

Louisiana Aspiring Educator Rubric

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

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

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

Louisiana Aspiring Educator Rubric Domains and Indicators

Indicators

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

INSTRUCTIONAL PLANS (IP)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitates the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>The instructional plans include:</p> <ul style="list-style-type: none"> ● consistent-evidence of the internalization of high-quality curriculum; ● objectives that are all measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum , both in content and rigor; ● activities, materials, and assessments, that are all: <ul style="list-style-type: none"> ○ aligned to state standards; content, including high-quality curriculum; and success criteria; ○ sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines as appropriate; and ○ provide appropriate time for student work, 	<p>The instructional plans include:</p> <ul style="list-style-type: none"> ● nearly all evidence of the internalization of high-quality curriculum; ● objectives that are nearly all measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; ● activities, materials, and assessments, that are nearly all: <ul style="list-style-type: none"> ○ aligned to state standards; content, including high-quality curriculum; and success criteria; ○ sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines as appropriate; and 	<p>The instructional plans include:</p> <ul style="list-style-type: none"> ● most evidence of the internalization of high-quality curriculum; ● objectives that are mostly measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; ● activities, materials, and assessments, that are mostly: <ul style="list-style-type: none"> ○ aligned to state standards; content, including high-quality curriculum; and success criteria; ○ sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines as appropriate; and 	<p>The instructional plans include:</p> <ul style="list-style-type: none"> ● some evidence of the internalization of high-quality curriculum; ● objectives that are sometimes measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; ● activities, materials, and assessments, that are somewhat: <ul style="list-style-type: none"> ○ aligned to state standards; content, including high-quality curriculum; and success criteria; ○ sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines as appropriate; and 	<p>The instructional plans include:</p> <ul style="list-style-type: none"> ● Few or no evidence of the internalization of high-quality curriculum; ● objectives that are rarely measurable, explicit, and aligned to state content standards and aligned to high-quality curriculum, both in content and rigor; ● activities, materials, and assessments, that are minimally: <ul style="list-style-type: none"> ○ aligned to state standards; content, including high-quality curriculum; and success criteria; ○ sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines as appropriate; and

INSTRUCTIONAL PLANS (IP)

<p>student reflection, and lesson closure.</p> <p>The instructional plan indicates all of the following:</p> <ul style="list-style-type: none"> evidence that the plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides regular opportunities to accommodate individual student needs; and strategies for student autonomy and ownership. 	<ul style="list-style-type: none"> provide appropriate time for student work, student reflection, and lesson closure. <p>The instructional plan indicates nearly all of the following:</p> <ul style="list-style-type: none"> evidence that the plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides frequent opportunities to accommodate individual student needs. 	<ul style="list-style-type: none"> provide appropriate time for student work, student reflection, and lesson closure. <p>The instructional plan indicates most of the following:</p> <ul style="list-style-type: none"> evidence that the plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides frequent opportunities to accommodate individual student needs. 	<ul style="list-style-type: none"> provide appropriate time for student work, student reflection, and lesson closure. <p>The instructional plan indicates some of the following:</p> <ul style="list-style-type: none"> evidence that the plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides frequent opportunities to accommodate individual student needs. 	<ul style="list-style-type: none"> provide appropriate time for student work, student reflection, and lesson closure. <p>The instructional plan indicates few or none of the following:</p> <ul style="list-style-type: none"> evidence that the plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides frequent opportunities to accommodate individual student needs.
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ASSESSMENT (AS)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p><i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p>	<p><i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i></p>	<p><i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i></p>
<p>Assessment plans:</p> <ul style="list-style-type: none"> are clearly aligned with lesson objectives and state content standards and sourced from high-quality instructional materials, when 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are clearly aligned with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are aligned with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, or other 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are partially aligned with lesson objectives and state content standards and sourced from high-quality instructional materials, when available, 	<p>Assessment plans:</p> <ul style="list-style-type: none"> are not aligned with lesson objectives and state content standards and sourced from high-quality instructional materials, when available,

ASSESSMENT (AS)

<p>available, or other high-quality curriculum options.</p> <ul style="list-style-type: none"> • always inform instructional decisions. • have clear measurement criteria and include opportunities for students to monitor their own progress and to provide their peers with feedback. • always include intentional use of both formal and informal methods of measuring student progress. • designs are always informed by student baseline data. • measure student performance through both formative and summative types and in more than three ways (e.g., daily student work or responses, exit tickets, project, experiment, presentation, essay, short answer, or multiple-choice test). • provide frequent opportunities for students to track their own progress and set individual goals. 	<p>or other high-quality curriculum options.</p> <ul style="list-style-type: none"> • frequently inform instructional decisions. • have clear measurement criteria and include opportunities for students to monitor their own progress. • include intentional use of both formal and informal methods of measuring student progress. • designs are frequently informed by student baseline data. • measure student performance through both formative and summative types and in more than two ways (e.g., daily student work or responses, exit tickets, project, experiment, presentation, essay, short answer, or multiple-choice test). • provide some opportunities for students to track their own progress and set individual goals. 	<p>high-quality curriculum options.</p> <ul style="list-style-type: none"> • mostly inform instructional decisions. • have clear measurement criteria. • include both formal and informal methods of measuring student progress. • designs are sometimes informed by student baseline data. • measure student performance through both formative and summative types and in more than two ways (e.g., daily student work or responses, exit tickets, project, experiment, presentation, essay, short answer, or multiple-choice test). 	<p>or other high-quality curriculum options.</p> <ul style="list-style-type: none"> • sometimes inform instructional decisions. • sometimes include formal and/or informal methods of measuring student progress in more than one way. 	<p>or other high-quality curriculum options.</p> <ul style="list-style-type: none"> • do not inform instructional decisions. • do not include formal or informal methods of measuring student progress.
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STANDARDS AND OBJECTIVES (S+O)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated, referenced, and discussed. All learning objectives are displayed and referenced throughout the lesson. Sub-objectives/ Prerequisite skills are aligned and logically sequenced to the lesson’s major objective. Learning objectives are: <ul style="list-style-type: none"> consistently connected to what students have previously learned and know from life experiences, and integrated with other disciplines. Expectations and measurement criteria for student performance are clear, demanding, and high; and student work is aligned to state content standards and learning 	<ul style="list-style-type: none"> All learning objectives and state content standards are communicated, referenced, and discussed. All learning objectives are displayed and referenced throughout the lesson. Sub-objectives/ Prerequisite skills are aligned to the lesson’s major objective. Most learning objectives are: <ul style="list-style-type: none"> consistently connected to what students have previously learned and know from life experiences, and integrated with other disciplines. All expectations and measurement criteria for student performance are clear. All student work and formative assessments are aligned to the lesson’s objective and 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated, referenced, and discussed. Most learning objectives are displayed and referenced throughout the lesson. Sub-objectives/ Prerequisite skills are aligned to the lesson’s major objective. Learning objectives are connected to what students have previously learned and life experiences. Expectations and measurement criteria for student performance are clear. Most student work and formative assessments are aligned to the lesson’s objective and include descriptions of how assessment results will inform future 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated, referenced, and discussed. Some learning objectives are displayed and referenced throughout the lesson. Sub-objectives/ Prerequisite skills are inconsistently aligned to the lesson’s major objective. Learning objectives are rarely connected to what students have previously learned and life experiences. Expectations for student performance are vague. Student work and formative assessments are sometimes aligned to the lesson’s objective. There is evidence that some of the students demonstrate mastery of 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated, referenced, and discussed. Learning objectives are not displayed and referenced throughout the lesson. Sub-objectives/ Prerequisite skills are inconsistently aligned to the lesson’s major objective. Learning objectives are sometimes connected to what students have previously learned and life experiences. Expectations for student performance are not clear. Student work and formative assessments are not aligned to the lesson’s objective. There is a lack of evidence that students demonstrate mastery of the objective.

STANDARDS AND OBJECTIVES (S+O)

<p>objectives.</p> <ul style="list-style-type: none"> Student work and formative assessments are always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Students are able to articulate expectations of what they are learning and why and explain those to their peers. There is evidence that all students demonstrate mastery of the objective in more than one way. 	<p>include descriptions of how assessment results will inform future instruction.</p> <ul style="list-style-type: none"> There is evidence that most students demonstrate mastery of the objective in more than one way. 	<p>instruction.</p> <ul style="list-style-type: none"> There is evidence that most students demonstrate mastery of the objective. 	<p>the objective.</p>	
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PRESENTING INSTRUCTIONAL CONTENT (PIC)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p><i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p>	<p><i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence on Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i></p>	<p><i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i></p>
<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; 	<p>Presentation of content nearly always includes:</p> <ul style="list-style-type: none"> evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; 	<p>Presentation of content mostly includes:</p> <ul style="list-style-type: none"> evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula; 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> evidence of extensive teacher content knowledge, aligned to high-quality instructional curricula;

PRESENTING INSTRUCTIONAL CONTENT (PIC)

<ul style="list-style-type: none"> ● subject-specific instructional strategies; ● visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; ● examples, illustrations, analogies, and labels for new concepts and ideas; ● modeling by the aspiring teacher or student to demonstrate his or her performance expectations; ● concise communication with essential information; ● no irrelevant, confusing, or nonessential information; ● logical sequencing and segmenting; and ● limited content taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> ● subject-specific instructional strategies; ● visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; ● examples, illustrations, analogies, and labels for new concepts and ideas; ● modeling by the aspiring teacher or student to demonstrate his or her performance expectations; ● concise communication with essential information; ● no irrelevant, confusing, or nonessential information; ● logical sequencing and segmenting; and ● limited content taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> ● subject-specific instructional strategies; ● visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; ● examples, illustrations, analogies, and labels for new concepts and ideas; ● modeling by the aspiring teacher or student to demonstrate his or her performance expectations; ● concise communication with essential information; ● no irrelevant, confusing, or nonessential information; ● logical sequencing and segmenting. 	<ul style="list-style-type: none"> ● subject-specific instructional strategies; ● visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; ● examples, illustrations, analogies, and labels for new concepts and ideas; ● modeling by the aspiring teacher or student to demonstrate his or her performance expectations; ● concise communication with essential information; ● no irrelevant, confusing, or nonessential information; ● logical sequencing and segmenting. 	<ul style="list-style-type: none"> ● subject-specific instructional strategies; ● visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; ● examples, illustrations, analogies, and labels for new concepts and ideas; ● modeling by the aspiring teacher or student to demonstrate his or her performance expectations; ● concise communication with essential information; ● no irrelevant, confusing, or nonessential information; ● logical sequencing and segmenting.
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ACTIVITIES AND MATERIALS (A+M)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> ● support the lesson objectives; ● are challenging; ● sustain students’ attention; ● elicit a variety of thinking; ● provide time for reflection; ● are relevant to students’ lives; ● provide opportunities for student-to-student interaction; ● induce student curiosity and suspense; ● provide students with choices when appropriate and aligned to the learning objectives; ● incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., visuals, multimedia, 	<p>Activities and materials include nearly all of the following:</p> <ul style="list-style-type: none"> ● support the lesson objectives; ● are challenging; ● sustain students’ attention; ● elicit a variety of thinking; ● provide time for reflection; ● are relevant to students’ lives; ● provide opportunities for student-to-student interaction; ● induce student curiosity and suspense; ● provide students with choices when appropriate and aligned to the learning objectives; ● incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> ● support the lesson objectives; ● are challenging; ● sustain students’ attention; ● elicit a variety of thinking; ● provide time for reflection; ● are relevant to students’ lives; ● provide opportunities for student-to-student interaction; ● induce student curiosity and suspense; ● provide students with choices when appropriate and aligned to the learning objectives; ● incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> ● support the lesson objectives; ● are challenging; ● sustain students’ attention; ● elicit a variety of thinking; ● provide time for reflection; ● are relevant to students’ lives; ● provide opportunities for student-to-student interaction; ● induce student curiosity and suspense; ● provide students with choices when appropriate and aligned to the learning objectives; ● incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g., 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> ● support the lesson objectives; ● are challenging; ● sustain students’ attention; ● elicit a variety of thinking; ● provide time for reflection; ● are relevant to students’ lives; ● provide opportunities for student-to-student interaction; ● induce student curiosity and suspense; ● provide students with choices when appropriate and aligned to the learning objectives; ● incorporate standards-based resources, where appropriate, to support individual and whole group understanding (e.g.,

ACTIVITIES AND MATERIALS (A+M)

<p>technology, manipulatives, materials from external sources, such as museums/cultural centers, etc. when not available in the high-quality instructional materials).</p> <ul style="list-style-type: none"> In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self monitoring as appropriate to enhance learning. <p>When participating in groups, all students:</p> <ul style="list-style-type: none"> know their roles and responsibilities and group work expectations. are held accountable for group work and individual work. 	<p>visuals, multimedia, technology, manipulatives, materials from external sources, such as museums/cultural centers, etc. when not available in the high-quality instructional materials).</p> <p>When participating in groups, nearly all students:</p> <ul style="list-style-type: none"> know their roles and responsibilities and group work expectations. are held accountable for group work and individual work. 	<p>technology, manipulatives, materials from external sources, such as museums/cultural centers, etc. when not available in the high-quality instructional materials).</p> <p>When participating in groups, most students:</p> <ul style="list-style-type: none"> know their roles and responsibilities and group work expectations. are held accountable for group work and individual work. 	<p>visuals, multimedia, technology, manipulatives, materials from external sources, such as museums/cultural centers, etc. when not available in the high-quality instructional materials).</p> <p>When participating in groups, some students:</p> <ul style="list-style-type: none"> know their roles and responsibilities and group work expectations. are held accountable for group work and individual work. 	<p>technology, manipulatives, materials from external sources, such as museums/cultural centers, etc. when not available in the high-quality instructional materials).</p> <p>When participating in groups, students:</p> <ul style="list-style-type: none"> do not know their roles and responsibilities and group work expectations. are not held accountable for group work and individual work.
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QUESTIONING (QU)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> Aspiring teacher questions are always varied, high-quality, and increase rigor and student ownership. Questions always provide a balanced mix of authentic question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are always purposeful and coherent. A high frequency of questions is asked. Questions are always sequenced with attention to the instructional goals. Questions always require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is always provided. 	<ul style="list-style-type: none"> Aspiring teacher questions are nearly always varied, high-quality, and increase rigor and student ownership. Questions nearly always provide a balanced mix of authentic question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are nearly always purposeful and coherent. A high frequency of questions is asked. Questions are frequently sequenced with attention to the instructional goals. Questions frequently require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual 	<ul style="list-style-type: none"> Aspiring teacher questions are regularly varied, high-quality, and increase rigor and student ownership. Questions regularly provide a balanced mix of authentic question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are regularly purposeful and coherent. A moderate frequency of questions is asked. Questions are mostly sequenced with attention to the instructional goals. Questions mostly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). Wait time is provided. The aspiring teacher calls 	<ul style="list-style-type: none"> Aspiring teacher questions are sometimes varied, high-quality, and increase rigor and student ownership. Some questions provide a balanced mix of authentic question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are sometimes purposeful and coherent. A moderate frequency of questions is asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). Wait time is sometimes 	<ul style="list-style-type: none"> Aspiring teacher questions are inconsistent in quality and include few question types that increase rigor and student ownership. Few questions provide a balanced mix of authentic question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). Wait time is

QUESTIONING (QU)

<ul style="list-style-type: none"> The aspiring teacher calls on a balance of volunteers and non volunteers to provide opportunities for many students to respond. Students generate questions that lead to further inquiry and self-directed learning. 	<p>answers).</p> <ul style="list-style-type: none"> Wait time (3-5 seconds) is frequently provided. The aspiring teacher calls on a balance of volunteers and non volunteers to provide opportunities for many students to respond. Students sometimes generate questions that lead to further inquiry and self-directed learning. 	<p>on a balance of volunteers and non volunteers to provide opportunities for many students to respond.</p>	<p>provided.</p> <ul style="list-style-type: none"> The aspiring teacher calls on a balance of volunteers and non volunteers to provide opportunities for many students to respond. 	<p>inconsistently provided.</p> <ul style="list-style-type: none"> The aspiring teacher mostly calls on volunteers.
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ACADEMIC FEEDBACK (AF)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p><i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p>	<p><i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i></p>	<p><i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i></p>
<ul style="list-style-type: none"> Oral and written feedback is always academically focused, frequent, and high-quality. Feedback is always given during guided practice, throughout the lesson, and during review of independent work assignments. 	<ul style="list-style-type: none"> Oral and written feedback is nearly always academically focused, frequent, and high-quality. Feedback is nearly always given during guided practice, throughout the lesson, and during review of independent work assignments. 	<ul style="list-style-type: none"> Oral and written feedback is regularly academically focused, frequent, and high-quality. Feedback is regularly given during guided practice, throughout the lesson, and during review of independent work assignments. 	<ul style="list-style-type: none"> Oral and written feedback is sometimes academically focused, frequent, and high-quality. Feedback is sometimes given during guided practice, throughout the lesson, and during review of independent work assignments. 	<ul style="list-style-type: none"> Oral and written feedback is rarely academically focused, frequent, and high-quality. Feedback is rarely given during guided practice, throughout the lesson, and during review of independent work assignments.

ACADEMIC FEEDBACK (AF)

<ul style="list-style-type: none"> The aspiring teacher always circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is always used to monitor and adjust instruction. The aspiring teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> The aspiring teacher always circulates during instructional activities to support engagement and monitor student work. Feedback from students is nearly always used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The aspiring teacher regularly circulates during instructional activities to support engagement and monitor student work. Feedback from students is regularly used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The aspiring teacher sometimes circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The aspiring teacher rarely circulates during instructional activities to support engagement and monitor student work. Feedback from students is not used to monitor and adjust instruction.
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TEACHER KNOWLEDGE OF STUDENTS (TKS)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<ul style="list-style-type: none"> Aspiring teacher's practices consistently reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. Aspiring teacher's 	<ul style="list-style-type: none"> Aspiring teacher's practices frequently reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. Aspiring teacher's 	<ul style="list-style-type: none"> Aspiring teacher's practices reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. Aspiring teacher's practices display 	<ul style="list-style-type: none"> Aspiring teacher's practices sometimes reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. Aspiring teacher's 	<ul style="list-style-type: none"> Aspiring teacher's practices rarely reflect an understanding of student backgrounds and interests and integrate significant connections to support the needs of students. Aspiring teacher's practices demonstrate

TEACHER KNOWLEDGE OF STUDENTS (TKS)

<p>practices always display understanding of each student's anticipated learning abilities and needs.</p> <ul style="list-style-type: none"> Aspiring teacher always provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; and always maximize student understanding and learning efficiency. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. 	<p>practices display understanding of all student's anticipated learning abilities and needs.</p> <ul style="list-style-type: none"> Aspiring teacher frequently provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; and frequently enhance student understanding and learning efficiency. Pacing is appropriate and frequently provides opportunities for students who progress at different learning rates. 	<p>understanding of most student's anticipated learning abilities and needs.</p> <ul style="list-style-type: none"> Aspiring teacher provides differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; and adequately enhance student understanding and learning efficiency. Pacing is appropriate and provides opportunities for students who progress at different learning rates. 	<p>practices display understanding of few student's anticipated learning abilities and needs.</p> <ul style="list-style-type: none"> Aspiring teacher provides few opportunities for differentiated (modified) instructional methods and content to ensure students have the opportunity to master grade-level standards. The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; and sometimes enhance student understanding and learning efficiency. Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. 	<p>minimal knowledge of students' anticipated learning abilities and needs.</p> <ul style="list-style-type: none"> Aspiring teacher practices demonstrate little differentiation (modification) of instructional methods or content. The instructional grouping arrangements are varied (either whole class, small groups, pairs, or individual; and inhibit student understanding and learning efficiency. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.
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THINKING AND PROBLEM SOLVING (TH+PS)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>The aspiring teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher facilitates student-led problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; monitor their thinking to 	<p>The aspiring teacher teaches two or more types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher regularly and thoroughly models problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and draw conclusions and 	<p>The aspiring teacher teaches at least one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher regularly models problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and draw conclusions and 	<p>The aspiring teacher attempts to teach one of the following types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information. practical thinking, where students use, apply, and implement what they learn in real-life scenarios. creative thinking, where students create, design, imagine, and suppose. research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The aspiring teacher sometimes models problem-solving and provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and draw conclusions and 	<p>The aspiring teacher implements no learning experiences that teach any type of thinking.</p> <p>The aspiring teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; or draw conclusions and support them through writing.

THINKING AND PROBLEM SOLVING (TH+PS)

<p>ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why; and</p> <ul style="list-style-type: none"> draw conclusions, make generalizations, and produce arguments that are supported through extended writing. 	<p>support them through writing.</p>	<p>support them through writing.</p>	<p>support them through writing.</p>	
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ENVIRONMENT (EN)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p><i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p>	<p><i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i></p>	<p><i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i></p>
<p>The aspiring teacher:</p> <ul style="list-style-type: none"> creates opportunities where students both learn from their mistakes and can describe their thinking on what they learned. consistently demonstrates caring and respect for students and in student to student interactions and celebrates and 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> creates opportunities where students learn from their mistakes. demonstrates caring and respect for students and in student to student interactions and celebrates and acknowledges students' background. prompts students to take initiative to meet teacher expectations. 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> encourages students to learn from mistakes. interacts with students in a generally positive manner and reflects awareness and consideration of all students' background. is regularly receptive to the interests and opinions of students. 	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> encourages students to learn from their mistakes. interacts with students in a generally positive manner. is sometimes receptive to interests and opinions of students. <p>The learning environment:</p>	<p>The aspiring teacher:</p> <ul style="list-style-type: none"> does not create learning opportunities where students can experience success. does not establish a safe and positive classroom environment for students. is not receptive to the interests of students. <p>The learning environment:</p>

ENVIRONMENT (EN)

<p>acknowledges all students' background.</p> <ul style="list-style-type: none"> • prompts students to take initiative to meet or exceed teacher expectations. • optimizes instructional time to ensure each student meets their learning goals. • fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • is always receptive to and seeks to learn about the interests and opinions of students. <p>The learning environment:</p> <ul style="list-style-type: none"> • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment and resources easily and readily accessible to provide opportunities for all students. 	<ul style="list-style-type: none"> • is always receptive to and seeks to learn about the interests and opinions of students. <p>The learning environment:</p> <ul style="list-style-type: none"> • welcomes all students and guests and provides a safe space for all students to interact with peers. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide opportunities for students. • displays current student work that promotes a positive classroom environment. • is arranged to promote individual and group learning 	<p>The learning environment:</p> <ul style="list-style-type: none"> • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide opportunities for students. • displays current student work. • is arranged to promote individual and group learning. 	<ul style="list-style-type: none"> • welcomes some students and guests. • is organized to promote learning for some students. • sometimes has supplies, equipment, and resources accessible. • displays student work that is not updated regularly. • is sometimes arranged to promote individual and group learning. 	<ul style="list-style-type: none"> • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
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ENVIRONMENT (EN)

<ul style="list-style-type: none"> displays current student work that promotes a positive classroom environment. is arranged to maximize individual and group learning and to reinforce a positive classroom environment. 				
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ENGAGING STUDENTS AND MANAGING BEHAVIOR (ESMB)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<p><i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p>	<p><i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i></p>	<p><i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i></p>	<p><i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i></p>
<ul style="list-style-type: none"> Students are consistently engaged in behaviors that optimize learning and increase time on task. The aspiring teacher and students establish shared expectations for learning and behavior. The aspiring teacher consistently uses and students reinforce several techniques (e.g., rewards, contingent activities, consequences, etc.) that maintain student engagement and promote a positive 	<ul style="list-style-type: none"> Students are regularly engaged in behaviors that optimize learning and increase time on task. The aspiring teacher and students establish shared expectations for learning and behavior. The aspiring teacher consistently uses a variety of techniques (e.g., rewards, contingent activities, consequences, etc.) to maintain student engagement and promote a positive classroom 	<ul style="list-style-type: none"> Students are regularly engaged in behaviors that optimize learning and increase time on task. Aspiring teacher establishes rules for learning and behavior. The aspiring teacher uses a variety of techniques (e.g., rewards, contingent activities, consequences, etc.) to maintain student engagement and promote a positive classroom environment. The aspiring teacher 	<ul style="list-style-type: none"> Students are often engaged in behavior that interrupts learning or minimizes time on task Aspiring teacher establishes some rules for learning and behavior. The aspiring teacher uses some techniques to maintain student engagement. The aspiring teacher sometimes recognizes and motivates positive behaviors and but still allows inconsequential 	<ul style="list-style-type: none"> Students are often engaged in behavior that interrupts learning or minimizes time on task. Aspiring teacher establishes few rules for learning and behavior. The aspiring teacher uses few techniques to maintain student engagement. The aspiring teacher rarely and/or inconsistently addresses behavior that interrupts learning. The aspiring teacher over

ENGAGING STUDENTS AND MANAGING BEHAVIOR (ESMB)

<p>classroom environment.</p> <ul style="list-style-type: none"> Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. The aspiring teacher addresses individual students who have caused disruptions rather than the entire class. The teacher quickly attends to disruptions with minimal interruption to learning. Routines for distributing materials and transitions are seamless and efficient and no instructional time is lost. 	<p>environment.</p> <ul style="list-style-type: none"> The aspiring teacher frequently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. The aspiring teacher generally addresses individual students who have caused disruptions rather than the entire class. The aspiring teacher quickly attends to disruptions. Routines for distributing materials and transitions are seamless and efficient and no instructional time is lost. 	<p>often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson.</p> <ul style="list-style-type: none"> The aspiring teacher addresses individual students who have caused disruptions and sometimes addresses the entire class. Routines for distributing materials are efficient and little instructional time is lost during transitions. 	<p>behavior to interrupt the lesson.</p> <ul style="list-style-type: none"> The aspiring teacher sometimes addresses students who have caused disruptions but frequently addresses the entire class. Routines for distributing materials are inconsistent and some instructional time is lost during transitions. 	<p>addresses inconsequential behavior.</p> <ul style="list-style-type: none"> Routines for distributing materials are inefficient and considerable time is lost during transitions.
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PROFESSIONALISM (P)

Level 5: Exemplary	Level 4: Distinguished	Level 3: Proficient	Level 2: Developing	Level 1: Improvement Needed
<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student Ownership of Learning – Teacher Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning– Teacher Facilitate the Learning</i>	<i>Some Evidence Moving Toward Student-Centered Learning – Emphasis on Teacher Direction</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
<p>The aspiring teacher always:</p> <ul style="list-style-type: none"> builds and maintains positive, appropriate relationships with 	<p>The aspiring teacher nearly always:</p> <ul style="list-style-type: none"> builds and maintains positive, appropriate 	<p>The aspiring teacher regularly:</p> <ul style="list-style-type: none"> builds and maintains positive, appropriate 	<p>The aspiring teacher sometimes:</p> <ul style="list-style-type: none"> builds and maintains positive, appropriate 	<p>The aspiring teacher rarely:</p> <ul style="list-style-type: none"> builds and maintains positive, appropriate relationships with

PROFESSIONALISM (P)

<p>students, colleagues, and families to support student success for all students.</p> <ul style="list-style-type: none"> • prepares for and participates in professional collaboration with colleagues to enhance student learning. • contributes to the knowledge and skills of colleagues. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessment of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. • The aspiring teacher consistently integrates instruction, unique stories, accomplishments, and struggles of all people. • The aspiring teacher consistently seeks to unpack individual bias to understand impact on student success. • The aspiring teacher 	<p>relationships with students, colleagues, and families to support student success.</p> <ul style="list-style-type: none"> • prepares for and participates in professional collaboration with colleagues to enhance student learning. • contributes to the knowledge and skills of colleagues. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessment of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. • The aspiring teacher always integrates instruction, unique stories, accomplishments, and struggles of all people. • The aspiring teacher nearly always seeks to unpack individual bias to understand impact on student success. • The aspiring teacher 	<p>relationships with students, colleagues, and families to support student success.</p> <ul style="list-style-type: none"> • prepares for and participates in professional collaboration with colleagues to enhance student learning. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. • The aspiring teacher regularly integrates instruction unique stories, accomplishments, and struggles of all people. • The aspiring teacher regularly seeks to unpack individual bias to understand impact on student success. • The aspiring teacher regularly, actively and intentionally mitigates 	<p>relationships with students, colleagues, and families to support student success.</p> <ul style="list-style-type: none"> • prepares for and participates in professional collaboration with colleagues to enhance student learning. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/ her teaching. • The aspiring teacher sometimes integrates unique stories, accomplishments, and struggles of all people. • The aspiring teacher sometimes seeks to unpack individual bias to understand and address barriers that lead to disparities in student success. • The aspiring teacher sometimes actively and 	<p>students, colleagues, and families to support student success.</p> <ul style="list-style-type: none"> • prepares for and participates in professional collaboration with colleagues to enhance student learning. • seeks out new learning and attempts to implement new applicable learning in the classroom. • makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by his/her self-reflection. • offers specific, appropriate actions to improve his/her teaching. • The aspiring teacher rarely integrates unique stories, accomplishments, and struggles of all people. • The aspiring teacher does not seek to unpack individual bias to understand and address social barriers that lead to disparities in student success. • The aspiring teacher does not actively and intentionally mitigates
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PROFESSIONALISM (P)

<p>always actively and intentionally mitigates effects of negative stereotypes.</p> <ul style="list-style-type: none"> • The aspiring teacher always demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • The aspiring teacher always accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment. 	<p>nearly always actively and intentionally mitigates effects of negative stereotypes.</p> <ul style="list-style-type: none"> • The aspiring teacher nearly always demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • The aspiring teacher nearly always accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment. 	<p>effects of negative stereotypes.</p> <ul style="list-style-type: none"> • The aspiring teacher mostly demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • The aspiring teacher mostly accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment. 	<p>intentionally mitigates effects of negative stereotypes.</p> <ul style="list-style-type: none"> • The aspiring teacher sometimes demonstrates understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • The aspiring teacher sometimes accepts responsibilities and/or assists peers in contributing to a safe and orderly school environment. 	<p>effects of negative stereotypes.</p> <ul style="list-style-type: none"> • The aspiring teacher does not demonstrate understanding of the expectations of the profession, professional standards of practice, and relevant law and policy. • The aspiring teacher does not accept responsibility and/or assist peers in contributing to a safe and orderly school environment.
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LAER Rubric Indicators	LER Rubric Indicators
Instructional Plans	<ul style="list-style-type: none"> ● Instructional Plans ● Lesson Structure and Pacing ● Student Work
Assessment	<ul style="list-style-type: none"> ● Assessment
Standards and Objectives	<ul style="list-style-type: none"> ● Standards and Objectives ● Assessment ● Student Work ● Expectations
Presenting Instructional Content	<ul style="list-style-type: none"> ● Presenting Instructional Content ● Teacher Content Knowledge
Activities and Materials	<ul style="list-style-type: none"> ● Activities and Materials ● Grouping Students ● Motivating Students
Questioning	<ul style="list-style-type: none"> ● Questioning
Academic Feedback	<ul style="list-style-type: none"> ● Academic Feedback
Teacher Knowledge of Students	<ul style="list-style-type: none"> ● Teacher Knowledge of Students ● Grouping Students ● Lesson Structure and Pacing
Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Thinking ● Problem-Solving
Environment	<ul style="list-style-type: none"> ● Environment ● Expectations ● Respectful Culture
Engaging Students and Managing Behavior	<ul style="list-style-type: none"> ● Engaging Students and Managing Behavior ● Lesson Structure and Pacing
Professionalism	<ul style="list-style-type: none"> ● Professionalism