

Evaluation Rubric & Examples

SECONDARY EDUCATION

This document is designed to provide descriptions and examples for each of the STANDARDS and INDICATORS that are part of your evaluation process.

- Each **indicator** (in bold) is aligned with an [InTASC Standard](#)
- Under each indicator there are several descriptors that are designed to help you make sense of the item and what that item might look and sound like in an actual classroom or school.
- The column on the right are examples taken from the Self-Assessments of former student teaching interns. These examples were chosen to help you further make sense of the item and how you might show that you have met it, both for your own self-assessment and for your UIC's and Cooperating Teacher's evaluations. Please note:
 - Some indicators have more than one example; that is because some of the indicators include more than one complex idea and we thought it would be helpful for you to see how different interns approached meeting the requirements of the item.
 - The examples come from several interns and from different content areas.
 - The examples were edited for ease of reading.
- This document is NOT a checklist. Your internship will be unique and the evidence that you gather for evaluation purposes will reflect your experiences.

Standard #1: Learner Development	1.1	Demonstrates respect for individual differences, focusing on an assets-based view to identify school and/or community resources to support student learning and well-being.	
		<ul style="list-style-type: none"> Identifies school and/or community resources to help support students. Uses teaching approaches that take into account the knowledge and abilities of local families. Engages students in developing abilities to contribute to diverse communities. Focuses on student linguistic and cultural diversity as resources. Relevant resources for this standard include learning support teams, counselor, school report card (OSPI), assessments, school websites, community liaisons. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Collected student seating preferences in a google document to create a new seating chart accounting for various learner needs and classroom's dynamic seating options. Students are able to advocate for themselves and their own learning preferences through these checks before new seating charts are made.
	1.2	Provides equitable and developmentally appropriate learning opportunities for all to participate.	
		<ul style="list-style-type: none"> Uses a variety of instructional and classroom management strategies in both individual and group learning situations. Uses appropriate instructional strategies for students at all levels of academic abilities and talents, including scaffolding and differentiated instruction. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Using the graphic novel version of Mary Shelley's <i>Frankenstein</i> in order to invite more students into the conversation without needing an ultra-high reading level
	1.3	Provides opportunities for students to develop awareness of and sensitivity to their own and other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.	
		<ul style="list-style-type: none"> Planning documents demonstrate clear links to identity and diversity anchor standards found in Learning for Justice/Teaching Tolerance Standards: https://www.tolerance.org/frameworks/social-justice-standards. Planning documents demonstrate clear links to social-emotional Learning Standards: https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel. Develops lessons or units that support students' understanding from a global perspective 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Students have developed awareness of other people's experience(s) by reading primary source documents, such as journal entries and eyewitness accounts. In a lesson on the Lowell Mill Factory and Triangle Shirtwaist Factory, students have read news articles, journal entries, and eyewitness accounts to get a deeper understanding of the tragedy of safety hazards and poor working conditions. Students have also looked at photographs to bring the event to life
	1.4	Provides students with opportunities to practice communication and social skills.	
		<ul style="list-style-type: none"> Develops learning tasks that require communication and collaboration (small group work, think-pair-share, turn and talk) Scaffolds for collaborative, communication, and social skills by defining them (e.g., t-charts of what good collaboration looks like/sounds like), showing their importance, and setting SMART goals to achieve them. Provides opportunities to debrief group work (what worked well, what could be improved) and to set goals for the next time. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> For this in class activity (Narrative Writing Groups) table groups were asked to work together in creating an engaging hook to a story. We used the Storymatic card game (tables were supplied with character and action cards) and the groups had to work together in creating a hook using the cards they were given. Table groups then shared their creative hooks with the rest of the class. This activity was not only fun but it fostered community, social skills, and communication with one another.

Standard #2: Learner Differences	2.1	Provides students opportunities to demonstrate their learning in multiple ways.	
		<ul style="list-style-type: none"> Students have options to show their progress toward learning goals (e.g., written assignment, technology, presentation, video/audio assignment, artistic interpretation) Uses practices of differentiation to provide students with alternative and equitable methods for demonstrating their learning. Attempts new methods for allowing students to demonstrate learning. Encourages students to develop methods to demonstrate learning outcomes. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Use of “Kami” online document editing system which allows for drawing and other such denoting in order to answer questions, whiteboarding in order to express answers in a variety of ways. In the most recent mini-project, students can submit their project in the form of a script, video essay, podcast, or micro-story. In a few instances, I have had students ask if they can do the assignment in a different way, and I allow them to do so if it meets the assignment’s initial requirements.
	2.2	Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter concepts, academic language, and second language acquisition).	
		<ul style="list-style-type: none"> Uses research-based instructional strategies specific to the needs of individual students. Conducts research, collaborates, reflects/analyzes own practice, reviews assessment information to choose instructional strategies most effective for students. Designs curriculum, lessons, and instructional activities that are rooted in the discipline-specific academic language embedded in concepts/principles/big ideas. Uses languages and specific vocabulary to promote student understanding, provide access to information and learning, and to enhance students’ knowledge of language and vocabulary. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> An example of using and scaffolding academic language is at the beginning of our persuasive / argumentative unit I gave students each a copy of terminology and definitions that we will use throughout the unit (e.g. ethos, pathos, logos.) We created anchor charts for each one and posted them around the room as an additional source for students to use (as well as it being posted in their Google classroom / hardcopy).
	2.3	Differentiates instruction and curriculum to meet the needs of diverse learners.	
		<ul style="list-style-type: none"> Explains rationale for selection of differentiation strategies (student data analysis, including students’ self-reflection and self-assessment). Intentionally selects strategies that meet the needs of students (student grouping, variety of text, structured notes, graphic organizers, reciprocal teaching.) 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Provided several resources and sentence stems to help answer a question– had students work in groups so they could support each other, but individually answer questions for accountability.
3.1	Supports a culture of learning that advances knowledge, honors diversities, and promotes social justice.		
	<ul style="list-style-type: none"> Is responsive to all aspects of students’ experiences and well-being (cognitive, emotional, social, and physical.) Investigates own biases and interpretations about students’ behavior and achievement. Acts as an advocate for students (e.g. connects students to appropriate services and school staff, revises classroom policy based upon student identity.) Listens to students, is sensitive and responsive, investigates situations, and seeks outside help as needed and appropriate to remedy problems. Questions conventional understanding of the relationship between school, society, and individual. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Recorded a list and analyzed what healthy and positive relationships look like in the text, what we have experienced in real life and how it relates to the characters in the anchor text 	

Standard #3: Learning Environments	3.2	Builds on the valuable knowledge and assets students bring to the learning process.	
		<ul style="list-style-type: none"> Actively seeks out information about students' funds of knowledge and assets. Supports students in understanding their own strengths and contributions to the classroom. Develops illustrative examples to explain disciplinary concepts based on students' assets. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Students brainstormed their knowledge of the MeToo Movement into a bubble map which allowed them to pull in outside thinking and connections they could share with the class
	3.3	Respects and honors varied views, opinions, and approaches.	
		<ul style="list-style-type: none"> Patterns of interaction demonstrate that all students' contributions are valued. Practices caution in considering moral/ethical implications of controversial viewpoints. Avoids allowing personal beliefs to positively or negatively impact students' learning (e.g. participation, grades) Accesses students' thinking and experiences as a basis for instructional activities. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Discussed some of the changes that we will be experiencing in school and in public, acknowledging the different feelings about it and reasons why people may choose to continue to wear their mask, how to treat everyone with kindness about their personal decisions
	3.4	Promotes a respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens and independent learners.	
		<ul style="list-style-type: none"> Facilitates development of a community within the classroom that is connected with the school through communication, learning, and a respect for diverse society. Supports students in upholding collaborative classroom norms. Encourages students' metacognitive thinking and assessment of their own progress. Promotes collaborative work among students through group work and shared responsibilities. Models and helps students assume responsibility for themselves. Maintains adherence to norms and expectations throughout the internship 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> In social studies we began an activity called the Boston Frieze where students create an artistic representation of 1750's Boston. The project is managed by two students and the rest of the students are signing up for jobs and creating pieces to put on the Frieze. I oversaw helping students sign up for jobs and referring them to the project managers so they could work independently and manage their own project.
	3.5	Collaborates with students to develop clear classroom norms that define procedures and expectations.	
		<ul style="list-style-type: none"> Works collaboratively with students to create a smooth functioning learning community. Participates in collaborative decision-making. Establishes norms, procedures and routines early 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Worked with students to develop rules for how each group could earn "points" as we move from a monarchy to democracy in the classroom. Students shared out their ideas on how to earn points, we voted on them as a class, and made adjustments as necessary.
3.6	Maintains lesson focus and student engagement by managing instructional time appropriately bell-to-bell (e.g., scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions).		
	<ul style="list-style-type: none"> Organizes, allocates, and manages the resources of time, space, activities, and attention to maximize the amount of class time spent in learning. Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. Utilizes proactive management strategies such as proximity, positive reinforcement, classroom norms. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Utilizing consistent and known set routines at the beginning of the class and/or between segments for each day, such as NewsELAs and routines expected on Tuesday/Wednesday, filling out a Google form for Fridays, maintaining Reader's Workshop routine for students to begin as they transition into language arts. 	

	3.7	Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding.	
		<ul style="list-style-type: none"> Is a thoughtful and culturally responsive listener. Values many ways in which people seek to communicate and encourages many modes of communication in the classroom. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Routinely started each class with a simple mood check (“Fist to Five”) so that I could gauge the energy/ attitude of the class before proceeding, gave me a chance to connect with them on a human level and anticipate possible issues.
Standard #4: Knowledge of Content	4.1	Creates plans that are grounded in and reflect deep integrated content knowledge, disciplinary big ideas, principles, and concepts as reflected in the disciplinary standards.	
		<ul style="list-style-type: none"> Focuses on major concepts and processes of inquiry central to the discipline in lesson planning Adapts lessons based on students’ prior knowledge and experiences. Connects disciplinary knowledge to other subject areas. Realizes that subject matter knowledge is not a fixed body of facts, but is complex and ever evolving. Demonstrates enthusiasm for the discipline and makes connections to everyday life. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Mapped out a scope and sequence for the curriculum of the World History class which allowed me to see the essential themes, connections, and questions that students would explore throughout the class. (Resistance to colonization, World Wars and Colony Collapse, Decolonization, and Globalization)
	4.2	Embeds representations of multiple perspectives in curricula and values the lived experiences of others (e.g., cultural, ethnic, religious, SES, gender).	
		<ul style="list-style-type: none"> Shows respect for students’ varied talents, perspectives, and diversity. Respects students as individuals with differing personal and family backgrounds. Demonstrates respect for community and cultural norms. Integrates representation of diversity in teaching materials. Evaluates teaching materials for accurate and appropriate inclusion of diversity. Intentionally selects curriculum materials, activities, and examples that engage students in developing their understanding of and sensitivity to other’s diversity. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Students completed an identity chart about their background information and their interests and had the opportunity to share out their identity bubbles before starting the book club discussions and diving into deeper conversations about identity.
	4.3	Creates varied opportunities for students to learn, practice, and master disciplinary and other academic language.	
		<ul style="list-style-type: none"> Uses academic language/vocabulary specific to discipline(s) such as big ideas, concepts, principles. Requires students to use academic language in group work, class discussions, and on written assignments and presentations. Scaffolds for appropriate academic language through the use of active vocabulary instruction, modeling, sentence stems, word walls, etc. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Students were tasked with exploring new vocabulary words using the Frayer model before reading the Background Essay for Hammurabi lesson.
4.4	Anticipates, recognizes, and addresses learner misconceptions.		
	<ul style="list-style-type: none"> Systematically assesses prior knowledge of content to build on or reteach where misconceptions occur. Consistently surfaces student thinking in all learning tasks so that misconceptions can be found. Understands that misconceptions require explicit and repeated attention to replace with facts and actual applications. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Students were shown a map of Africa showing the thousands of ethnicities in the continent as well as the massive size of the continent. This broke the misconception about Africa being a country of similar people. 	

Standard #5: Application of Content	5.1	Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas).	
		<ul style="list-style-type: none"> • Uses questioning strategies and appropriate wait time. • Provides, prompts, solicits alternative explanations, and divergent thinking. • Uses models and analogies. • Scaffolds questioning to promote various types of thinking (compare/contrast, analysis, synthesis, etc.) • Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • When analyzing political cartoons, students were asked to speak out on what they noticed and what stood out to them. After reviewing the details and commentaries as a class, the students were asked to piece together the clues to guide them to the bigger idea(s)
	5.2	Designs lessons that encourage and engage students in making connections, constructing meaning, and engaging in critical reflection through the analysis and synthesis of varying perspectives.	
		<ul style="list-style-type: none"> • Connects current lessons with lessons and units from before and projects forward. • Intentionally embeds reflective opportunities within lessons. • Makes interdisciplinary connections. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Using the “Langston Hughes poem “I look at the world” I was able to encourage students to make connections from the poem to our dystopia unit as well as make personal connections to the poem through asking the students to complete sentence stems “This poem relates to dystopias... & The author’s message seems to be...& This line stood out to me because... “
	5.3	Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives.	
		<ul style="list-style-type: none"> • Uses multiple sources to convey multiple perspectives, supplementing textbooks with articles and other responsible media. • Designs learning tasks that require collaboration and honors different points of view. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Part of the requirement for my argumentative unit was that students include a counterargument and rebuttal. This required students to seek out articles with varying perspectives and analyze what others believe and why they believe that. The students then had to determine what they believed after reading articles that had different perspectives. For example, students took a stance on whether AI (Artificial Intelligence) was good for society or not through reading articles that were pro AI and against it
	5.4	Engages students and self in critical self-reflection to understand the beliefs and positions we hold, our worldviews, and where those perspectives come from.	
		<ul style="list-style-type: none"> • Creates lessons, activities, assignments that ask students to name and catalog their personal views. • Connects personal beliefs to other worldviews and perspectives. • Pushes students to integrate new information to rethink as necessary 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • In a Four Corner Discussion, students are given a statement that is projected on the front board. Students will read the statement, reflect, and position themselves in a corner on a spectrum of “strongly agree” to “strongly disagree.” After being given some time, students are to explain their stance. Students would provide an explanation on their beliefs, connecting to what they’ve learned and/or their morals and ethics. The rest of the class would listen to their stance and would branch off into asking for clarification or expanding on what has been said, providing a different perspective.

Standard #6: Assessment	6.1	Develops and consistently uses disciplinary standards to inform formative and summative assessments aligned to objectives and outcomes.	
		<ul style="list-style-type: none"> Defends use of specific assessment tools based on the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. Applies measurement theory and critical assessment, such as validity, reliability, bias, and scoring concerns to classroom practice. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Students are graded based on whether they met the project requirements and finished their piece; an important third aspect of this is how “finished” their piece is, or craftsmanship; their work is graded, in part, based on how polished a project is, things like smudges, wrinkles, and folds in their paper, and whether they cleaned up their linework or otherwise went the extra mile to make their projects look like a finished, presentable work.
	6.2	Uses a variety of formative assessments and checks for understanding throughout the lesson.	
		<ul style="list-style-type: none"> Embeds ongoing informal assessments in lessons, e.g., asking for student feedback about understanding; connections to prior lessons; yes-no-maybe responses; stoplights; what sticks with me (on sticky notes); thumbs up/down; think-pair-share; using practices that invite students to make their thinking visible. Constantly monitors and adjusts strategies in response to learner feedback. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> After teaching new vocab words I did a quick formative assessment where we stopped and students had to explain the meaning of a new vocabulary word to their partner and I didn’t move on until I clarified misconceptions/confusions about the words.
	6.3	Provides timely, specific, and meaningful feedback to students to help guide their learning, goal-setting, and understanding of the content and learning objectives.	
		<ul style="list-style-type: none"> Provides feedback that is positive, constructive, and focused on growth. Feedback is guided by learning targets and disciplinary standards. Makes adjustments as necessary to assist in communication with parents/guardians (language, method, etc.) Assures timely communication to all so that students can benefit from interventions, resources, ability to monitor his/her own progress. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> While grading essays, I was focused on giving strengths based, actionable feedback, that had one or two things to focus on to improve for the next essay. For example, one comment on a student’s paper said, “You did a good job with including both literal and inferential commentary in your paragraphs. I liked that in several sentences you clearly tied the stories together to your claim. You said, ‘Summing this up humans tend to run away like what happened in both stories. Tessie and Mary Maloney ran away with their problems...’” Some things to focus on for next time are making sure you’re always writing in 3rd person and that citations are formatted like this.
	6.4	Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.	
		<ul style="list-style-type: none"> Assures that students are aware of the learning goals and how progress is measured. Provides and instructs students with guidelines, checklists, rubrics, etc. aligned to the standards-based learning goals and assessments to enhance student capacity to monitor their own work and set goals. Co-constructs rubrics and learning goals collaboratively with students, e.g. by analyzing exemplars to generate criteria. Assists students in identifying strategies and resources to help them meet their goals. Provides opportunities for students to engage in self-reflection. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> In world geography, students are assessed on labeling the countries, capitals, and physical features of a continent (North & Central America, and South America) through <i>Seterra</i>, a map gaming website. Students have a review day where they can practice and review the countries, capitals, and physical features. They can assess their scores and watch their scores increase or decrease as they progress. When it comes to taking the test, students show their highest scores and I would input it in the gradebook.

Standard #7: Planning for Instruction	7.1	Plans daily and long-term lessons/units that are aligned with disciplinary standards and include appropriate learning objectives and measurable outcomes.	
		<ul style="list-style-type: none"> Develops short and long-term lesson/unit plans that develop big ideas over time. Uses knowledge of learning theory, subject matter, curriculum development, and student development to meet identified learning objectives. Identifies appropriate standard(s) with well-aligned objectives and measurable outcomes. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Planned long-term unit scope to build upon itself – each week’s lessons built upon previous week’s concepts. (Ex: Students begin learning about self-love before advancing to concepts of family-love, etc.) These concepts build on each other, activating student prior knowledge and connection building. I am planning all lessons for the current unit and post the learning targets and success criteria on the board for students to reference. I also plan activities that will help engage the students with measurable outcomes, such as counting the amount of text evidence used in an essay, number of questions answered accurately, or participation in discussions.
	7.2	Aligns daily and long-term lessons to learning objectives and outcomes.	
		<ul style="list-style-type: none"> Uses big ideas from disciplinary content standards to build a coherent lesson sequence tied to formative assessments. Plans individually and collaboratively, including disciplinary colleagues and those from different teams (e.g., Special Education, Interventionists) Incorporates contextual information when planning instruction that connects instructional goals and students’ experiences. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Weeklong learning segment structured to provide students with various forms of textual support to be used in constructing an answer to the segment’s guiding question at the end of each week. Regularly discuss unit goals and end-of-unit assessments to provide context for daily activities.
	7.3	Infuses multiple principles of learning theory to meet individual student learning needs.	
		<ul style="list-style-type: none"> Planning reflects intentional considerations to supporting students' varied strengths and needs (e.g., accommodations for students with IEPs, extension activities for Highly Capable Learners). Selects appropriate learning experiences and instructional strategies that positively impact student learning, and which are aligned to student strengths and needs. Plans with the following in mind: differentiation, universal design, theories of language acquisition, and cognitive, socio-emotional, and psychomotor domains to plan lessons and instructional activities Individual learning needs may include student language demands, IEPs, 504s, HCL. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> Usage of Pre-Flight checklist and a one segment rubric. These are focused on individual student responsibility and they focus on accommodation. Also, usage of chunking, immersive reader, Newsela, etc. In Unit 5 Chapter 2 Activity 2, students were instructed to read through the activity with friends and partners in order to ‘jigsaw’ information. I also suggested students sit in a place that was most comfortable to them or work alone if needed. This variation in approaches to the activity catered to students who needed extra support as well as students who moved at a faster pace. Also, reading the activity aloud to one another helps with science language acquisition. I support students by using ReadWorks, Learning Ally, and NewsELA in Language Arts and Social Studies. Students that need modified assignments to support their learning use these applications in both of our classes as they help scaffold and summarize information

<p>7.4</p>	<p>Uses assessment information to review, analyze, and adjust instruction to meet students' needs.</p> <ul style="list-style-type: none"> • Uses a variety of formal and informal assessment techniques to enhance knowledge of learners and evaluate students' progress and performances. • Monitors own teaching strategies and evaluates the effects of class activities on both individuals and the class as a whole. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Used results of formative assessment via class discussion to alter future lesson plan based on anticipated student needs (e.g., I learned they needed a writing-based activity rather than discussion). • During the first week of the new semester, students in every class took a pre-test and filled out a student info sheet. The pretest helped establish where the class was in content-related knowledge while the student info sheet asked questions like "how do you learn best?" And "what are you most curious to learn about this semester?" In this way, I could adjust my teaching to the students in the classroom rather than just following the curriculum. • I have assigned students to a role in a class debate based on assessment of written assignments. For those who have a lower level of understanding, I would pair them in a group of students with a higher level of understanding so they can learn from their peers. • Assessed students' poetry and other written work to determine needed remedial lessons.
<p>7.5</p>	<p>Designs lesson plans that foster critical analysis of social, cultural, and institutional systems and how they contribute to and/or respond to inequity.</p> <ul style="list-style-type: none"> • Lesson plans demonstrate a clear foundation in Equity, Diversity, and Inclusion (EDI) with links to Teaching Tolerance Standards: https://www.tolerance.org/frameworks/social-justice-standards_ • Creates in-class activities that ask students to examine and analyze current and historical forms of inequity and their consequences. • Creates classroom practices that positively reinforce students' identities and that addresses the needs of historically underrepresented groups (e.g., seating charts, discussion protocols, reinforcing class norms). • Teaches lessons that engage students in deeper analysis, comparison, connections of societal systems 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Sears and Roebuck (analyzing their place as a company and their effects on society, economics, and geography). • BLM lesson and connection of the concept of the single story to content in school, fostering critical thinking about what perspectives are presented. • Two lessons connecting the struggles in South Africa to larger phenomena of colonialism and racism. • Taught students about the importance of healthy relationships, reviewing what does and does not constitute a healthy, positive relationship. We looked at these types of relationships to better analyze the relationships that exist in each group's Book Club book. • During the Gilded Age unit, students looked at the types of working conditions in the factories and railroads, comparing gender wages and treatments. Students analyzed the social and institutional systems of how business owners treat their employees, resulting in the creation of labor unions and strikes. Students read testimonies and participated in simulations to understand the inequity of the wage cuts and working environments between genders and working classes.

Standard #8: Instructional Strategies	8.1	Creates consistent instructional routines (must include effective openings and closings for lessons and activities, reviews and connects to previous learning, looks ahead to next lessons).	
		<ul style="list-style-type: none"> • Uses effective openings that are related to learning objectives and make best use of class time, such as warm-up and do-now activities. • Uses effective openings that connect to previous lessons and foster curiosity and engagement in the day's lesson. • Uses effective closure activities that recap or emphasize what students have learned or accomplished that day. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • As students enter the Newrow classroom, I have an opening slide prepared for them. This consists of an encouraging greeting, a comment that tells them this is a good time to ask questions, and a practice problem that covers the past material of the unit.
	8.2	Discusses daily learning objectives collaboratively with students, addressing relevancy to previous learning, student knowledge, the community, future objectives, etc.	
		<ul style="list-style-type: none"> • Uses varied strategies to communicate objectives (written, verbal, modeling), what they mean, why they are important, how students will know when they have met them, and what they need to do to meet them if they have not. • Engages students in addressing objectives that relate to previous learning, other classes, experiences, community, and future goals. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Students write down the learning targets and success criteria each day in their packet and have access to all pages of the packet for each week. • Reflection on daily objective as exit ticket when time permits and always at the end of a unit.
	8.3	Provides opportunities to encourage student metacognition, including learning tasks to prompt students to make their thinking visible (e.g., through writing, speaking, illustrating, and self-monitoring progress toward goals).	
		<ul style="list-style-type: none"> • Uses learning tasks that invite students to make their thinking visible (e.g., graphic organizers, written conversations, etc.) • Provides students opportunities to explain how and what they understand in relation to the lesson for the day. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Students complete the Book Club reflection packet to demonstrate their thinking about the book and how their discussions with their groups go. • Students can assess how much is completed by checking the rubric attached to the packet. • Exit-tickets where students rate their preparedness for an assessment and explain why they are feeling that way.
	8.4	Supports disciplinary reading, writing, and thinking skills.	
	<ul style="list-style-type: none"> • Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of reading, writing, critical thinking, and problem-solving strategies. • Explicitly teaches students to read, write, and think appropriately for the discipline and the instructional materials used. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Daily writing prompts are given, typically during the warm-up, which gives students opportunities to work with different kinds of writing (comparisons, statements, preferences, questions, etc.) 	

	8.5	Uses appropriate supports to enhance student learning (may include modeling, scaffolding, providing guided and independent practice, and using appropriate visual supports).	
		<ul style="list-style-type: none"> • Uses the gradual release of responsibility (I do/we do/you do, guided practice/independent practice.) • Scaffolds and differentiates instruction appropriately for students' academic, social, and cultural strengths. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Students with IEPs were given a scaffolded semester final study guide in order to help them find the information they needed to answer the questions. • For the argumentative essay unit, I scaffolded instruction using a graphic organizer that chunked the essay paragraph by paragraph. Students could use this support if they felt they needed it or they could just type it in a word document.
	8.6	Integrates technology to enhance learning and meet individual student needs.	
		<ul style="list-style-type: none"> • Supports and expands learner expression in speaking, writing, and other media. • Knows how and when to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning experiences. • Intentionally considers both technological and non-technological approaches and selects the method that best suits the lesson and learners. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Utilized QR codes for students to access class materials in a more accessible way through technology. • During our dystopian reading unit students were allowed to use audio versions of their book such as audible.
Standard #9: Professional Learning and Ethical Practice	9.1	Engages in professional development informed by personal and academic goals (e.g. participates in disciplinary learning and professional organizations, attends social justice workshops, engages with colleagues in professional learning communities, practices self-care.)	
		<ul style="list-style-type: none"> • Applies knowledge gained through professional development to lessons, instructional materials, and activities. 	<u>Example(s) from Past Interns</u> <ul style="list-style-type: none"> • Participated in collaborative department meetings to establish scope and sequence of upcoming units. • Worked with other staff members to discuss curriculum and how to create overlaps and collaboration. • Joined the school's Racial Equity Team; attended social justice workshop. Participated in the staff book club meeting and contributed to staff discussion about identity. • Attended Professional Learning Community. Attended staff meetings to participate in disciplinary learning and to collaborate with colleagues in the community.

<p>9.2</p>	<p>Demonstrates professional responsibility, including following school expectations for conduct, productivity, and school community standards for professional work attire.</p> <ul style="list-style-type: none"> • Demonstrates reliability. • Takes responsibility to meet all teaching and professional obligations. • Demonstrates a strong commitment to the profession and his/her students and the whole school community. • Commits the necessary time and effort to meet obligations and positively impact student learning. • Is professional in dress, communication, deportment and meets employment standards appropriate for the school and community. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Consulted with parents, counselor, principal regarding placement of a student in future courses. • Followed the school's standards-based grading system for providing feedback on student work. • Consulted another teacher to ask for additional insight on classroom management. Reinforced rules in the school handbook. • Dressed professionally in work attire, adhering to school expectations and conduct. • Followed COVID procedures when I felt ill.
<p>9.3</p>	<p>Adheres to all professional laws, rules, and policies in an ethically and just manner.</p> <ul style="list-style-type: none"> • Interacts with schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works. • Implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting situations related to possible child abuse). • Respects the privacy of students and others with respect to confidentiality of information such as FERPA, HIPPA. • Adheres to mandated abuse/neglect reporting. • Adheres to code of professional conduct and appropriate interactions with students. • Stays knowledgeable of related laws and policies. • Maintains ethical responsibility to teaching/learning and students. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Followed IEP/504 plan accommodations and accounted for these differentiations in daily lesson planning. • Attended IEP meetings virtually with other teachers, parental guardians, and students present, and kept information confidential. Followed school guidelines for disciplinary action.
<p>9.4</p>	<p>Maintains records (e.g., performance, attendance, behavior, etc.) in an accurate and timely manner.</p> <ul style="list-style-type: none"> • Maintains useful records of student work and performance. • Communicates student progress knowledgeably and responsibly to students, parents, and other colleagues. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Completed an IEP check-in form to report student progress and areas for improvement. • Recorded attendance accurately and regularly. Recorded disciplinary actions, concerns, behaviors, and praise, and communicated feedback to other staff. • Completed semester grades well in advance of deadline so students could discuss concerns or discrepancies before grades locked for the semester. • Reviewed student assessment data with department. • Kept gradebook up-to-date.

Standard #10: Leadership and Collaboration	10.1	Demonstrates a flexible, collaborative, and assets-based approach to communications and interactions with supervisory team, students, colleagues, and families.	
		<ul style="list-style-type: none"> • Focuses on students’ strengths in all communications with students and their families. • Works to bridge the school-family-community relationships in all communications and interactions. • Advocates for students in meetings with colleagues and supervisory team with a flexible, problem-solving approach. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Focused on student strengths and goals while assisting with registration. Worked with parents to find solutions and strategies for students to succeed. • Worked with other staff and students to encourage students to see value in various approaches and forms of knowledge. • Worked with colleagues in PD to encourage them to see educational experiences through their students’ perspectives and practice empathy for students of color. • Spoke with the family of a student with IEP to discuss students’ progress and performance in class. Collaborated with a case manager on finding ways to teach and support students with IEP and 504 plans. Interacted with colleagues and families at the parent-teacher conference. Reflected on statistical analysis of final exam scores, related it to student performance, and adjusted lesson plans based on it.
	10.2	Communicates in a respectful, effective, appropriate, and professional manner, including communicating academic progress to students, parents/guardians, supervisory team, and colleagues.	
		<ul style="list-style-type: none"> • Listens carefully, does not make assumptions, and interacts professionally. • Develops relationships with staff and parents/family/guardians that help support student well-being and learning. • Communicates regularly and uses appropriate methods to meet the needs of the family/student/parents/guardians. • Takes time to learn about the student and family to better understand students’ learning needs. • Seeks out resources and works with colleagues/support staff to benefit the students’ learning and well-being. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • Reviewed rubrics with students for projects and assignments, communicating areas for improvement. • To keep families informed: interns sent introductory emails; sent weekly agendas with the lesson scope and additional school/classroom events or expectations; encouraged them to contact about questions or concerns; sent emails during grading periods about students’ grades, efforts, and successes, creating plans for success for those who needed more support; participated in parent conferences. • Gave parental guardians the opportunity to opt their students’ out of viewing a film by sending a synopsis, its rating, and the disciplinary reasons for using it. • Completed first semester grades well in advance of deadline to give students opportunities to discuss concerns or discrepancies before grades were locked.

	10.3	<p>Makes professional and respectful contributions through school-based activities.</p> <ul style="list-style-type: none"> • Participates in collegial activities designed to make the entire school a productive learning environment. • Participates in school activities in a sensitive and positive manner. 	<p><u>Example(s) from Past Interns</u></p> <ul style="list-style-type: none"> • MS team pivoted to replan lesson scope, sequence, and required readings for the remainder of a unit in response to concerns from nearby high school department. • Participated in after-school study hall for semester finals; became a tutor for after-school and virtual student support. Attended outside school performances [play production, band concert, choir/orchestra concert, baseball game, tennis match, etc.] to support students. • Assisted with registration; participated in interviews with and for students; supervised international club. • Participated in staff meetings and trainings; attended lunch-time clubs; joined the Racial Equity Team to contribute to a positive and inclusive academic environment.
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