **but they are not problems that have meaning to students**.	Candidate develops and implements lessons that are related to real world problems that are **relevant to students**.	Candidate engages students actively in **applying content knowledge to real world problems in local, national, or global contexts.**	

Use of Digital Tools for Learning	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not encourage students to use digital tools and resources related to the content.	Candidate **introduces** students to the use of digital tools and resources to help students learn the content.	Candidate **effectively facilitates** students' use of digital tools and resources to help students learn the content.	Candidate engages students actively in the use of digital tools and resources to interact with the content beyond a surface-level understanding (see http://www.edudemic.com/new-padagogy-wheel-helps-you-integrate-technology-using-samr-model/).	
Literacy across the Curriculum	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not recognize when support for student literacy could be provided as content is taught.	Candidate provides **limited opportunities** for students to develop their literacy skills as the content is taught.	Candidate supports student literacy in lessons in the content area.	Candidate **systematically incorporates** literacy activities throughout their content lessons.	
Interdis-ciplinary Themes	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not recognize the connection of interdisciplinary themes to content lessons.	Candidate is **aware o**f the connection of interdisciplinary themes to the content, but has not yet developed meaningful learning experiences that make that connection.	Candidate **introduces** interdisciplinary themes in selected content lessons to make them meaningful to students.	Candidate **integrates** current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness**) into meaningful learning experiences.**	

InTASC Standard 6: Assessment

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

Guiding Question: How does the candidate use assessment methods to engage students in their own growth, monitor student progress, and guide the candidate's planning?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Formative and Summative Assessments	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate uses formative **or** summative assessments to verify student learning, **but not as effectively in guiding the candidate's planning for learning.**	Candidate is tentative in the use of formative **and** summative assessment to verify and support student learning.	Candidate **uses both formative and summative assessments** to support and verify student learning.	Candidate **effectively balances the use of formative and summative assessment** as appropriate to support, verify, and document learning.	
Alignment of Assessments with Objectives	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not attempt to align learning objectives with assessments.	Candidate designs assessments that **loosely align** with learning objectives.	Candidate designs **assessments that align** with learning objectives.	Candidate designs assessments that align with learning objectives and **minimizes sources of bias** that can distort assessment results.	
Feedback	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate provides students little or no feedback on their work. Uses check marks, smiley faces, or words such as good, great work, or similar	Candidate provides **general feedback** on student work that does not help students know how to improve their work. May use check marks, smiley faces, or words such as	Candidate **provides students with appropriate** and timely feedback on their work to improve the quality of their work.	Candidate provides students **effective descriptive** and timely feedback on their work to guide their progress toward high quality work.	

		notations.	good, great work, or similar notations.			
Effective Use of Assess-ments	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate uses a few types of assessments, but the **purpose of the assessments is not clear**.	Candidate uses **limited** types of assessments to help him/her know whether students are learning.	Candidate uses **multiple** and appropriate types of assessments data to determine what students are learning.	Candidate **effectively uses multiple and appropriate types** of assessments to **identify each student's learning needs** and guide the development of differentiated learning experiences.	
Accomm odations in Assess-ments	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate is not aware of how to make accommodati ons or modify testing conditions.	Candidate is **aware of making** necessary accommodatio ns in assessments and testing conditions for students with disabilities and English language learners, but needs assistance to do so.	Candidate **makes appropriate** accommodations in assessments and testing conditions for students with disabilities and English language learners.	Candidate **regularly and consistently makes appropriate** accommodation s in assessments and testing conditions for students with disabilities and English language learners.	

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InTASC Standard 7: Planning for Instruction

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

Guiding Question: How does the candidate draw upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context, to plan instruction that supports each student in meeting rigorous learning goals?

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Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Scor e

Creating Learning Exper-iences	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate copies plans from other sources (i.e., Internet, other teachers) that are not related to content standards.	Candidate **relies on the adopted textbook** to plan learning experiences without attention to content standards or relevance to students.	Candidate **creates learning experiences** that are appropriate for content standards in addition to being relevant to students.	Candidate **individually and collaboratively selects and creates** learning experiences that are appropriate for curriculum goals and content standards as well as being relevant to students.	
Sequen-cing of Learning Exper-iences	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate's lesson plans do not reflect a sequencing of learning experiences.	Candidate's lesson plans indicate a sequencing of learning experiences that are **not always implemented** during teaching.	Candidate **develops and implements** appropriate sequencing of learning experiences in his/her lesson plans.	Candidate develops and implements appropriate sequencing of learning experiences that **help students learn at high levels.**	
Planning Instruc-tion	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not always develop lesson plans to guide his/her instruction.	Candidate plans instruction by developing lesson plans.	Candidate uses **formative assessment data**, prior student knowledge, student interest, and students' learning preferences to plan instruction.	Candidate **effectively uses formative and summative assessment data,** prior student knowledge, student interest, and students' learning preferences to plan instruction.	
Evidence-Based Instruc-tional Strategies	Candidate has not provided sufficient evidence to consider whether he/she is	Candidate identifies instructional strategies and technological tools for planning instruction,	Candidate **uses instructional strategies**, resources, and technological tools appropriately to plan instruction.	**Candidate uses evidence-based instructional strategies**, resources, and technological tools appropriately to plan instruction.	Candidate uses evidence-based instructional strategies, resources, and technological tools effectively to plan instruction that	

		but does not effectively implement them.			is **differentiated to meet diverse learning needs**.	
Adjust-ments to Lesson Plans	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate uses the original lesson plan regardless of student needs and classroom circumstances during instruction.	Candidate **understands the need to make adjustments** to lesson plans as needed in the classroom, **but does not make the adjustments** when appropriate.	Candidate **adjusts and revises** lesson plans to meet student needs and respond to changing circumstances in the classroom.	Candidate adjusts and revises lesson plans **while teaching** to address student needs, ensure learning, and respond to changing circumstances in the classroom.	

InTASC Standard 8: Instructional Strategies

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

Guiding Question: How does the candidate use multiple instructional strategies to help students develop deep understanding of content areas and build skills for applying that knowledge in meaningful ways?

Element	Incomplete (0)	Insufficient (1)	Basic/Developing (2)	Proficient (3)	Outstanding (4)	Score
Adapting Instruc-tion to Student Needs	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate uses strategies and resources that are not appropriate for the needs of students.	**Candidate identifies appropriate strategies** and resources to meet the needs of students **but is not yet effectively using them as he/she teaches**.	Candidate effectively uses appropriate strategies and resources **to adapt instruction** to the needs of individuals and groups of students.	**Candidate creates and implements innovative strategies and resources** to adapt instruction to the needs of individuals and groups of students.	
Monitor-ing Student Learning	Candidate has not provided sufficient evidence to consider whether he/she is	Candidate does not effectively monitor student learning to know that adjustments in instruction are needed.	Candidate **monitors student learning**, but does not use the resulting data to make adjustments in instruction to support student learning.	Candidate **monitors** student learning and **adjusts** instruction based on assessment data to support student learning.	Candidate **continuously** monitors student learning, engages students in assessing their progress, and adjusts instruction in	

	meeting this element.				response to student learning needs.	
Roles in Instruc-tional Process	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate makes no attempt to vary his/her role in the instructional process beyond direct instruction.	Candidate **provides direct instruction**, but **seldom serves as a facilitator or coach** to promote student learning.	Candidate provides effective direct instruction and **serves as a facilitator and coach** as appropriate to promote student learning.	Candidate **varies his/her role in the instructional process** (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.	
Engaging Students in Skill Develop-ment	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has not helped students develop their skills to access, interpret, evaluate, or apply information.	Candidate **develops some lessons** that try to engage students in developing their skills to access, interpret, evaluate, and apply information.	Candidate **implements lessons** that help students develop their skills in accessing, interpreting, evaluating, and applying information.	Candidate **engages students actively** in accessing, interpreting, evaluating, and applying information.	
Asking Questions	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does ask questions, but they are **not well constructed** and **do not help students probe** for understanding or articulate their ideas.	Candidate **asks appropriate questions** to stimulate discussion, but the questions do not often probe for understanding, help students articulate their ideas, or stimulate curiosity.	Candidate **asks questions to stimulate discussion** that serves different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking process, stimulating curiosity).	Candidate **regularly and effectively asks questions to stimulate discussion** that serves different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking processes stimulating curiosity, and helping students to question) with the goal of	

				helping students develop **higher order thinking skills**.	

InTASC Standard 9: Professional Learning and Ethical Practice

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

Guiding Question: How does the candidate engage in professional learning opportunities and use evidence to evaluate his/her teaching practice as a basis for self-examination on meeting the needs of students?

Element	Incomplete (0)	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Professional Learning Experiences	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has not taken advantage of available professional learning experiences.	Candidate **has attended a professional development** session offered by the school or an educational organization or sought out other professional growth opportunities.	Candidate **has participated in (1) a professional development** experience offered by the school or an educational association and (2) **professional growth opportunities that he/she has identified**.	Candidate **actively engages in meaningful and appropriate professional learning experiences** aligned with his/her own needs and the needs of the learners and school.	
Use of Data to Evaluate Outcomes	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate does not use assessment data to understand what students are not learning and make necessary adjustments in instruction.	Candidate **relies primarily on test data and other summative assessment data** to determine whether students are learning, but does not make adjustments to instruction to improve learning.	Candidate **uses multiple sets of data** (e.g., formative assessments, test scores, observations, and student work) to evaluate student learning and determine how to adapt, modify, or adjust instruction to help students learn.	Candidate, **in collaboration with colleagues, uses a variety of data to evaluate** the outcomes of teaching and learning and adjusts planning and practice to improve learning.	

Responsi-bility for Learning	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has not yet developed the ability to analyze and reflect on his/her teaching in terms of student learning.	Candidate **understands the importance of the role of the teacher** in improving student learning, **but places the primary responsibility for learning on the student to learn**.	**Candidate takes responsibility for student learning** and uses ongoing analysis and reflection to focus on student learning.	Candidate takes responsibility for student learning at high levels by using ongoing analysis and **reflection on learning at deeper levels.**	
Under-standing of Cultural, Ethnic, Gender, and Learning Differ-ences	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has made no attempt to develop culturally relevant learning experiences.	Candidate is **struggling with his/her personal biases** and is **beginning** to develop culturally relevant learning experiences that reflect the diversity of the local community.	Candidate **understands** his/her personal biases and **is developing** culturally relevant learning experiences that reflect cultural, ethnic, gender, and learning differences.	Candidate **reflects on** his/her personal biases and **accesses resources to deepen his/her own understanding of** cultural, ethnic, gender, and learning differences to build stronger relationships with student and parent and create more culturally relevant learning experiences.	
Use of Informa-tion and Tech-nology	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate is not familiar with the expectations of the profession as reflected in codes of ethics, professional standards of practice, and	Candidate **is familiar** with the profession's code of ethics, professional standards of practice, and relevant education laws and policies.	**Candidate's teaching and behavior** reflect the profession's code of ethics and professional standards of practice as well as an understanding of **laws and policies related to**	Candidate's teaching practice and behavior **demonstrate integration** of the profession's code of ethics, professional standards of practice, and the laws and policies related to	

| | | relevant laws and policies. | | **education and interactions with students.** | education and interactions with students. | |

InTASC Standard 10: Leadership and Collaboration

Candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other professionals, and community members to ensure student growth, and the advance the profession.

Guiding Question: How does the candidate seek leadership roles and opportunities to take responsibility for student growth, collaborate with community members, and advance the profession?

Element	Incomplete (0)	Insufficient (1)	Basic/Developing (2)	Proficient (3)	Outstanding (4)	Score
Involve-ment in School-Wide Efforts	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate takes little or no responsibility for supporting the school's mission.	Candidate is **growing and developing** professionally in understanding his/her responsibility in supporting the school's mission.	Candidate **understands his/her responsibility** in supporting the school's mission and monitoring the contribution to meeting that mission.	Candidate **engages collaboratively in the school-wide effort** to build a **shared vision** and supportive culture, identify common goals, and monitor and **evaluate their own progress** toward meeting those goals.	
Schools as Organiza-tions	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate has a limited understanding of how the historical, cultural, political, and social context of schools influences his/her classroom.	Candidate has an **evolving understanding** of how the historical, cultural, political, and social context of schools influences his/her classroom.	Candidate **understands** how the historical, cultural, political, and social context of schools impacts his/her classrooms.	Candidate **understands schools** as organizations within a historical, cultural, political, and social context and **works with others across the system to support students.**	
Respect of Families	Candidate has not provided sufficient evidence to	Candidate does not respect the beliefs, norms, and	Candidate **has limited understanding** of the role families'	Candidate **respects** families' beliefs, norms, and expectations.	Candidate respects families' beliefs, norms, and expectations and **seeks to**	

	consider whether he/she is meeting this element.	expectations of the families of their students.	beliefs, norms, and expectations have on students in his/her classrooms.		**work collaboratively with students and families in setting and meeting challenging goals**.	
Advocat-ing for Students	Candidate has not provided sufficient evidence to consider whether he/she is meeting this element.	Candidate is not aware of the need to be an advocate for students.	Candidate **supports meeting the needs** of all students.	Candidate **supports all students and advocates** for an environment that supports their needs.	Candidate **advocates** to meet the needs of students, **to strengthen the learning** environment, **and to enact system change**.	

Ways of Thinking about the Clinical Practice Rubric Elements

Candidates' experiences in the classroom vary based on school location, available curriculum and instructional models, access to resources, and day-to-day interactions with students, families, and staff. The following considerations for each of the 10 standards are examples of ways to apply the rubric when scoring candidates' observable performance. This list of suggested evidence is not an exhaustive one, so use it and your professional judgment and experience to match a rubric score level.

InTASC Standard 1: Student Development The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands student development. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations to understanding student development. At a score 2, the candidate shows developmental understanding of student development. At a score of 3, the candidate is consistent is applying a knowledge of how students develop. At level 4, the candidate creates, implements effective educational experiences and involves other in the process.	
Understanding Learning	Uses learning theories when designing instruction; creates a safe learning environment; implements research-based instructional practices
Meeting Students' Needs	Modifies instruction based on student needs; differentiates instruction, re-teaching when necessary; paces lessons according to instructional needs
Readiness for Learning	Understand assessments formative and summative; monitors students' learning; monitors individual or group learning
Developmentally Appropriate Instruction	Adjusts instructional practice depending on learning needs; lessons in developmentally appropriate activities; understands state, county, or education curriculum standards applicable to state or global region; lessons plan match the intended learning objectives
Collaboration with Families and Others	Considers culturally relevant curriculum and instruction; collaborates with other professionals; communicates with family or guardians about student progress, instructional and learning practices
Comments and Suggestions	

InTASC Standard 2: Learning Differences The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards. The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands learning differences. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations to understanding learning differences. At a score of 2, the candidate shows a limited understanding of learning differences. At a score of 3, the candidate is consistent is applying knowledge of learning differences. At level 4, the candidate uses strategies to further student development.	
Valuing Students	Reflects on potential personal biases; works to include all students in the lesson; works to include all students in the lesson regardless of gender; works to respect students' cultural, socio-economic, ethnic, or religious backgrounds
Differentiated Instruction	Can match instructional strategies and activities for diverse students; feedback is appropriate and individualized for student learning growth and development; instructional strategies reflect a sense of individual learning styles; bases instructional practice and uses research-based and instructional theories; uses manipulatives to support student learning; adds variations to the activities and assessments, formative or summative, to support student learning
Students with Learning Differences or Needs	Can match instructional strategies and activities for diverse students; feedback is appropriate and individualized for student learning growth and development; instructional strategies reflect a sense of individual learning styles; bases instructional practice and uses research-based and instructional theories; uses manipulatives to support student learning; adds variations to the activities and assessments, formative or summative to support student learning; collaborates with mentor or other para-professionals to support students' needs and learning
Multiple Perspectives	Considers students family, community, or cultural background; builds on prior knowledge; creates ways for students to demonstrate their knowledge; makes provisions for students such as time and task demands, communication style, assessments
English Language Learners	Considers students family, community or cultural background; differentiates instruction; provides small group or individualized work
Comments and Suggestions	

InTASC Standard 3: Learning Environments The candidate works with school colleagues to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands learning differences; classroom behavior interferes with observing teacher performance.

The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations to creating a collaborative, active learning environment. At a score of 2, the candidate is beginning to develop strategies for creating a collaborative, active learning environment. At a score of 3, the candidate is consistent in ensuring the classroom environment is active, engaging. At level 4, the candidate includes students and families in the learning process and uses technology to promote learning about the global community.

Collaboration for Safe Positive Learning Climate	Uses motivation and positive reinforcement; respect students' opinions and ideas; communicates expectations for behavior routines, procedures to students and parents/guardians; works with students to build a positive classroom environment and seeks students' input to create a democratic, student-centered classroom; teacher-to-student(s) interactions is positive; builds up rather than tear down students
Student Centered Classrooms	Considers students learning styles and differentiates ways for students to express learning; uses journals, surveys; responds quickly to students' concerns; high level of student engagement
Managing the Learning Environment	Organizes classroom materials, routines, procedures; Uses praises and rewards to support student learning and classroom management; Rewards and praise system
Verbal and Nonverbal Communications	Shows respect and communicate with students in a respectable manner; shows cultural responsiveness to diverse backgrounds, perspectives in the classroom; tolerant of different perspectives, such as music, art forms, and social media outlets
Use of Interactive Technologies	Promotes safe technology use; uses interactive global or local programs with students,
Comments and Suggestions	

InTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experience that make the discipline accessible and meaningful for students to assure mastery of the content. The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands learning differences; classroom behavior interferes with observing teacher performance. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations or knowledge about content and planning has misapplication and/or errors that interfere with student learning. At a score of 2, the candidate is developing some strategies for teaching content. At a score of 3, the candidate is consistent in selecting tools of inquiry and instructional methods to teach content. At level 4, the candidate includes multiple representations and strategies to teach content.	
Representations and Explanations	Knows how to plan to teach content, such as lesson planning, grade level meeting attendance; demonstrates ability to teach content; can interpret and teach subject content, seen in lesson plans; demonstrates ability to use creative ways to make content meaningful to students; uses supplementary materials; selects strategies, resources, activities appropriate to content learning
Building on Students' Prior Knowledge	Stimulates learners' reflection on prior knowledge; makes links between prior knowledge and new conceptual knowledge; connects prior knowledge to learners' experiences; uses supplementary ideas such as K-W-L charts, pre-tests
Instructional Resources	Uses supplementary materials from sources outside of adopted textbooks; differentiates resources from selected textbooks; uses technology to supplement instructional resources
Student Misconceptions	Recognizes opportunities to re-teach a lesson; recognizes and supplements higher-level thinking opportunities; create varied opportunities for students to learn content
Technology for Instruction	Uses technology to supplement instructional practices (computers, SMART Boards, learning programs); Intentionally develops lesson that include technology use during instruction; integrates SAMR model (see http://www.educatorstechnology.com/2013/06/samr-model-explained-for-teachers.html)
Academic Language	Students are familiar with academic language but may not consistently use it; Students use academic language during instruction and content practice; Uses bulletin boards, manipulatives, textbook resources to support academic language; Works with District or school level professionals to support academic language
Comments and Suggestions	

InTASC Standard 5: Application of Content Candidate understands how to connect concepts and use differing perspectives to engage students in The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands connection between concepts and multiple perspectives in the classroom; classroom behavior interferes with observing teacher performance. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations or knowledge on connecting student learning with multiple perspective. At a score of 2, the candidate is developing some strategies for making connections between student learning and multiple perspectives. At a score of 3, the candidate is consistent in connecting concepts to multiple perspectives in the classroom. At level 4, the candidate integrates strategies to guide students to an analysis of perspectives and integrates interdisciplinary themes throughout lesson plans.	
Project-Based Learning	Cross-disciplinary approach to lesson plan; Lessons include higher level questioning techniques such as Bloom's Taxonomy intentionally develops lesson with the technology component (when appropriate); lessons guide learners to analyze and self-reflect on learning and inquiry; lesson prepared as open-ended, inquiry-based lessons
Application to Real-World Problems	Lessons designed to encourage students to make real world application; provides opportunity for critical thinking application; learning is meaningful and content connects to standards
Use of Digital Tools for Learning	Technology literacy inventory; students can explore digital tools from a varied perspective
Literacy across the Curriculum	Supports cross-curriculum and/or content area
Interdisciplinary Themes	Themes include opportunity for students' to develop financial, environmental, or other literacies; themes include inquiry on diverse social and cultural perspectives, critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
Comments and Suggestions	

InTASC Standard 6: Assessment The candidate understands and uses multiple methods of assessment to engage students in their growth, to monitor student progress, and to guide the candidate's and student's decision-making. The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands learning differences; classroom behavior interferes with observing teacher performance. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations or knowledge about assessments, or erroneous analysis that interfere with student learning. At a score of 2, the candidate is developing some strategies for formative or summative assessments. At a score of 3, the candidate is consistent in selecting assessments and makes accommodations. At level 4, the candidate performance is consistent, data-driven, and uses assessment to support instructional planning decisions.	
Formative and Summative Assessments	Understands process of using formative and summative assessments; determines students' progress using formative and summative assessments; uses assessment analysis strategies such K-W-L charts, pre-/post- tests, grade sheets, progress reports; Records are up to date
Alignment of Assessments with Objectives	Assessments align with lesson objectives, both formative and summative; assessment analysis determines what students can or cannot do; uses different ways to communicate objectives such as writing on board, starting lesson with objectives; assessments might include tests, portfolios, presentations
Feedback	Feedback supports students' critical thinking and self-reflection on work habits; meaningful feedback (something other than a smiley face, great work or check marks); designs and uses rubrics efficiently; examples might include student developed progress charts, examples of feedback from student work
Efficient use of Assessments	Determines whether re-teaching is necessary, whether individual, whole or small group; Uses different types of assessments such as multiple intelligences, learning styles; Designs lessons with assessment model in mind
Accommodations in Assessments	Communicates with parents, individualized and planned for diverse learning needs such as a learning disability or language support; grading accommodation; workload accommodations; test location accommodations
Comments and Suggestions	

InTASC Standard 7: Planning for Instruction Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context.

The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands how to plan instruction; classroom behavior interferes with observing teacher performance. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations or knowledge about lesson planning or plans have serious errors that interfere with student learning. At a score of 2, the candidate is developing a limited a number of strategies for lesson planning. At a score of 3, the candidate develops lesson plans including some evidence-based strategies. At level 4, the candidate develops lesson plans that include multiple representations and perspectives, assessments, opportunities for re-teaching or enrichment, and technology.

Creating Learning Experiences	Collaborates with other staff; designed lesson plans; invited classroom speakers; interdisciplinary lesson plan designs; readers' theater; classroom plays, and others; integrates SAMR Model in lesson plans
Sequencing of Learning Experiences	Evidenced in lesson plans; evidenced in unit plans; correlates to standards; uses pacing guides; uses curriculum planners;
Planning Instruction	Curriculum planners; uses a variety of instructional approaches such as direct instruction, Socratic Method, concept development, PBLs, and others; includes assessments; monitors students; set objectives and goals for lesson; uses pacing guide; lesson objectives and goals are realistic for student attainment;
Evidence-Based Instructional Strategies	Evidence of researched practices instructional plans; references researchers such Marzano, Bloom, and or research theory and methods such as brain and learning research
Adjustments to Lesson Plans	Re-plans or re-teaching; acknowledges or identifies gaps; observes and reflects on instructional plans, objectives, and goals, and makes adjustments current and next year; uses a teaching journal
Comments and Suggestions	

InTASC Standard 8: Instructional Strategies Candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands learning differences; classroom behavior interferes with observing teacher performance. The difference between a 0 and 1 is that the evidence is a one-dimensional approach with limitations or strategies are erroneously applied and interferes with student learning. At a score of 2, the candidate is developing a limited number of instructional strategies. At a score of 3, the candidate is consistent in selecting strategies and instructional methods to teach content. At level 4, the candidate includes strategies that develop higher thinking skills and engages students in active learning and discussion.

Adapting Instruction to Student Needs	Determines the level of difficulty and adjusts when appropriate; adjusts pacing; identifies gaps and makes adjustments; adapt and modifies lessons for groups of students based on needs
Monitoring Student Learning	Checks often for understanding; adjusts pacing; monitors seatwork; gives more time to complete work; one-to-one instruction during seatwork; adjusts homework; circles classroom; uses efficient questioning techniques; uses pre/post-tests; uses formative and summative testing; conferences with students
Roles in Instructional Process	Collaborates with other staff; takes on leadership roles at school or district level; promotes and advocates profession, instructional practices; improves instructional methods; observes other teachers
Engaging Students in Skill Development	Problem solving strategies; readers' or writer's workshops; designs PBLs for skill development or practice; designs lessons to include technology skill development; promotes efficient notes taking; uses peer tutors; team or group work strategies; handles mistakes or misconceptions with respect
Asking Questions	Gives students think time; questions designed to extend learning; uses questioning techniques such as Bloom's Taxonomy; varies questions between high and lower level questions; varies questions between yes/no and inquiry and critical thinking questions
Comments and Suggestions	

InTASC Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student. The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands the importance of adhering to a professional code of ethics. The difference between a 0 and 1 is that the evidence is inconsistent or the candidate does not participate in professional development activities or shows some biases toward colleagues and/or students. At a score of 2, the candidate is familiar with and has attended one professional development and expresses desire to further learning about the profession. At a score of 3, the candidate understands code of ethic laws and policies and seeks out professional development opportunities. At level 4, the candidate consistently reflects on own personal biases and integrates professional code of ethics in all facets of teaching and learning.	
Professional Learning Experiences	Engages in action research; case studies; graduate students program; conference presentations; teacher talk with students; collaborates with peers; attends writer's workshops; attends in-service or professional development seminars at school or district level; continual learning
Use of Data to evaluate Outcomes	Collects and analyzes data to improve instructional practices; data targets particular student groups in the classroom; monitors and adjusts instructional practices based on data analysis; shares and collaborates with other staff; collects and discusses data with Mentor or Instructors; reflects on data appropriately without biases
Responsibility for learning	Set personal goals; Identifies own strengths and development areas; monitors progress; makes cultural, professional connections to classroom, curriculum, and student
Understanding of Cultural. Ethnic, Gender, and Learning Differences	Reflects on and set personal goals for understanding differences; designs lessons inclusive of other cultures, ethnic, gender, and learning differences; designs extracurricular activities such as cultural fairs, plays; classroom are diverse; continual learning
Use of Information and Technology	Models personal responsible use; promotes responsible use among students; ensures confidentiality; keeps abreast of technological advances and programs; design instruction with a technology component
Comments and Suggestions	

InTASC Standard 10: Leadership and Collaboration The Teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other professionals, and community members to ensure student growth and advance the profession.

The candidate should receive a 0 if there is any incoherent or unidentified evidence that s/he understands the importance of leadership or collaboration. The difference between a 0 and 1 is that the evidence is not consistent with professional code of ethics and interferes with student learning. At a score of 2, the candidate shows a limited but developing advocacy for classroom students, leadership and serves on at least one school committee. At a score of 3, the candidate consistently shows support and advocates for students within school and community environment. At level 4, the candidate includes advocacy to impact positive, systemic change or student learning.

Involvement in School-Wide Efforts	Professional development; serves on school or district committees; attends staff development or in-service meetings before, during and after school year; volunteers for after or before school programs; pilots curriculum programs for district or school
Schools as Organizations	Collaborates with other staff; willingness to shift, change, or adapt to school or district decisions; continual learning; shares knowledge or best practices
Respect of Families	Uses classroom newsletters; uses conferences to promote conversation and dialog; uses language interpreters and translated documents for multicultural applications; considers parents/guardians as partners in student learning respects cultural differences
Advocates for Students	Considers all students during lesson and curriculum planning; promotes parent/guardian communication; share good news about students with other staff or family/guardian; avoids gossip, destructive rumors about a student or a group of students; deals with facts about the students; doesn't blame students; monitors and then refers students to support services for evaluation when students demonstrate a need for additional supports
Comments and Suggestions	