

## Art

## Framework for Teaching Cluster 1: Clarity &amp; Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a)	F20	0	0	1	2	3.7
	SPR21	0	0	6	1	3.1
Demonstrating Knowledge of Students (1b)	F20	0	0	2	1	3.3
	SPR21	0	0	5	2	3.3
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c)	F20	0	0	0	3	4.0
	SPR21	0	0	4	3	3.4

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b)	F20	0	0	1	2	3.7
	SPR21	0	0	5	2	3.3
Communicating with Students (3a)	F20	0	0	2	1	3.3
	SPR21	0	0	2	5	3.7
Communicating with Students (3a)	F20	0	0	1	2	3.7
	SPR21	0	0	2	5	3.7
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b)	F20	0	0	2	1	3.3
	SPR21	0	0	6	1	3.1
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c)	F20	0	0	1	2	3.7
	SPR21	0	0	3	4	3.6

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a)	F20	0	0	1	2	3.7
	SPR21	0	0	4	3	3.4
Creating an Environment of Respect and Rapport (2a)	F20	0	0	0	3	4.0
	SPR21	0	0	2	5	3.7
Establishing a Culture for Learning (2b)	F20	0	0	2	1	3.3
	SPR21	0	0	2	5	3.7
Establishing a Culture for Learning (2b)	F20	0	0	1	2	3.7
	SPR21	0	0	3	4	3.6
Establishing a Culture for Learning (2b)	F20	0	0	0	3	4.0
	SPR21	0	0	4	3	3.4

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a)	F20	0	0	1	2	3.7
	SPR21	0	0	6	1	3.1
Managing Classroom Procedures (2c)	F20	0	0	2	1	3.3
	SPR21	0	0	3	3	3.5

### Framework for Teaching Cluster 3:

#### Art-2020-2021

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	F20	0	0	2	1	3.3
	SPR21	0	0	4	3	3.4
Managing Classroom Procedures (2c)	F20	0	0	3	0	3.0
	SPR21	0	0	5	2	3.3
Managing Student Behavior (2d)	F20	0	0	2	1	3.3
	SPR21	0	0	6	1	3.1
Managing Student Behavior (2e)	F20	0	0	2	1	3.3
	SPR21	0	0	2	5	3.7
Managing Student Behavior (2c)	F20	0	0	3	0	3.0
	SPR21	0	0	3	3	3.5

**Framework for Teaching Cluster 4 Scores: Intellectual Engagement**  
**Art-2020-2021**

		Level 1: Negative Learning Impact <i>The level of student intellectual engagement is low.</i>	Level 2: Limited Learning Impact <i>The level of student intellectual engagement is modest.</i>	Level 3: Strong Learning Impact <i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	Level 4: Student-Owned Learning Impact <i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	Mean Scores
Establishing a Culture for Learning (2b)	F20	0	0	2	1	3.3
	SPR21	0	0	4	3	3.4
	F20	0	0	2	1	3.3
Communicating With Students (3a)	SPR21	0	0	3	4	3.6
	F20	0	0	3	0	3.0
Engaging Students in Learning (3c)	SPR21	0	0	5	2	3.3
Using Questioning and Discussion Techniques (3b)	F20	0	0	3	0	3.0
	SPR21	0	0	6	1	3.1
Using Questioning and Discussion Techniques (3b)	F20	0	0	2	1	3.3
	SPR21	0	0	4	3	3.4
Using Questioning and Discussion Techniques (3b)	F20	0	0	2	1	3.3
	SPR21	0	0	5	2	3.3

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Using Questioning and Discussion Techniques (3b)	F20	0	0	2	1	3.3
	SPR21	0	0	3	4	3.6
Using Questioning and Discussion Techniques (3b)	F20	0	0	1	2	3.7
	SPR21	0	0	5	2	3.3
Engaging Students in Learning (3c)	F20	0	0	1	2	3.7
	SPR21	0	0	5	2	3.3

### Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f)	F20	0	0	1	2	3.7
	SPR21	0	0	4	3	3.4
Designing Student Assessments (1f)	F20	0	0	2	1	3.3
	SPR21	0	0	2	5	3.7
Using Assessment in Instruction (3d)	F20	0	0	2	1	3.3
	SPR21	0	0	5	2	3.3
Using Assessment in Instruction (3d)	F20	0	0	2	1	3.3
	SPR21	0	0	6	1	3.1
Demonstrating Flexibility and Responsiveness (3e)	F20	0	0	2	1	3.3
	SPR21	0	0	4	3	3.4
Demonstrating Flexibility and Responsiveness (3e)	F20	0	0	1	2	3.7
	SPR21	0	0	4	3	3.4
Maintaining Accurate Records, Communicating with Families (4b/4c)	F20	0	0	2	1	3.3
	SPR21	0	0	6	0	3.0
Reflecting on Teaching (4a)	F20	0	0	2	1	3.3
	SPR21	0	0	4	3	3.4



### Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d)	F20	0	0	2	1	3.3
	SPR 21	0	1	5	0	2.8
Participating in a Professional Community (4d)	F20	0	0	3	0	3.0
	SPR21	0	4	3	0	2.4
Growing and Developing Professionally (4e)	F20	0	0	3	0	3.0
	SPR 21	0	2	4	1	2.9
Participating in a Professional Community (4d)	F20	0	0	2	1	3.3
	SPR 21	0	0	6	0	3.0
Showing Professionalism (4f)	F20	0	0	3	0	3.0
	SPR 21	0	0	3	4	3.6
Showing Professionalism (4f)	F20	0	0	3	0	3.0
	SPR 21	0	0	6	1	3.1

Elementary BA

Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Content and Pedagogy (1a)	Spring 21	1	4	28	27	3.4
Demonstrating Knowledge of Students (1b)	Spring 21	0	4	30	27	3.4
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c)	Spring 21	0	3	27	31	3.5
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b)	Spring 21	3	5	24	32	3.4
Communicating with Students (3a)	Spring 21	0	3	21	37	3.6
Communicating with Students (3a)	Spring 21	1	6	16	28	3.5
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b)	Spring 21	1	4	29	27	3.3

Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c)	Spring 21	1	4	27	29	3.4
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## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a)	Spring 21	0	2	22	37	3.6
Creating an Environment of Respect and Rapport (2a)	Spring 21	0	2	17	42	3.7
Establishing a Culture for Learning (2b)	Spring 21	0	3	25	33	3.5
Establishing a Culture for Learning (2b)	Spring 21	0	5	20	36	3.5
Establishing a Culture for Learning (2b)	Spring 21	0	1	20	40	3.6
Creating an Environment of Respect and Rapport (2a)	Spring 21	0	4	17	40	3.6
Managing Classroom Procedures (2c)	Spring 21	0	5	21	35	3.5

### Framework for Teaching Cluster 3:

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	Spring 21	0	7	24	27	3.3
Managing Classroom Procedures (2c)	Spring 21	0	5	28	26	3.4
Managing Student Behavior (2d)	Spring 21	0	6	25	28	3.4
Managing Student Behavior (2e)	Spring 21	0	0	29	30	3.51
Managing Student Behavior (2c)	Spring 21	1	1	23	29	3.5

### Framework for Teaching Cluster 4 Scores: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)	Spring 21	1	3	25	30	3.4
Communicating With Students (3a)	Spring 21	0	3	21	36	3.6
Engaging Students in Learning (3c)	Spring 21	1	3	30	25	3.3
Using Questioning and Discussion Techniques (3b)	Spring 21	1	5	28	26	3.3
Using Questioning and Discussion Techniques (3b)	Spring 21	0	6	23	30	3.4
Using Questioning and Discussion Techniques (3b)	Spring 21	1	2	27	29	3.4
Using Questioning and Discussion Techniques (3b)	Spring 21	0	4	28	27	3.41
Using Questioning and Discussion Techniques (3b)	Spring 21	1	1	25	32	3.5
Engaging Students in Learning (3c)	Spring 21	0	4	23	31	3.5

### Framework for Teaching Cluster 5 Scores: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f)	Spring 21	0	5	27	27	3.4
Designing Student Assessments (1f)	Spring 21	1	3	23	33	3.5
Using Assessment in Instruction (3d)	Spring 21	1	4	26	28	3.4
Using Assessment in Instruction (3d)	Spring 21	0	3	30	26	3.4
Demonstrating Flexibility and Responsiveness (3e)	Spring 21	1	4	30	24	3.3
Demonstrating Flexibility and Responsiveness (3e)	Spring 21	0	2	20	37	3.6
Maintaining Accurate Records, Communicating with Families (4b/4c)	Spring 21	1	8	23	27	3.3
Reflecting on Teaching (4a)	Spring 21	0	4	20	34	3.5

### Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d)	Spring 21	1	4	26	28	3.4
Participating in a Professional Community (4d)	Spring 21	1	10	26	21	3.2
Growing and Developing Professionally (4e)	Spring 21	1	8	25	24	3.2
Participating in a Professional Community (4d)	Spring 21	1	7	22	28	3.3
Showing Professionalism (4f)	Spring 21	1	2	30	25	3.4
Showing Professionalism (4f)	Spring 21	1	2	31	24	3.3



## English BA: Fall 2020

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat clear	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the information is	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	0	1	0	4.00
Demonstrating Knowledge of Students	0	0	0	1	0	4.00
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instruction	0	0	0	1	0	4.00
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students	0	0	0	1	0	4.00
Communicating with Students	0	0	0	1	0	4.00
Communicating with Students	0	0	0	1	0	4.00
Communicating with Students, Using Questioning and Discussion Techniques	0	0	0	1	0	4.00
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	0	1	0	4.00

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and among students	Level 2: Limited Learning Impact   Interactions between teacher and students and among students	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both supportive and challenging	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels of student ownership	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	0	1	0	4.00
Creating an Environment of Respect and Rapport	0	0	0	1	0	4.00
Establishing a Culture for Learning	0	0	0	1	0	4.00
Establishing a Culture for Learning	0	0	0	1	0	4.00
Establishing a Culture for Learning	0	0	1	0	0	3.00
Creating an Environment of Respect and Rapport	0	0	1	0	0	3.00
Managing Classroom Procedures	0	0	0	0	1	0.00

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and chaotic.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	0	1	0	4.00
Managing Classroom Procedures	0	0	0	0	1	0.00
Managing Student Behavior	0	0	0	1	0	4.00
Organizing Physical Space	0	0	0	1	0	4.00
Managing Classroom Procedures	0	0	0	1	0	4.00

Level 1: Negative Learning Impact | The classroom environment is disorganized and chaotic. - 1.000 Level 2: Limited Learning Impact | The classroom is at times disorganized. - 2.000 Level 3: Strong Learning Impact | The classroom functions smoothly and efficiently. - 3.000 Level 4: Student-Owned Learning Impact | The classroom functions seamlessly. - 4.000

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	0	1	0	4.00
Communicating With Students	0	0	0	1	0	4.00
Engaging Students in Learning	0	0	0	1	0	4.00
Using Questioning and Discussion Techniques	0	0	0	1	0	4.00
Using Questioning and Discussion Techniques	0	0	0	1	0	4.00
Using Questioning and Discussion Techniques	0	0	0	1	0	4.00
Using Questioning and Discussion Techniques	0	0	0	1	0	4.00
Using Questioning and Discussion Techniques	0	0	0	0	1	0.00
Engaging Students in Learning	0	0	0	1	0	4.00

Level 1: Negative Learning Impact | The level of student intellectual engagement is low. - 1.000 Level 2: Limited Learning Impact | The level of student intellectual engagement is modest. - 2.000 Level 3: Strong Learning Impact | The level of student intellectual engagement is high, creating a culture of learning. - 3.000 Level 4: Student-Owned Learning Impact | The level of student intellectual engagement is demonstrated. - 4.000

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ..	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ..	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ..	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	1	0	0	3.00
Designing Student Assessments	0	0	0	1	0	4.00
Using Assessment in Instruction	0	0	0	1	0	4.00
Using Assessment in Instruction	0	0	0	1	0	4.00
Demonstrating Flexibility and Responsiveness	0	0	0	1	0	4.00
Demonstrating Flexibility and Responsiveness	0	0	0	1	0	4.00
Maintaining Accurate Records, Communicating with Families	0	0	0	1	0	4.00
Reflecting on Teaching	0	0	0	1	0	4.00

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ..	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ..	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ..	N/A	Mean
Participating in a Professional Community	0	0	0	1	0	4.00
Participating in a Professional Community	0	0	1	0	0	3.00
Growing and Developing Professionally	0	0	0	1	0	4.00
Participating in a Professional Community	0	0	1	0	0	3.00
Showing Professionalism	0	0	0	1	0	4.00
Showing Professionalism	0	0	0	1	0	4.00

Level 1: Negative Learning Impact | The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students. - 1.000

**MAC: Elementary-Spring 2021**

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat clear	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the information is	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	4	0	0	3.00
Demonstrating Knowledge of Students	0	0	2	2	0	3.50
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instruction	0	0	4	0	0	3.00
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students	0	0	3	1	0	3.25
Communicating with Students	0	0	4	0	0	3.00
Communicating with Students	0	0	4	0	0	3.00
Communicating with Students, Using Questioning and Discussion Techniques	0	0	4	0	0	3.00
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	3	1	0	3.25

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and among students	Level 2: Limited Learning Impact   Interactions between teacher and students and among students	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both supportive and challenging	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels of student ownership	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	2	2	0	3.50
Creating an Environment of Respect and Rapport	0	0	3	1	0	3.25
Establishing a Culture for Learning	0	0	3	1	0	3.25
Establishing a Culture for Learning	0	0	4	0	0	3.00
Establishing a Culture for Learning	0	0	1	3	0	3.75
Creating an Environment of Respect and Rapport	0	1	1	2	0	3.25
Managing Classroom Procedures	0	0	3	1	0	3.25

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and ...	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	4	0	0	3.00
Managing Classroom Procedures	0	0	3	0	1	3.00
Managing Student Behavior	0	0	4	0	0	3.00
Organizing Physical Space	0	0	4	0	0	3.00
Managing Classroom Procedures	0	0	2	1	1	3.33

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a c...	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is dem ...	N/A	Mean
Establishing a Culture for Learning	0	0	4	0	0	3.00
Communicating With Students	0	0	4	0	0	3.00
Engaging Students in Learning	0	1	3	0	0	2.75
Using Questioning and Discussion Techniques	0	2	2	0	0	2.50
Using Questioning and Discussion Techniques	0	0	4	0	0	3.00
Using Questioning and Discussion Techniques	0	1	3	0	0	2.75
Using Questioning and Discussion Techniques	0	0	4	0	0	3.00
Using Questioning and Discussion Techniques	0	0	4	0	0	3.00
Engaging Students in Learning	0	0	3	1	0	3.25

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ...	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ...	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ...	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	4	0	0	3.00
Designing Student Assessments	0	0	4	0	0	3.00
Using Assessment in Instruction	0	0	4	0	0	3.00
Using Assessment in Instruction	0	1	3	0	0	2.75
Demonstrating Flexibility and Responsiveness	0	1	3	0	0	2.75
Demonstrating Flexibility and Responsiveness	0	0	3	1	0	3.25
Maintaining Accurate Records, Communicating with Families	0	1	2	0	1	2.67
Reflecting on Teaching	0	0	4	0	0	3.00

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin...	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE...	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm...	N/A	Mean
Participating in a Professional Community	0	1	3	0	0	2.75
Participating in a Professional Community	0	2	0	0	2	2.00
Growing and Developing Professionally	0	1	2	1	0	3.00
Participating in a Professional Community	0	0	3	0	1	3.00
Showing Professionalism	0	0	4	0	0	3.00
Showing Professionalism	0	0	4	0	0	3.00

## MAC: English-Fall 2020

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat clear	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the information is	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	1	1	0	3.50
Demonstrating Knowledge of Students	0	0	1	1	0	3.50
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instruction	0	0	2	0	0	3.00
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students	0	1	0	1	0	3.00
Communicating with Students	0	0	1	1	0	3.50
Communicating with Students	0	1	0	1	0	3.00
Communicating with Students, Using Questioning and Discussion Techniques	0	0	1	1	0	3.50
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	2	0	0	3.00

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and among students	Level 2: Limited Learning Impact   Interactions between teacher and students and among students	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both supportive and	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels of	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	2	0	0	3.00
Establishing a Culture for Learning	0	0	2	0	0	3.00
Establishing a Culture for Learning	0	1	0	1	0	3.00
Creating an Environment of Respect and Rapport	0	1	1	0	0	2.50
Managing Classroom Procedures	0	1	0	1	0	3.00

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and...	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	2	0	0	3.00
Managing Classroom Procedures	0	1	0	1	0	3.00
Managing Student Behavior	0	0	1	1	0	3.50
Organizing Physical Space	0	0	0	2	0	4.00
Managing Classroom Procedures	0	0	0	1	1	4.00

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a c...	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is dem...	N/A	Mean
Establishing a Culture for Learning	0	0	1	1	0	3.50
Communicating With Students	0	0	1	1	0	3.50
Engaging Students in Learning	0	0	2	0	0	3.00
Using Questioning and Discussion Techniques	0	0	2	0	0	3.00
Using Questioning and Discussion Techniques	0	0	1	1	0	3.50
Using Questioning and Discussion Techniques	0	1	0	1	0	3.00
Using Questioning and Discussion Techniques	0	0	1	1	0	3.50
Using Questioning and Discussion Techniques	0	1	1	0	0	2.50
Engaging Students in Learning	0	0	1	1	0	3.50



**Rubric : Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ..	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ..	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ..	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	0	2	0	4.00
Designing Student Assessments	0	0	0	2	0	4.00
Using Assessment in Instruction	0	0	2	0	0	3.00
Using Assessment in Instruction	0	0	0	2	0	4.00
Demonstrating Flexibility and Responsiveness	0	0	2	0	0	3.00
Demonstrating Flexibility and Responsiveness	0	0	0	2	0	4.00
Maintaining Accurate Records, Communicating with Families	0	0	0	2	0	4.00
Reflecting on Teaching	0	0	0	2	0	4.00

**Rubric : Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ..	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ..	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ..	N/A	Mean
Participating in a Professional Community	0	0	2	0	0	3.00
Participating in a Professional Community	0	0	2	0	0	3.00
Growing and Developing Professionally	0	0	1	1	0	3.50
Participating in a Professional Community	0	0	1	1	0	3.50
Showing Professionalism	0	0	0	2	0	4.00
Showing Professionalism	0	0	2	0	0	3.00

**MAC: English-Spring 2021**

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat cle	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	2	1	0	3.33
Demonstrating Knowledge of Students	0	0	2	1	0	3.33
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru	0	0	2	1	0	3.33
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Stud	0	0	2	1	0	3.33
Communicating with Students	0	0	2	1	0	3.33
Communicating with Students	0	0	2	1	0	3.33
Communicating with Students, Using Questioning and Discussion Techniques	0	1	1	1	0	3.00
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	2	1	0	3.33

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	1	2	0	3.67
Creating an Environment of Respect and Rapport	0	0	2	1	0	3.33
Establishing a Culture for Learning	0	0	2	1	0	3.33
Establishing a Culture for Learning	0	1	2	0	0	2.67
Establishing a Culture for Learning	0	1	2	0	0	2.67
Creating an Environment of Respect and Rapport	0	1	2	0	0	2.67
Managing Classroom Procedures	0	2	0	1	0	2.67

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and inefficiently.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	1	2	0	0	2.67
Managing Classroom Procedures	0	1	2	0	0	2.67
Managing Student Behavior	0	0	2	1	0	3.33
Organizing Physical Space	0	1	2	0	0	2.67
Managing Classroom Procedures	0	0	1	0	2	3.00

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	1	2	0	3.67
Communicating With Students	0	0	2	1	0	3.33
Engaging Students in Learning	0	0	3	0	0	3.00
Using Questioning and Discussion Techniques	0	0	3	0	0	3.00
Using Questioning and Discussion Techniques	0	1	2	0	0	2.67
Using Questioning and Discussion Techniques	0	1	2	0	0	2.67
Using Questioning and Discussion Techniques	0	1	1	1	0	3.00
Using Questioning and Discussion Techniques	0	1	2	0	0	2.67
Engaging Students in Learning	0	0	2	1	0	3.33

**Rubric : Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	1	1	1	0	3.00
Designing Student Assessments	0	0	2	1	0	3.33
Using Assessment in Instruction	0	1	2	0	0	2.67
Using Assessment in Instruction	0	1	2	0	0	2.67
Demonstrating Flexibility and Responsiveness	0	0	3	0	0	3.00
Demonstrating Flexibility and Responsiveness	0	0	2	1	0	3.33
Maintaining Accurate Records, Communicating with Families	0	3	0	0	0	2.00
Reflecting on Teaching	0	0	2	1	0	3.33

**Rubric : Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm	N/A	Mean
Participating in a Professional Community	0	0	2	1	0	3.33
Participating in a Professional Community	0	2	1	0	0	2.33
Growing and Developing Professionally	0	1	2	0	0	2.67
Participating in a Professional Community	0	2	1	0	0	2.33
Showing Professionalism	0	0	2	1	0	3.33
Showing Professionalism	0	0	3	0	0	3.00

**MAC: Science-Fall 2020**

**Rubric : Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat cle	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	5	3	0	3.38
Demonstrating Knowledge of Students	0	0	3	5	0	3.62
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru ..	0	0	7	1	0	3.12
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Stud ..	0	0	6	2	0	3.25
Communicating with Students	0	0	3	5	0	3.62
Communicating with Students	0	0	5	3	0	3.38
Communicating with Students  Using Questioning and Discussion Techniques	0	0	5	3	0	3.38
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	4	4	0	3.50

**Rubric : Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen..	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo..	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels ..	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	5	3	0	3.38
Creating an Environment of Respect and Rapport	0	0	4	4	0	3.50
Establishing a Culture for Learning	0	0	7	1	0	3.12
Establishing a Culture for Learning	0	2	5	1	0	2.88
Establishing a Culture for Learning	0	0	6	2	0	3.25
Creating an Environment of Respect and Rapport	0	0	6	2	0	3.25
Managing Classroom Procedures	0	0	6	2	0	3.25

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and inefficient.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	8	0	0	3.00
Managing Classroom Procedures	0	0	8	0	0	3.00
Managing Student Behavior	0	0	7	1	0	3.12
Organizing Physical Space	0	0	7	1	0	3.12
Managing Classroom Procedures	0	0	3	2	3	3.40

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	6	2	0	3.25
Communicating With Students	0	0	5	3	0	3.38
Engaging Students in Learning	0	0	7	1	0	3.12
Using Questioning and Discussion Techniques	0	0	7	1	0	3.12
Using Questioning and Discussion Techniques	0	0	6	2	0	3.25
Using Questioning and Discussion Techniques	0	0	6	2	0	3.25
Using Questioning and Discussion Techniques	0	0	7	1	0	3.12
Using Questioning and Discussion Techniques	0	2	5	1	0	2.88
Engaging Students in Learning	0	0	4	4	0	3.50

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ...	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ...	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ...	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	3	5	0	3.62
Designing Student Assessments	0	0	5	3	0	3.38
Using Assessment in Instruction	0	0	7	1	0	3.12
Using Assessment in Instruction	0	0	4	4	0	3.50
Demonstrating Flexibility and Responsiveness	0	0	6	2	0	3.25
Demonstrating Flexibility and Responsiveness	0	0	3	5	0	3.62
Maintaining Accurate Records, Communicating with Families	0	0	3	5	0	3.62
Reflecting on Teaching	0	0	4	4	0	3.50

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ...	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ...	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ...	N/A	Mean
Participating in a Professional Community	0	0	7	1	0	3.12
Participating in a Professional Community	0	0	6	0	2	3.00
Growing and Developing Professionally	0	0	4	4	0	3.50
Participating in a Professional Community	0	0	5	3	0	3.38
Showing Professionalism	0	0	5	3	0	3.38
Showing Professionalism	0	0	4	4	0	3.50

**MAC: Social Studies-Fall 2020**

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are ..	Level 2: Limited Learning Impact   The instructional purpose and learnign tasks are somewhat cle ..	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info ..	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are ..	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy (civics, geography, economics, history, social behavioral ..	0	0	2	2	0	3.50
Demonstrating Knowledge of Students	0	0	1	3	0	3.75
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru ..	0	0	1	3	0	3.75
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating With Stu ..	0	0	2	2	0	3.50
Communicating with Students	0	0	2	2	0	3.50
Communicating With Students	0	0	2	2	0	3.50
Communicating With Students, Using Questioning and Discussion Techniques	0	0	2	2	0	3.50
Using Questioning and Discussion Techniques, Engaging Students In Learning	0	0	2	2	0	3.50

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon ..	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen ..	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo ..	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels ..	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	1	3	0	3.75
Creating an Environment of Respect and Rapport	0	0	1	3	0	3.75
Establishing a Culture for Learning	0	0	3	1	0	3.25
Establishing a Culture for Learning	0	0	4	0	0	3.00
Establishing a Culture for Learning	0	0	2	2	0	3.50
Creating an Environment of Respect and Rapport	0	0	3	1	0	3.25
Managing Classroom Procedures	0	0	2	2	0	3.50



**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and ...	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	3	1	0	3.25
Managing Classroom Procedures	0	0	4	0	0	3.00
Managing Student Behavior	0	0	1	3	0	3.75
Organizing Physical Space	0	0	4	0	0	3.00
Managing Classroom Procedures	0	0	2	2	0	3.50

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a c...	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is dem ...	N/A	Mean
Establishing a Culture for Learning	0	0	3	1	0	3.25
Communicating With Students	0	0	3	1	0	3.25
Engaging Students in Learning	0	0	2	2	0	3.50
Using Questioning and Discussion Techniques	0	0	3	1	0	3.25
Using Questioning and Discussion Techniques	0	0	2	2	0	3.50
Using Questioning and Discussion Techniques	0	0	4	0	0	3.00
Using Questioning and Discussion Techniques	0	0	3	1	0	3.25
Using Questioning and Discussion Techniques	0	0	4	0	0	3.00
Engaging Students in Learning	0	0	2	2	0	3.50

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ..	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ..	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ..	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	0	4	0	4.00
Designing Student Assessments	0	0	2	2	0	3.50
Using Assessment in Instruction	0	0	2	2	0	3.50
Using Assessment in Instruction	0	0	4	0	0	3.00
Demonstrating Flexibility and Responsiveness	0	0	4	0	0	3.00
Demonstrating Flexibility and Responsiveness	0	0	2	2	0	3.50
Maintaining Accurate Records, Communicating with Families	0	0	3	1	0	3.25
Reflecting on Teaching	0	0	1	3	0	3.75

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ..	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with profes ..	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ..	N/A	Mean
Participating in a Professional Community	0	0	3	1	0	3.25
Participating in a Professional Community	0	1	3	0	0	2.75
Growing and Developing Professionally	0	0	2	2	0	3.50
Participating in a Professional Community	0	0	4	0	0	3.00
Showing Professionalism	0	0	4	0	0	3.00
Showing Professionalism	0	0	2	2	0	3.50

## MAC: Social Studies-Spring 2021

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are ..	Level 2: Limited Learning Impact   The instructional purpose and learnign tasks are somewhat de ..	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info ..	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are ..	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy (civics, geography, economics, history, social behavioral ..	0	0	3	1	0	3.25
Demonstrating Knowledge of Students	0	0	2	2	0	3.50
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru ..	0	0	3	1	0	3.25
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating With Stu ..	0	0	3	1	0	3.25
Communicating with Students	0	0	1	3	0	3.75
Communicating With Students	0	0	3	1	0	3.25
Communicating With Students, Using Questioning and Discussion Techniques	0	0	3	1	0	3.25
Using Questioning and Discussion Techniques, Engaging Students In Learning	0	0	3	1	0	3.25

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon ..	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen ..	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo ..	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels ..	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	3	1	0	3.25
Creating an Environment of Respect and Rapport	0	0	2	2	0	3.50
Establishing a Culture for Learning	0	0	2	2	0	3.50
Establishing a Culture for Learning	0	0	3	1	0	3.25
Establishing a Culture for Learning	0	0	3	1	0	3.25
Creating an Environment of Respect and Rapport	0	0	3	1	0	3.25
Managing Classroom Procedures	0	0	3	1	0	3.25

Level 1: Negative Learning Impact | Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student responsiveness. 1.000

**Rubric : Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The classroom environment is disorganized and...	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	3	1	0	3.25
Managing Classroom Procedures	0	2	1	1	0	2.75
Managing Student Behavior	0	0	2	2	0	3.50
Organizing Physical Space	0	0	2	2	0	3.50
Managing Classroom Procedures	0	0	1	2	1	3.67

**Rubric : Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a c...	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is dem...	N/A	Mean
Establishing a Culture for Learning	0	0	3	1	0	3.25
Communicating With Students	0	0	3	1	0	3.25
Engaging Students in Learning	0	0	2	2	0	3.50
Using Questioning and Discussion Techniques	0	0	2	2	0	3.50
Using Questioning and Discussion Techniques	0	0	3	1	0	3.25
Using Questioning and Discussion Techniques	0	2	1	1	0	2.75
Using Questioning and Discussion Techniques	0	0	3	1	0	3.25
Using Questioning and Discussion Techniques	0	1	2	1	0	3.00
Engaging Students in Learning	0	0	3	1	0	3.25

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ...	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ...	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ...	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	3	1	0	3.25
Designing Student Assessments	0	0	2	2	0	3.50
Using Assessment in Instruction	0	0	3	1	0	3.25
Using Assessment in Instruction	0	0	2	2	0	3.50
Demonstrating Flexibility and Responsiveness	0	0	3	1	0	3.25
Demonstrating Flexibility and Responsiveness	0	0	2	2	0	3.50
Maintaining Accurate Records, Communicating with Families	0	0	3	1	0	3.25
Reflecting on Teaching	0	0	0	4	0	4.00

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ...	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ...	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ...	N/A	Mean
Participating in a Professional Community	0	0	3	1	0	3.25
Participating in a Professional Community	0	0	2	2	0	3.50
Growing and Developing Professionally	0	0	2	2	0	3.50
Participating in a Professional Community	0	0	2	2	0	3.50
Showing Professionalism	0	0	2	2	0	3.50
Showing Professionalism	0	0	3	1	0	3.25

## Physical Education: Spring 2021

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students. (1 pts)	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students. (2 pts)	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students. (3 pts)	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students. (4 pts)	Mean	Mode	Stdev
Demonstrating Knowledge of Content and Pedagogy	0	0	5	0	3.000	3.000	0.000
Demonstrating Knowledge of Students	0	1	3	1	3.000	3.000	0.632
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes	0	0	4	1	3.200	3.000	0.400
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques	0	1	4	0	2.800	3.000	0.400
Communicating with Students	0	0	5	0	3.000	3.000	0.000
Communicating with Students	0	0	5	0	3.000	3.000	0.000
Communicating with Students, Using Questioning and Discussion Techniques	0	0	5	0	3.000	3.000	0.000
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	5	0	3.000	3.000	0.000

## Rubric View: Framework for Teaching Cluster 2: Learning Environment

	Level 1: Negative Learning Impact   Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance. (1 pts)	Level 2: Limited Learning Impact   Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance. (2 pts)	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work. (3 pts)	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality. (4 pts)	Mean	Mode	Stdev
Creating an Environment of Respect and Rapport	0	1	4	0	2.800	3.000	0.400
Creating an Environment of Respect and Rapport	0	0	5	0	3.000	3.000	0.000
Establishing a Culture for Learning	0	0	5	0	3.000	3.000	0.000
Establishing a Culture for Learning	0	2	3	0	2.600	3.000	0.490
Establishing a Culture for Learning	0	0	5	0	3.000	3.000	0.000
Creating an Environment of Respect and Rapport	0	2	3	0	2.600	3.000	0.490
Managing Classroom Procedures	0	0	5	0	3.000	3.000	0.000

## Rubric View: Framework for Teaching Cluster 3: Classroom Management

	Level 1: Negative Learning Impact   The classroom environment is disorganized and chaotic. (1 pts)	Level 2: Limited Learning Impact   The classroom is at times disorganized. (2 pts)	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently. (3 pts)	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly. (4 pts)	Mean	Mode	Stdev
Managing Classroom Procedures	0	1	4	0	2.800	3.000	0.400
Managing Classroom Procedures	0	1	3	1	3.000	3.000	0.632
Managing Student Behavior	0	0	4	1	3.200	3.000	0.400
Organizing Physical Space	0	0	4	1	3.200	3.000	0.400
Managing Classroom Procedures	0	1	3	0	2.750	3.000	0.433



## Rubric View: Framework for Teaching Cluster 4: Intellectual Engagement

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low. (1 pts)	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest. (2 pts)	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds. (3 pts)	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking. (4 pts)	Mean	Mode	Stdev
Establishing a Culture for Learning	0	0	5	0	3.000	3.000	0.000
Communicating With Students	0	1	4	0	2.800	3.000	0.400
Engaging Students in Learning	0	2	3	0	2.600	3.000	0.490
Using Questioning and Discussion Techniques	0	2	3	0	2.600	3.000	0.490
Using Questioning and Discussion Techniques	0	2	3	0	2.600	3.000	0.490
Using Questioning and Discussion Techniques	0	3	2	0	2.400	2.000	0.490
Using Questioning and Discussion Techniques	0	2	3	0	2.600	3.000	0.490
Using Questioning and Discussion Techniques	0	1	4	0	2.800	3.000	0.400
Engaging Students in Learning	0	0	5	0	3.000	3.000	0.000

## Rubric View: Framework for Teaching Cluster 5: Successful Learning

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning of all students. (1 pts)	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure the learning of all students. (2 pts)	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure the learning of all students. (3 pts)	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully ensures learning by all students. (4 pts)	Mean	Mode	Stdev
Setting Instructional Outcomes, Designing Student Assessments	0	2	3	0	2.600	3.000	0.490
Designing Student Assessments	0	1	4	0	2.800	3.000	0.400
Using Assessment in Instruction	0	4	1	0	2.200	2.000	0.400
Using Assessment in Instruction	0	0	5	0	3.000	3.000	0.000
Demonstrating Flexibility and Responsiveness	0	1	4	0	2.800	3.000	0.400
Demonstrating Flexibility and Responsiveness	0	1	3	1	3.000	3.000	0.632
Maintaining Accurate Records, Communicating with Families	0	1	4	0	2.800	3.000	0.400
Reflecting on Teaching	0	3	2	0	2.400	2.000	0.490

## Rubric View: Framework for Teaching Cluster 6: Professionalism

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students. (1 pts)	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students. (2 pts)	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students. (3 pts)	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students. (4 pts)	Mean	Mode	Stdev
Participating in a Professional Community	0	0	5	0	3.000	3.000	0.000
Participating in a Professional Community	0	2	3	0	2.600	3.000	0.490
Growing and Developing Professionally	0	2	3	0	2.600	3.000	0.490
Participating in a Professional Community	0	0	5	0	3.000	3.000	0.000
Showing Professionalism	0	0	4	1	3.200	3.000	0.400
Showing Professionalism	0	0	4	1	3.200	3.000	0.400

### Preschool: Fall 2020 & Spring 2021

## Framework for Teaching Cluster 1: Clarity & Accuracy

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
	F20	0	0	5	1	3.2

Demonstrating Knowledge of Content and Pedagogy (1a)	SPR21	0	0	1	0	3.0
Demonstrating Knowledge of Students (1b)	F20	0	0	1	5	3.8
	SPR21	0	0	1	0	3.0
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c)	F20	0	0	3	3	3.5
	SPR21	0	0	1	0	3.0

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>	
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b)	F20	0	0	1	5	3.8
	SPR21	0	0	1	0	3.0
Communicating with Students (3a)	F20	0	0	2	4	3.7
	SPR21	0	0	1	0	3.0
Communicating with Students (3a)	F20	0	0	0	6	4.0
	SPR21	0	0	1	0	3.0
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b)	F20	0	0	3	3	3.5
	SPR21	0	0	1	0	3.0
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c)	F20	0	0	2	4	3.7
	SPR21	0	0	1	0	3.0

## Framework for Teaching Cluster 2: Learning Environment

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and moderate levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a)	F20	0	0	2	4	3.7
	SPR21	0	0	0	2	4.0
Creating an Environment of Respect and Rapport (2a)	F20	0	0	0	6	4.0
	SPR21	0	0	0	2	4.0
Establishing a Culture for Learning (2b)	F20	0	0	4	2	3.3
	SPR21	0	0	0	2	4.0
Establishing a Culture for Learning (2b)	F20	0	0	5	1	3.2
	SPR21	0	0	0	2	4.0
Establishing a Culture for Learning (2b)	F20	0	0	4	2	3.3
	SPR21	0	0	1	1	3.5

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>	
Creating an Environment of Respect and Rapport (2a)	F20	0	0	4	2	3.3
	SPR21	0	0	1	1	3.5
Managing Classroom Procedures (2c)	F20	0	0	2	4	3.7
	SPR21	0	0	0	2	4.0

### Framework for Teaching Cluster 3: Classroom Management

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>	
Managing Classroom Procedures (2c)	F20	0	0	3	3	3.5
	SPR21	0	0	1	1	3.5
Managing Classroom Procedures (2c)	F20	0	0	4	2	3.3
	SPR21	0	0	1	1	3.5
Managing Student Behavior (2d)	F20	0	0	2	4	3.7
	SPR21	0	0	0	2	4.0
Managing Student Behavior (2e)	F20	0	0	4	2	3.3
	SPR21	0	0	1	1	3.5
Managing Student Behavior (2c)	F20	0	0	1	4	3.8
	SPR21	0	0	0	2	4.0



### Framework for Teaching Cluster 4: Intellectual Engagement

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Establishing a Culture for Learning (2b)	F20	0	0	3	3	3.5
	SPR21	0	0	0	1	4.0
	F20	0	0	2	4	3.7
Communicating With Students (3a)	SPR21	0	0	1	1	3.5
	F20	0	0	2	4	3.7
Engaging Students in Learning (3c)	SPR21	0	0	2	0	3.0
Using Questioning and Discussion Techniques (3b)	F20	0	0	5	1	3.2
	SPR21	0	0	2	0	3.0
Using Questioning and Discussion Techniques (3b)	F20	0	0	5	1	3.2
	SPR21	0	0	1	1	3.5
Using Questioning and Discussion Techniques (3b)	F20	0	0	5	1	3.2
	SPR21	0	0	2	0	3.0

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>	
Using Questioning and Discussion Techniques (3b)	F20	0	0	5	1	3.2
	SPR21	0	0	2	0	3.0
Using Questioning and Discussion Techniques (3b)	F20	0	0	5	1	3.2
	SPR21	0	0	1	1	3.5
Engaging Students in Learning (3c)	F20	0	0	3	3	3.5
	SPR21	0	0	1	1	3.5

### Framework for Teaching Cluster 5: Successful Learning

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f)	F20	0	0	4	2	3.3
	SPR21	0	0	2	0	3.0
Designing Student Assessments (1f)	F20	0	0	2	4	3.7
	SPR21	0	0	0	2	4.0
Using Assessment in Instruction (3d)	F20	0	0	4	2	3.3
	SPR21	0	0	2	0	3.0
Using Assessment in Instruction (3d)	F20	0	0	4	2	3.3
	SPR21	0	0	1	1	3.5
Demonstrating Flexibility and Responsiveness (3e)	F20	0	0	5	1	3.2
	SPR21	0	0	2	0	3.0
Demonstrating Flexibility and Responsiveness (3e)	F20	0	0	2	4	3.7
	SPR21	0	0	1	1	3.5
Maintaining Accurate Records, Communicating with Families (4b/4c)	F20	0	0	4	2	3.3
	SPR21	0	0	0	2	4.0
Reflecting on Teaching (4a)	F20	0	0	3	3	3.5
	SPR21	0	0	1	1	3.5

### Framework for Teaching Cluster 6: Professionalism

		Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
		<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d)	F20	0	0	3	3	3.5
	SPR 21	0	0	1	1	3.5
Participating in a Professional Community (4d)	F20	0	0	5	1	3.2
	SPR21	0	0	2	0	3.0
Growing and Developing Professionally (4e)	F20	0	0	4	2	3.3
	SPR 21	0	0	2	0	3.0
Participating in a Professional Community (4d)	F20	0	0	4	2	3.3
	SPR 21	0	0	2	0	3.0
Showing Professionalism (4f)	F20	0	0	4	2	3.3
	SPR 21	0	0	1	1	3.5
Showing Professionalism (4f)	F20	0	0	5	1	3.2
	SPR 21	0	0	2	0	3.0

## Social Studies Fall 2020

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are ..	Level 2: Limited Learning Impact   The instructional purpose and learnign tasks are somewhat cle ..	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info ..	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are ..	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy (civics, geography, economics, history, social behavioral ..	0	0	7	1	0	3.12
Demonstrating Knowledge of Students	0	0	5	3	0	3.38
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru ..	0	0	3	5	0	3.62
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating With Stu ..	0	0	3	5	0	3.62
Communicating with Students	0	0	6	2	0	3.25
Communicating With Students	0	0	4	4	0	3.50
Communicating With Students, Using Questioning and Discussion Techniques	0	0	4	4	0	3.50
Using Questioning and Discussion Techniques, Engaging Students In Learning	0	0	2	6	0	3.75

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon ..	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen ..	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo ..	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels ..	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	5	3	0	3.38
Creating an Environment of Respect and Rapport	0	0	1	7	0	3.88
Establishing a Culture for Learning	0	0	4	4	0	3.50
Establishing a Culture for Learning	0	0	4	4	0	3.50
Establishing a Culture for Learning	0	0	3	5	0	3.62
Creating an Environment of Respect and Rapport	0	0	4	4	0	3.50
Managing Classroom Procedures	0	0	5	3	0	3.38

**Rubric : Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The classroom environment is disorganized and inefficient.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	5	3	0	3.38
Managing Classroom Procedures	0	0	6	2	0	3.25
Managing Student Behavior	0	0	4	4	0	3.50
Organizing Physical Space	0	0	4	3	1	3.43
Managing Classroom Procedures	0	0	4	2	2	3.33

**Rubric : Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	3	5	0	3.62
Communicating With Students	0	0	4	4	0	3.50
Engaging Students in Learning	0	0	5	3	0	3.38
Using Questioning and Discussion Techniques	0	0	6	2	0	3.25
Using Questioning and Discussion Techniques	0	0	4	4	0	3.50
Using Questioning and Discussion Techniques	0	0	4	4	0	3.50
Using Questioning and Discussion Techniques	0	0	4	4	0	3.50
Using Questioning and Discussion Techniques	0	0	6	2	0	3.25
Engaging Students in Learning	0	0	5	3	0	3.38

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	3	5	0	3.62
Designing Student Assessments	0	0	5	3	0	3.38
Using Assessment in Instruction	0	0	6	2	0	3.25
Using Assessment in Instruction	0	0	5	3	0	3.38
Demonstrating Flexibility and Responsiveness	0	0	4	4	0	3.50
Demonstrating Flexibility and Responsiveness	0	0	2	6	0	3.75
Maintaining Accurate Records, Communicating with Families	0	0	6	2	0	3.25
Reflecting on Teaching	0	0	2	6	0	3.75

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm	N/A	Mean
Participating in a Professional Community	0	0	5	2	1	3.29
Participating in a Professional Community	0	0	4	1	3	3.20
Growing and Developing Professionally	0	0	6	2	0	3.25
Participating in a Professional Community	0	0	4	3	1	3.43
Showing Professionalism	0	0	7	1	0	3.12
Showing Professionalism	0	0	5	3	0	3.38

## Special Education Fall 2020

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students. - 1.000	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat clear; the information presented is somewhat accurate or appropriate and somewhat suitable for the students. - 2.000	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the information presented is accurate or appropriate and suitable for the students. - 3.000	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are clear; the information presented is accurate or appropriate and suitable for the students. - 4.000	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	3	2	0	3.40
Demonstrating Knowledge of Students	0	0	0	5	0	4.00
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Purpose and Learning Tasks	0	0	1	4	0	3.80
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students	0	0	1	4	0	3.80
Communicating with Students	0	0	1	4	0	3.80
Communicating with Students	0	0	1	4	0	3.80
Communicating with Students, Using Questioning and Discussion Techniques	0	0	2	3	0	3.60
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	2	3	0	3.60

Level 1: Negative Learning Impact | The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students. - 1.000

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student achievement. - 1.000	Level 2: Limited Learning Impact   Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student achievement. - 2.000	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both supportive and challenging. - 3.000	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels of student achievement. - 4.000	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	0	5	0	4.00
Creating an Environment of Respect and Rapport	0	0	0	5	0	4.00
Establishing a Culture for Learning	0	0	3	2	0	3.40
Establishing a Culture for Learning	0	0	3	2	0	3.40
Establishing a Culture for Learning	0	0	1	4	0	3.80
Creating an Environment of Respect and Rapport	0	0	3	2	0	3.40
Managing Classroom Procedures	0	0	3	2	0	3.40

Level 1: Negative Learning Impact | Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student achievement. - 1.000



**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and inefficient.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	3	2	0	3.40
Managing Classroom Procedures	0	0	3	2	0	3.40
Managing Student Behavior	0	0	2	3	0	3.60
Organizing Physical Space	0	0	1	4	0	3.80
Managing Classroom Procedures	0	0	3	2	0	3.40

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	3	2	0	3.40
Communicating With Students	0	0	1	4	0	3.80
Engaging Students in Learning	0	0	4	1	0	3.20
Using Questioning and Discussion Techniques	0	0	4	1	0	3.20
Using Questioning and Discussion Techniques	0	0	1	4	0	3.80
Using Questioning and Discussion Techniques	0	0	2	3	0	3.60
Using Questioning and Discussion Techniques	0	0	4	1	0	3.20
Using Questioning and Discussion Techniques	0	0	3	2	0	3.40
Engaging Students in Learning	0	0	2	3	0	3.60

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ..	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ..	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ..	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	1	4	0	3.80
Designing Student Assessments	0	0	1	4	0	3.80
Using Assessment in Instruction	0	0	2	3	0	3.60
Using Assessment in Instruction	0	0	2	3	0	3.60
Demonstrating Flexibility and Responsiveness	0	0	1	4	0	3.80
Demonstrating Flexibility and Responsiveness	0	0	2	3	0	3.60
Maintaining Accurate Records, Communicating with Families	0	0	0	5	0	4.00
Reflecting on Teaching	0	0	1	4	0	3.80

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ..	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ..	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ..	N/A	Mean
Participating in a Professional Community	0	0	2	3	0	3.60
Participating in a Professional Community	0	0	2	3	0	3.60
Growing and Developing Professionally	0	0	1	4	0	3.80
Participating in a Professional Community	0	0	2	3	0	3.60
Showing Professionalism	0	0	1	4	0	3.80
Showing Professionalism	0	0	2	3	0	3.60

## Spring 2021

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learnign tasks are somewhat cle	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	0	2	0	4.00
Demonstrating Knowledge of Students	0	0	0	2	0	4.00
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru ..	0	0	0	2	0	4.00
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Stud ..	0	0	0	2	0	4.00
Communicating with Students	0	0	0	2	0	4.00
Communicating with Students	0	0	0	2	0	4.00
Communicating with Students, Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	0	2	0	4.00

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	0	2	0	4.00
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Managing Classroom Procedures	0	0	0	2	0	4.00

Level 1: Negative Learning Impact | Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student engagement. 1.000

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and chaotic.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	0	2	0	4.00
Managing Classroom Procedures	0	0	0	2	0	4.00
Managing Student Behavior	0	0	0	2	0	4.00
Organizing Physical Space	0	0	0	2	0	4.00
Managing Classroom Procedures	0	0	0	2	0	4.00

■ Level 1: Negative Learning Impact | The classroom environment is disorganized and chaotic. - 1.000 ■ Level 2: Limited Learning Impact | The classroom is at times disorganized. - 2.000 ■ Level 3: Strong Learning Impact | The classroom functions smoothly and efficiently. - 3.000 ■ Level 4: Student-Owned Learning Impact | The classroom functions seamlessly. - 4.000

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	0	2	0	4.00
Communicating With Students	0	0	0	2	0	4.00
Engaging Students in Learning	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Engaging Students in Learning	0	0	0	2	0	4.00

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ..	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ..	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ..	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	0	2	0	4.00
Designing Student Assessments	0	0	0	2	0	4.00
Using Assessment in Instruction	0	0	0	2	0	4.00
Using Assessment in Instruction	0	0	0	2	0	4.00
Demonstrating Flexibility and Responsiveness	0	0	0	2	0	4.00
Demonstrating Flexibility and Responsiveness	0	0	0	2	0	4.00
Maintaining Accurate Records, Communicating with Families	0	0	0	2	0	4.00
Reflecting on Teaching	0	0	0	2	0	4.00

■ Level 1: Negative Learning Impact | The teacher makes no attempt to ensure the learning of all students - 1.000 ■ Level 2: Limited Learning Impact | The teacher makes sporadic or inconsistent attempts to ensure the learning of all students - 2.000

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ..	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ..	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ..	N/A	Mean
Participating in a Professional Community	0	0	0	2	0	4.00
Participating in a Professional Community	0	0	0	2	0	4.00
Growing and Developing Professionally	0	0	0	2	0	4.00
Participating in a Professional Community	0	0	0	2	0	4.00
Showing Professionalism	0	0	0	2	0	4.00
Showing Professionalism	0	0	0	2	0	4.00

## WVU Teach-Science

Fall 2020

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are ..	Level 2: Limited Learning Impact   The instructional purpose and learnign tasks are somewhat cle ..	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info ..	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are ..	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	0	2	0	4.00
Demonstrating Knowledge of Students	0	0	2	0	0	3.00
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru ..	0	0	0	2	0	4.00
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Stud ..	0	0	0	2	0	4.00
Communicating with Students	0	0	0	2	0	4.00
Communicating with Students	0	0	0	2	0	4.00
Communicating with Students, Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	0	2	0	4.00

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon ..	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen ..	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo ..	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels ..	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Creating an Environment of Respect and Rapport	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	0	2	0	4.00
Establishing a Culture for Learning	0	0	0	2	0	4.00
Creating an Environment of Respect and Rapport	0	0	2	0	0	3.00
Managing Classroom Procedures	0	0	0	2	0	4.00

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and inefficient.	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	1	1	0	3.50
Managing Classroom Procedures	0	0	2	0	0	3.00
Managing Student Behavior	0	0	1	1	0	3.50
Organizing Physical Space	0	0	1	1	0	3.50
Managing Classroom Procedures	0	0	0	0	2	0.00

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a culture of learning.	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is demonstrated.	N/A	Mean
Establishing a Culture for Learning	0	0	0	2	0	4.00
Communicating With Students	0	0	0	2	0	4.00
Engaging Students in Learning	0	0	2	0	0	3.00
Using Questioning and Discussion Techniques	0	0	2	0	0	3.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	0	2	0	4.00
Using Questioning and Discussion Techniques	0	0	2	0	0	3.00
Using Questioning and Discussion Techniques	0	0	2	0	0	3.00
Engaging Students in Learning	0	0	0	2	0	4.00

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ...	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ...	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ...	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	0	2	0	4.00
Designing Student Assessments	0	0	0	2	0	4.00
Using Assessment in Instruction	0	0	0	2	0	4.00
Using Assessment in Instruction	0	0	2	0	0	3.00
Demonstrating Flexibility and Responsiveness	0	0	0	2	0	4.00
Demonstrating Flexibility and Responsiveness	0	0	0	2	0	4.00
Maintaining Accurate Records, Communicating with Families	0	0	1	1	0	3.50
Reflecting on Teaching	0	0	0	2	0	4.00

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin...	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE...	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm...	N/A	Mean
Participating in a Professional Community	0	0	2	0	0	3.00
Participating in a Professional Community	0	0	0	0	2	0.00
Growing and Developing Professionally	0	0	1	1	0	3.50
Participating in a Professional Community	0	0	1	1	0	3.50
Showing Professionalism	0	0	1	1	0	3.50
Showing Professionalism	0	0	1	1	0	3.50



## Spring 2021

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat cle	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the info	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	0	2	1	0	3.33
Demonstrating Knowledge of Students	0	0	2	1	0	3.33
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instru	0	0	2	1	0	3.33
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Stud	0	0	2	1	0	3.33
Communicating with Students	0	0	2	1	0	3.33
Communicating with Students	0	0	1	2	0	3.67
Communicating with Students, Using Questioning and Discussion Techniques	0	0	3	0	0	3.00
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	2	1	0	3.33

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and amon	Level 2: Limited Learning Impact   Interactions between teacher and students and among studen	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both suppo	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels	N/A	Mean
Creating an Environment of Respect and Rapport	0	0	2	1	0	3.33
Creating an Environment of Respect and Rapport	0	0	2	1	0	3.33
Establishing a Culture for Learning	0	0	3	0	0	3.00
Establishing a Culture for Learning	0	0	3	0	0	3.00
Establishing a Culture for Learning	0	1	2	0	0	2.67
Creating an Environment of Respect and Rapport	0	1	1	1	0	3.00
Managing Classroom Procedures	0	0	3	0	0	3.00

**Rubric :** Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The classroom environment is disorganized and ...	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	2	1	0	3.33
Managing Classroom Procedures	0	0	2	1	0	3.33
Managing Student Behavior	0	0	3	0	0	3.00
Organizing Physical Space	0	0	3	0	0	3.00
Managing Classroom Procedures	0	0	1	0	2	3.00

**Rubric :** Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a c...	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is dem ...	N/A	Mean
Establishing a Culture for Learning	0	0	3	0	0	3.00
Communicating With Students	0	1	2	0	0	2.67
Engaging Students in Learning	0	0	3	0	0	3.00
Using Questioning and Discussion Techniques	0	1	2	0	0	2.67
Using Questioning and Discussion Techniques	0	1	1	1	0	3.00
Using Questioning and Discussion Techniques	0	1	2	0	0	2.67
Using Questioning and Discussion Techniques	0	0	3	0	0	3.00
Using Questioning and Discussion Techniques	0	1	2	0	0	2.67
Engaging Students in Learning	0	0	2	1	0	3.33

**Rubric :** Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ..	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ..	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ..	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	2	1	0	3.33
Designing Student Assessments	0	0	2	1	0	3.33
Using Assessment in Instruction	0	0	2	1	0	3.33
Using Assessment in Instruction	0	0	2	1	0	3.33
Demonstrating Flexibility and Responsiveness	0	0	2	1	0	3.33
Demonstrating Flexibility and Responsiveness	0	0	2	1	0	3.33
Maintaining Accurate Records, Communicating with Families	0	0	2	1	0	3.33
Reflecting on Teaching	0	0	2	1	0	3.33

**Rubric :** Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes ..	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin ..	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE ..	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm ..	N/A	Mean
Participating in a Professional Community	0	0	2	1	0	3.33
Participating in a Professional Community	0	0	1	2	0	3.67
Growing and Developing Professionally	0	0	3	0	0	3.00
Participating in a Professional Community	0	0	3	0	0	3.00
Showing Professionalism	0	0	2	1	0	3.33
Showing Professionalism	0	0	2	1	0	3.33

## WVU Teach Math

Spring 2021

**Rubric :** Framework for Teaching Cluster 1: Clarity & Accuracy (Aggregate Student Performance)

	Level 1: Negative Learning Impact   The instructional purpose and learning tasks are	Level 2: Limited Learning Impact   The instructional purpose and learning tasks are somewhat clear	Level 3: Strong Learning Impact   The instructional purpose and learning tasks are clear; the information is	Level 4: Student-Owned Learning Impact   The purpose and learning tasks of the lesson are	N/A	Mean
Demonstrating Knowledge of Content and Pedagogy	0	1	5	3	0	3.22
Demonstrating Knowledge of Students	0	0	5	4	0	3.44
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Purpose	0	1	3	5	0	3.44
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students	0	1	4	4	0	3.33
Communicating with Students	0	0	6	3	0	3.33
Communicating with Students	0	0	5	4	0	3.44
Communicating with Students, Using Questioning and Discussion Techniques	0	1	5	3	0	3.22
Using Questioning and Discussion Techniques, Engaging Students in Learning	0	0	9	0	0	3.00

**Rubric :** Framework for Teaching Cluster 2: Learning Environment (Aggregate Student Performance)

	Level 1: Negative Learning Impact   Interactions between teacher and students and among students	Level 2: Limited Learning Impact   Interactions between teacher and students and among students	Level 3: Strong Learning Impact   The classroom is characterized by interactions that are both supportive and challenging	Level 4: Student-Owned Learning Impact   Classroom interactions indicate high levels of student ownership	N/A	Mean
Creating an Environment of Respect and Rapport	0	1	5	3	0	3.22
Creating an Environment of Respect and Rapport	0	0	5	4	0	3.44
Establishing a Culture for Learning	0	0	5	4	0	3.44
Establishing a Culture for Learning	0	1	6	2	0	3.11
Establishing a Culture for Learning	0	1	4	4	0	3.33
Creating an Environment of Respect and Rapport	0	1	5	3	0	3.22
Managing Classroom Procedures	0	1	5	2	1	3.12

**Rubric : Framework for Teaching Cluster 3: Classroom Management (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The classroom environment is disorganized and ..	Level 2: Limited Learning Impact   The classroom is at times disorganized.	Level 3: Strong Learning Impact   The classroom functions smoothly and efficiently.	Level 4: Student-Owned Learning Impact   The classroom functions seamlessly.	N/A	Mean
Managing Classroom Procedures	0	0	8	1	0	3.11
Managing Classroom Procedures	0	1	6	1	1	3.00
Managing Student Behavior	0	1	6	2	0	3.11
Organizing Physical Space	0	2	5	2	0	3.00
Managing Classroom Procedures	0	0	2	2	5	3.50

**Rubric : Framework for Teaching Cluster 4: Intellectual Engagement (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The level of student intellectual engagement is low.	Level 2: Limited Learning Impact   The level of student intellectual engagement is modest.	Level 3: Strong Learning Impact   The level of student intellectual engagement is high, creating a c..	Level 4: Student-Owned Learning Impact   The level of student intellectual engagement is dem ..	N/A	Mean
Establishing a Culture for Learning	0	0	7	2	0	3.22
Communicating With Students	0	1	4	4	0	3.33
Engaging Students in Learning	0	4	4	1	0	2.67
Using Questioning and Discussion Techniques	0	1	5	3	0	3.22
Using Questioning and Discussion Techniques	0	1	4	4	0	3.33
Using Questioning and Discussion Techniques	0	5	0	4	0	2.89
Using Questioning and Discussion Techniques	0	1	7	1	0	3.00
Using Questioning and Discussion Techniques	0	1	7	1	0	3.00
Engaging Students in Learning	0	0	8	1	0	3.11

**Rubric : Framework for Teaching Cluster 5: Successful Learning (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The teacher makes no attempt to ensure the learning ...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to ensure ...	Level 3: Strong Learning Impact   The teacher makes thoughtful and genuine attempts to ensure ...	Level 4: Student-Owned Learning Impact   The teacher consistently and successfully en ...	N/A	Mean
Setting Instructional Outcomes, Designing Student Assessments	0	0	5	4	0	3.44
Designing Student Assessments	0	0	5	4	0	3.44
Using Assessment in Instruction	0	1	4	4	0	3.33
Using Assessment in Instruction	0	3	2	3	1	3.00
Demonstrating Flexibility and Responsiveness	0	0	6	3	0	3.33
Demonstrating Flexibility and Responsiveness	0	0	5	4	0	3.44
Maintaining Accurate Records, Communicating with Families	0	3	2	4	0	3.11
Reflecting on Teaching	0	1	3	5	0	3.44

**Rubric : Framework for Teaching Cluster 6: Professionalism (Aggregate Student Performance)**

	Level 1: Negative Learning Impact   The teacher makes no attempt to continue with profes...	Level 2: Limited Learning Impact   The teacher makes sporadic or inconsistent attempts to contin...	Level 3: Strong Learning Impact   The teacher makes genuine attempts to continue with PROFE...	Level 4: Student-Owned Learning Impact   The teacher demonstrates a deep commitm...	N/A	Mean
Participating in a Professional Community	0	0	7	2	0	3.22
Participating in a Professional Community	0	3	6	0	0	2.67
Growing and Developing Professionally	0	3	4	2	0	2.89
Participating in a Professional Community	0	0	7	2	0	3.22
Showing Professionalism	0	0	5	4	0	3.44
Showing Professionalism	0	0	9	0	0	3.00

## Framework for Teaching Cluster 1: Clarity & Accuracy

Cluster One scores look at a candidates' abilities as they relate to clarity and accuracy in their teaching of content. When clinical placement supervisors and cooperating teachers are assessing student's abilities for clarity and accuracy, they are seeing if candidates can:

Teaching Components:	Teacher Behaviors to Observe:
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4	<ul style="list-style-type: none"> <li>• Content and the structure of the discipline</li> <li>• Prerequisite relationships</li> <li>• Content-related pedagogy</li> </ul>
Demonstrating Knowledge of Students (1b) InTASC 1; InTASC 2; InTASC 7	<ul style="list-style-type: none"> <li>• Students' skills, knowledge, and language proficiency</li> <li>• Students' interests and cultural heritage</li> </ul>
Setting Instructional Outcomes (1c) InTASC 1	<ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul>
Demonstrating Knowledge of Resources (1d)	<ul style="list-style-type: none"> <li>• For classroom use</li> <li>• To extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul>
Designing Coherent Instruction (1e) InTASC 1; InTASC 4; InTASC 7	<ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>
Communicating with Students (3a) InTASC 5	<ul style="list-style-type: none"> <li>• Setting expectations for learning</li> <li>• Providing directions for activities</li> <li>• Explaining the content</li> <li>• Use both oral and written language</li> </ul>
Using Questioning and Discussion Techniques (3b) InTASC 8	<ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>
Engaging Students in Learning (3c) InTASC 8	<ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>

The following table illustrates the number of students scoring at each level and the mean score for each component.

## Framework for Teaching Cluster 1: Clarity & Accuracy

	CONSIDERATIONS		INDICATORS	
	<ul style="list-style-type: none"> <li>In what ways do the learning outcomes challenge students to think critically? (1c)</li> <li>In what ways are the learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill? (1a/1c)</li> <li>What examples do you see of congruence between the activities and instructional outcomes? (1c/1e)</li> <li>What might be some ways to adapt lessons to meet the needs of all students? (1b/1d/1e)</li> <li>How does teachers' deep understanding of the content support intellectual work by students during lessons? (1a/1e)</li> </ul>		<ul style="list-style-type: none"> <li>Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1b/1c)</li> <li>Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1a/1c)</li> <li>Planned resources and activities aligned to the instructional purpose (1d/1e)</li> <li>Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)</li> <li>Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b/3c)</li> </ul>	
	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact
	<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>
Demonstrating Knowledge of Content and Pedagogy (1a) InTASC 4	The teacher's plans indicate weak content knowledge. (1a)	The teacher's plans reflect rudimentary understanding of the discipline. (1a)	The teacher can identify important concepts of the discipline and their relationships to one another. (1a)	The teacher cites intra- and interdisciplinary content relationships. (1a)
Demonstrating Knowledge of Students (1b) InTASC 1; InTASC 2;	The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning. (1b)	The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning. (1b)	The teacher has identified broad skill groups of students within the class and uses this information in planning. (1b)	The teacher knows the proficiency level of each student in the class and incorporated this understanding into plans. (1b)
Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes (1a/1b/1c) InTASC 1; InTASC 2; InTASC 4	Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for most students in the class. (1a/1b/1c)	Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class. (1a/1b/1c)	Learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class. (1a/1b/1c)	Learning outcomes are written in the form of student learning and are aligned to learning standards. They allow for all students in the class to be sufficiently challenged. (1a/1b/1c)
Demonstrating Knowledge of Resources, Designing Coherent Instruction, Communicating with Students, Using Questioning and Discussion Techniques (1d/1e; 3a/3b) InTASC 1; InTASC 5; InTASC 8	Planned learning tasks, materials, and question sequences are of low cognitive challenge and unrelated to the lesson's stated purpose or are no suitable for many students. (1d/1e; 3a/3b)	Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students. (1d/1e; 3a/3b)	Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class. (1d/1e; 3a/3b)	Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports. (1d/1e; 3a/3b)



	<b>Level 1: Negative Learning Impact</b>	<b>Level 2: Limited Learning Impact</b>	<b>Level 3: Strong Learning Impact</b>	<b>Level 4: Student-Owned Learning Impact</b>
	<i>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable for the students.</i>	<i>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students.</i>	<i>The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students.</i>	<i>The purpose and learning tasks of the lesson are very clear, and the information presented is accurate and suitable to the students.</i>
Communicating with Students (3a) InTASC 5	At no time during the lesson does the teacher convey to the students what they will be learning. (3a)	The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. (3a)	The teacher states clearly, at some point during the lesson, what the students are learning. (3a)	The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to the broader outcomes of the curriculum. (3a)
Communicating with Students (3a) InTASC 5	The teacher makes a serious error of content or academic language that will affect student's understanding of the lesson. (3a)	The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language. (3a)	The teacher makes no content errors and models the correct use of academic language. (3a)	The teacher explains the content clearly, using metaphors and analogies or inviting student predications to connect content to real life experiences. (3a)
Communicating with Students: Using Questioning and Discussion Techniques (3a/3b) InTASC 5; InTASC 8	Students indicate through body language or verbal language that they don't understand the content being presented. (3a/3b)	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. (3a/3b)	The teacher's explanation of content is clear and invites student participation and thinking. (3a/3b)	The teacher's carefully crafted questions enable students to extend the lesson objectives for deeper understanding. (3a/3b)
Using Questioning and Discussion Techniques, Engaging Students in Learning (3b/3c) InTASC 1; InTASC 3; InTASC 8	Students appear confused about the learning task. (3b/3c)	The teacher finds it necessary to clarify the learning task multiple times so that students can complete it. (3b/3c)	Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so. (3b/3c)	Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes. (3b/3c)

## Framework for Teaching Cluster 2: Learning Environment

Cluster two scores look at a candidates' abilities as they relate to the learning environment they establish. When clinical placement supervisors and cooperating teachers are assessing student's abilities for establishing a learning environment, they are seeing if candidates can:

Teaching Components:	Teacher Behaviors to Observe:
Creating an Environment of Respect and Rapport (2a) InTASC 3	<ul style="list-style-type: none"><li>• Teacher interaction with students, including both words and actions</li><li>• Student interaction with students, including both words and actions</li></ul>
Establishing a Culture for Learning (2b)	<ul style="list-style-type: none"><li>• Expectations for learning and achievement</li><li>• Student pride in work</li></ul>
Managing Classroom Procedures (2c)	<ul style="list-style-type: none"><li>• Performance of classroom routines</li><li>• Supervision of volunteers and paraprofessionals</li></ul>

The following table illustrates the number of students scoring at each level and the mean score for each component.

## Framework for Teaching Cluster 2: Learning Environment

	CONSIDERATIONS		INDICATORS	
	<ul style="list-style-type: none"> <li>In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment? (2a)</li> <li>How do teachers convey high expectations for student learning and encourage hard work and perseverance? (2b)</li> <li>In what ways do teachers create classrooms that are safe for risk taking? (2b)</li> <li>How do students take ownership of their work and demonstrate a commitment to mastering challenging content? (2b)</li> <li>How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs? (2a/2b)</li> </ul>		<ul style="list-style-type: none"> <li>Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a)</li> <li>High levels of cognitive energy (2b)</li> <li>A safe environment for student risk taking (2b)</li> <li>High expectations for students' capabilities for learning (2b)</li> <li>Productive student engagement is small group work (2c)</li> <li>Students persevere, even in the face of challenges (2b)</li> </ul>	
	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact
	<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>
Creating an Environment of Respect and Rapport (2a) InSTAC 3	The teacher uses disrespectful talk toward students and does not address disrespectful interactions among students. (2a)	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect; the teacher attempts to respond to disrespectful behavior among students, with uneven results. (2a)	Talk between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students. (2a)	Talk between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students. (2a)
Creating an Environment of Respect and Rapport (2a) InSTAC 3	The teacher displays no familiarity with, or caring about, individual students' interests or personalities. (2a)	The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful. (2a)	The teacher makes connections with individual students. (2a)	The teacher demonstrates knowledge and caring about the lives of students beyond school. (2a)
Establishing a Culture for Learning (2b)	The teacher conveys, to at least some students, that the work is too challenging for them. (2b)	The teacher conveys only modest learning expectations for most students. (2b)	The teacher has high expectations for most students and demonstrates high regard for students' abilities. (2b)	Students' questions, comments, and writing indicate high expectations for self and desire for deep understanding of the content. (2b)
Establishing a Culture for Learning (2b)	Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty. (2b)	The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner. (2b)	Student work and conduct during a lesson indicate a commitment to high quality; students persevere in understanding challenging content. (2b)	Students engage in productive struggle, take initiative to improve the quality of their work, and look for ways to extend their learning. (2b)

	<b>Level 1: Negative Learning Impact</b>	<b>Level 2: Limited Learning Impact</b>	<b>Level 3: Strong Learning Impact</b>	<b>Level 4: Student-Owned Learning Impact</b>
	<i>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance.</i>	<i>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modes levels of student perseverance.</i>	<i>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work.</i>	<i>Classroom interactions indicate high levels of caring and respect, student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality.</i>
Establishing a Culture for Learning (2b)	Students participate in only routine responses and tasks that require only low levels of risk taking. (2b)	Few students offer their ideas on questions that seem to entail intellectual risk. (2b)	Students participate willingly and appear confident in offering their ideas in front of classmates. (2b)	Students volunteer ideas, even when these ideas might seem to be unpopular among classmates. (2b)
Creating an Environment of Respect and Rapport (2a) InSTAC 3	Students receive no support from their classmates. (2a)	Students offer assistance to classmates in a supportive manner when prompted by the teacher. (2a)	Students spontaneously offer assistance to classmates in a supportive manner. (2a)	Students recognize and express appreciation for the efforts of their classmates. (2a)
Managing Classroom Procedures (2c)	Students show no signs of active collaboration. (2c)	Group work is sometimes collaborative, sometimes not. (2c)	Students are productively engaged collaboratively with a partner or during small group work. (2c)	Group work is productive; groups take ownership of, and pride in, the products of their work. All members contribute to the group's work. (2c)

**Framework for Teaching Cluster 3: Classroom Management**

Cluster three scores look at a candidates’ abilities as they relate to classroom management. When clinical placement supervisors and cooperating teachers are assessing student’s abilities for their classroom management abilities, they are seeing if candidates can:

Teaching Components:	Teacher Behaviors to Observe:
Managing Classroom Procedures (2c)	<ul style="list-style-type: none"><li>• Performance of classroom routines</li><li>• Supervision of volunteers and paraprofessionals</li></ul>
Managing Student Behavior (2d)	<ul style="list-style-type: none"><li>• Expectations</li><li>• Monitoring student behavior</li><li>• Response to student misbehavior</li></ul>

The following table illustrates the number of students scoring at each level and the mean score for each component.

## Framework for Teaching Cluster 3: Classroom Management

	CONSIDERATIONS		INDICATORS	
	<ul style="list-style-type: none"> <li>In what ways are classrooms well run and organized? (2c)</li> <li>How might the classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time? (2c)</li> <li>How might students themselves take a more active role in ensuring a productive classroom? (2c)</li> <li>In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? (2d)</li> <li>How does the physical environment in classrooms support learning and engagement? (2e)</li> </ul>		<ul style="list-style-type: none"> <li>Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)</li> <li>Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)</li> <li>Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when Necessary) by teacher or students, or both (2d)</li> <li>Physical environment supportive of learning activities (2e)</li> <li>Productive contribution to the class by volunteers and paraprofessionals (2c)</li> </ul>	
	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact
	<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>
Managing Classroom Procedures (2c)	Classroom procedures for transitions and other non-instructional duties are either absent or ineffective, resulting in the loss of significant instructional time. (2c)	Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time. (2c)	Effective and efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction. (2c)	Students take the initiative with their classmates to ensure non-instructional routines run smoothly; productive classroom norms are well established, and students as well as the teacher act to maintain them. (2c)
Managing Classroom Procedures (2c)	Small groups not working with the teacher are not involved in productive work. (2c)	Small groups are only intermittently engaged while not working directly with the teacher. (2c)	All students are productively engaged during small-group work, indicating established procedures. (2c)	Students ensure productive small-group work by, for example, assigning roles. (2c)
Managing Student Behavior (2d)	No standards of conduct appear to have been established, the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it. (2d)	Standards of conduct appear to have been set, but the teacher's attempts to maintain order are uneven, or the teacher's response to student misbehavior is inconsistent. (2d)	The teacher regularly monitors student behavior; student behavior is generally appropriate when needed, the teacher's response to misbehavior is effective. (2d)	The teacher's monitoring of student behavior is seamless, and preventative accomplished through nonverbal means; student behavior is entirely appropriate. (2d)
Managing Student Behavior (2e)	There are physical hazards in the classroom, endangering student safety. (2e)	The physical environment is not an impediment to learning but does not enhance it. (2e)	The classroom is arranged to support the instructional goals and learning activities. (2e)	Students take the initiative to contribute to and adjust the physical environment to support learning for all students. (2e)

	<b>Level 1: Negative Learning Impact</b>	<b>Level 2: Limited Learning Impact</b>	<b>Level 3: Strong Learning Impact</b>	<b>Level 4: Student-Owned Learning Impact</b>
	<i>The classroom environment is disorganized and chaotic.</i>	<i>The classroom is at times disorganized.</i>	<i>The classroom functions smoothly and efficiently.</i>	<i>The classroom functions seamlessly.</i>
Managing Student Behavior (2c)	Volunteers and paraprofessionals have no defined role and may be idle much of the time. (2c)	Volunteers and paraprofessionals participate but require frequent supervision, or their work is not well integrated with classroom activities. (2c)	Volunteers and paraprofessionals work with minimal supervision in sync with the classroom goals. (2c)	Volunteers and paraprofessionals understand their roles and responsibilities and take the initiative in their work in the class. (2c)

### Framework for Teaching Cluster 4 Scores: Intellectual Engagement

Cluster Four scores look at a candidates' abilities as they relate to intellectual engagement of students. When clinical placement supervisors and cooperating teachers are assessing student's abilities for intellectual engagement, they are seeing if candidates can:

Teaching Components:	Teacher Behaviors to Observe:
Establishing a Culture for Learning (2b)	<ul style="list-style-type: none"><li>• Instilling importance of content and of learning</li><li>• Expectations for learning and achievement</li><li>• Student pride in their work</li></ul>
Communicating with Students (3a) InTASC 5	<ul style="list-style-type: none"><li>• Setting expectations for learning</li><li>• Providing directions for activities</li><li>• Explaining the content</li><li>• Use both oral and written language</li></ul>
Using Questioning and Discussion Techniques (3b) InTASC 8	<ul style="list-style-type: none"><li>• Quality of questions/prompts</li><li>• Discussion techniques</li><li>• Student participation</li></ul>
Engaging Students in Learning (3c) InTASC 1; InTASC 3; InTASC 4; InTASC 8	<ul style="list-style-type: none"><li>• Activities and assignments</li><li>• Grouping of students</li><li>• Instructional materials and resources</li><li>• Structure and pacing</li></ul>

The following table illustrates the number of students scoring at each level and the mean score for each component



## Framework for Teaching Cluster 4: Intellectual Engagement

	CONSIDERATIONS		INDICATORS	
	<ul style="list-style-type: none"> <li>How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection? (1e)</li> <li>In what ways do instructional activities and questions promote intellectual engagement and energy in classrooms? (3b/3c)</li> <li>In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others? (3b)</li> <li>How do teachers create the conditions for students to take responsibility for their own learning? (3a)</li> <li>How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work? (3c)</li> </ul>		<ul style="list-style-type: none"> <li>The content is seen as worthwhile, important, and interesting (2b)</li> <li>Content is presented in a manner that engages student in thinking and reasoning (3a)</li> <li>Learning tasks require student to engage intellectually, to think; some may involve productive struggle (3c)</li> <li>Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)</li> <li>The lesson has a recognizable structure, with time for reflection and closure (3c)</li> <li>Students explain their thinking and questions the thinking of others (3b)</li> </ul>	
	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact
	<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>
Establishing a Culture for Learning (2b)	The teacher conveys no energy for the importance of the learning goals and assignments. (2b)	The teacher displays little energy for the lesson's purpose or assignments. (2b)	The teacher exhibits energy for the topic and conveys its importance. (2b)	The students exhibit energy for and interest in the topic and associated task; they push their classmates' thinking with extended questions. (2b)
Communicating With Students (3a) InTASC 5	Content is presented in a didactic manner, with no invitation for students to think and make their own meaning. (3a)	The teacher's explanation of concepts includes perfunctory invitation for student thinking. (3a)	The teacher's explanation of concepts invites student intellectual engagement and time to share their thinking with others. (3a)	Students are thoughtfully engaged in the teacher's explanation of concepts, as evidenced by their conversations and questions. (3a)
Engaging Students in Learning (3c) InTASC 1; InTASC 4; InTASC 5	Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking. (3c)	Learning tasks are so highly scaffolded that the result is a single pathway to completion. (3c)	Learning tasks demand higher-order thinking, inviting students to take initiative and may involve productive struggle. (3c)	Students modify a learning task to make it more meaningful or relevant to their needs. (3c)
Using Questioning and Discussion Techniques (3b) InTASC 8	The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking. (3b)	The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking. (3b)	Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.) (3b)	Students initiate higher-order questions; they invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts. (3b)

	<b>Level 1: Negative Learning Impact</b>	<b>Level 2: Limited Learning Impact</b>	<b>Level 3: Strong Learning Impact</b>	<b>Level 4: Student-Owned Learning Impact</b>
	<i>The level of student intellectual engagement is low.</i>	<i>The level of student intellectual engagement is modest.</i>	<i>The level of student intellectual engagement is high, creating a cognitively busy place, with student encouraged to use their minds.</i>	<i>The level of student intellectual engagement is demanding, creating a cognitively vibrant environment, with students encouraged to stretch their thinking.</i>
Using Questioning and Discussion Techniques (3b) InTASC 8	The teacher does not ask students to organize their thoughts and formulate ideas. (3b)	The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time. (3b)	Wait time is used productively; students engage in thoughtful reflection during discussion. (3b)	Students extend the discussion, enriching it. (3b)
Using Questioning and Discussion Techniques (3b) InTASC 8	All discussion is between the teacher and individual students; students are not invited to speak directly to one another. (3b)	The teacher invites students to respond directly to one another's ideas, but few students do so. (3b)	Students direct their comments to one another during full class discussions; there is lively discussion during small-group work. (3b)	Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understanding or connecting procedures to underlying concepts. (3b)
Using Questioning and Discussion Techniques (3b) InTASC 8	The teacher does not ask students to explain their thinking. (3b)	The teacher asks student to explain their reasoning and cite specific evidence, but only some students attempt to do so. (3b)	The teacher asks student to explain their thinking, citing specific reasons; most students do. (3b)	Students cite specific evidence and reasons to explain their thinking without prompting by the teacher and prompt one another to provide similar reasoning and evidence. (3b)
Using Questioning and Discussion Techniques (3b) InTASC 8	Few students are involved in the activities and discussions. (3b)	About half the students are involved in activities and discussions. (3b)	Virtually all students are involved in the activities and discussions. (3b)	Students themselves ensure that all their classmates are involved in the activities and discussions. (3b)
Engaging Students in Learning (3c) InTASC 1; InSTAC 3; InTASC 4; InTASC 5 InTASC 8	The lesson has no recognizable structure; it's a random series of events. (3c)	The lesson has a recognizable structure, although parts of it may be rushed, while others drag. (3c)	The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks. (3c)	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. (3c)

## Framework for Teaching Cluster 5 Scores: Successful Learning

Cluster Five scores look at a candidates' abilities as they relate to the successful learning of students. When clinical placement supervisors and cooperating teachers are assessing student's abilities in developing environments that foster successful learning, they are seeing if candidates can:

Teaching Components:	Teacher Behaviors to Observe:
Setting Instructional Outcomes (1c) InTASC 1	<ul style="list-style-type: none"><li>• Value, sequence, and alignment</li><li>• Clarity</li><li>• Balance</li><li>• Suitability for diverse learners</li></ul>
Designing Student Assessments (1f) InTASC 6	<ul style="list-style-type: none"><li>• Congruence with instructional outcomes</li><li>• Criteria and standards</li><li>• Design of formative assessments</li><li>• Use for planning</li></ul>
Using Assessment in Instruction (3d) InTASC 1	<ul style="list-style-type: none"><li>• Assessment criteria</li><li>• Monitoring of student learning</li><li>• Feedback to students</li><li>• Student self-assessment and monitoring of progress</li></ul>
Demonstrating Flexibility and Responsiveness (3e)	<ul style="list-style-type: none"><li>• Lesson adjustment</li><li>• Response to students</li><li>• Persistence</li></ul>
Reflecting on Teaching (4a) InTASC 9	<ul style="list-style-type: none"><li>• Accuracy</li><li>• Use in future teaching</li></ul>
Maintaining Accurate Records (4b)	<ul style="list-style-type: none"><li>• Student completion of assignments</li><li>• Student progress in learning</li><li>• Noninstructional records</li></ul>
Communicating with Families (4c) InTASC 10	<ul style="list-style-type: none"><li>• Information about the instructional program</li><li>• Information about individual students</li><li>• Engagement of families in the instructional program</li></ul>

The following table illustrates the number of students scoring at each level and the mean score for each component.

### Framework for Teaching Cluster 5 Scores: Successful Learning

	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
	<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6					
Designing Student Assessments (1f) InTASC 6					
Using Assessment in Instruction (3d) InTASC 6					
Using Assessment in Instruction (3d) InTASC 6					
Demonstrating Flexibility and Responsiveness (3e)					
Demonstrating Flexibility and Responsiveness (3e)					
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10					
Reflecting on Teaching (4a) InTASC 9					

## Framework for Teaching Cluster 5: Successful Learning

	CONSIDERATIONS		INDICATORS	
	<ul style="list-style-type: none"> <li>In what ways do teachers ensure learning by all students? (3d)</li> <li>What are some ways teacher monitor student understanding through specifically designed questions or assessment strategies? (3d)</li> <li>What are some examples of student monitoring their own learning and providing constructive feedback to classmates? (3d)</li> <li>How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress? (3e)</li> <li>When teacher reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning? (4a)</li> </ul>		<ul style="list-style-type: none"> <li>Both summative and formative assessments, aligned to learning outcomes, have been planned (1c/1f)</li> <li>The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d)</li> <li>Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d)</li> <li>If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (3e)</li> <li>The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b)</li> <li>The teacher enlists, as appropriate, the engagement of families in student learning (4c)</li> <li>In reflection, the teacher assumes responsibility for student learning (4a)</li> </ul>	
	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact
	<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>
Setting Instructional Outcomes, Designing Student Assessments (1c/1f) InTASC 1; InTASC 6	Summative assessments are poorly aligned with the learning outcomes. (1c/1f)	Only some of the learning outcomes are addressed in summative assessments. (1c/1f)	All learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals. (1c/1f)	The teacher’s plan for summative assessment explicitly provides information to students about their progress. (1c/1f)
Designing Student Assessments (1f) InTASC 6	No formal assessments have been designed for use during the lesson. (1f)	Plans refer to the use of formative assessments but with no specificity. (1f)	Plans include specific formative assessments which are used during instruction. (1f)	The teacher constantly “takes the pulse” of the class; monitoring student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning. (1f)
Using Assessment in Instruction (3d) InTASC 6	The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding. (3d)	The teacher requests global indications of student understanding such as, “Any questions?” (3d)	The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding. (3d)	Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher. (3d)
Using Assessment in Instruction (3d) InTASC 6	Feedback to students is only global, such as, “Good job, everyone.” (3d)	Feedback to students is neither specific nor oriented toward future improvement of work. (3d)	Feedback included specific and timely guidance on how student can improve their learning. (3d)	High quality feedback comes from many sources, including other students; it is specific and focused on improvement. (3d)

	<b>Level 1: Negative Learning Impact</b>	<b>Level 2: Limited Learning Impact</b>	<b>Level 3: Strong Learning Impact</b>	<b>Level 4: Student-Owned Learning Impact</b>
	<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>
Demonstrating Flexibility and Responsiveness (3e)	The teacher makes no attempt to adjust the lesson, even when action is clearly needed. (3e)	The teacher's efforts to modify the lesson are only partially successful. (3e)	The teacher makes productive changes to the lesson in response to evidence of student difficulties. (3e)	When appropriate, students use assessment information to guide their next steps. (3e)
Demonstrating Flexibility and Responsiveness (3e)	The teacher conveys to students that when they have difficulty learning, it is their fault. (3e)	The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them. (3e)	The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. (3e)	The teacher conveys to students that failure, persistence, and productive struggle are key aspects of learning and success. (3e)
Maintaining Accurate Records, Communicating with Families (4b/4c) InTASC 10	Record-keeping systems are disorganized and incomplete; families are unaware of their children's progress. (4b/4c)	The teacher maintains school-required record keeping systems and communicates sporadically with families but does little else to inform families about student progress. (4b/4c)	The teacher maintains a coherent record keeping system on student learning and regularly sends home information about student learning. (4b/4c)	The teacher actively encourages two-way communication with families regarding student learning. (4b/4c)
Reflecting on Teaching (4a) InTASC 9	In reflecting on the lesson, the teacher cites the extent to which students were busy or were well-behaved, with no comments about the extent to which they achieved the intended outcomes. (4a)	In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or well behaved. (4a)	In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met. (4a)	In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved.  The teacher cites student assessment data that will be taken into account in future planning. (4a)

## Framework for Teaching Cluster 6: Professionalism

Cluster Six scores look at a candidates' abilities as they relate to professionalism. When clinical placement supervisors and cooperating teachers are assessing student's abilities in developing environments that foster successful learning, they are seeing if candidates can:

Teaching Components:	Teacher Behaviors to Observe:
Participating in a Professional Community (4d) InTASC 10	<ul style="list-style-type: none"><li>• Relationships with colleagues</li><li>• Participation in school and district projects</li><li>• Involvement in culture of professional inquiry</li><li>• Service to the school</li></ul>
Growing and Developing Professionally (4e) InTASC 9	<ul style="list-style-type: none"><li>• Enhancement of content knowledge and pedagogical skill</li><li>• Receptivity to feedback from colleagues</li><li>• Service to the profession</li></ul>
Showing Professionalism (4f) InTASC 9	<ul style="list-style-type: none"><li>• Integrity/ethical conduct</li><li>• Service to students</li><li>• Advocacy</li><li>• Decision-making</li><li>• Compliance with school and district regulation</li></ul>

The following table illustrates the number of students scoring at each level and the mean score for each component.

### Framework for Teaching Cluster 6: Professionalism

	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact	Mean Scores
	<i>The teacher makes no attempt to ensure the learning of all students.</i>	<i>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students</i>	<i>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</i>	<i>The teacher consistently and successfully ensures learning by all students.</i>	
Participating in a Professional Community (4d) InTASC 10					
Participating in a Professional Community (4d) InTASC 9					
Growing and Developing Professionally (4e) InTASC 9					
Participating in a Professional Community (4d) InTASC 10					
Showing Professionalism (4f) InTASC 10					
Showing Professionalism (4f) InTASC 10					



## Framework for Teaching Cluster 6: Professionalism

	CONSIDERATIONS		INDICATORS	
	<ul style="list-style-type: none"> <li>How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning? (4d)</li> <li>In what ways do teachers collaborate productively with one another? (4d)</li> <li>How can teacher be supported to contribute to the intellectual life of the school? (4d)</li> <li>What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students? (4e)</li> <li>How do teachers support a strong school culture and a climate of trust for staff, students and families? (4f)</li> </ul>		<ul style="list-style-type: none"> <li>Collaboration with colleagues for joint planning, and school/district and community initiatives (4d)</li> <li>Active engagement in workshops, courses, and activities to improve practice (4e)</li> <li>Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)</li> </ul>	
	Level 1: Negative Learning Impact	Level 2: Limited Learning Impact	Level 3: Strong Learning Impact	Level 4: Student-Owned Learning Impact
	<i>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students.</i>	<i>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students.</i>	<i>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students.</i>	<i>The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students.</i>
Participating in a Professional Community (4d) InTASC 10	The teacher's relationships with colleagues are characterized by negativity and lack of trust. (4d)	The teacher has cordial relationships with colleagues and is trusted by them. (4d)	The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity. (4d)	The teacher takes initiative and a leadership role in organizing collaborative projects. (4d)
Participating in a Professional Community (4d) InTASC 10	The teacher avoids involvement both in school activities and in district and community projects. (4d)	When asked, the teacher participates in school activities as well as district and community projects. (4d)	The teacher frequently volunteers to participate in school events and in school, district, and community projects. (4d)	The teacher regularly contributes to and leads significant district and community projects. (4d)
Growing and Developing Professionally (4e) InTASC 9	The teacher ignores or avoids opportunities to participate in activities for professional learning. (4e)	The teacher participates in professional activities when they are required or provided by the district. (4e)	The teacher seeks opportunities for continued professional development. (4e)	The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations. (4e)
Participating in a Professional Community (4d) InTASC 10	The teacher declines to participate in team and departmental decision making, except when required by superiors. (4d)	The teacher participates minimally in team and departmental decision making. (4d)	The teacher actively participates in team and departmental decision making. (4d)	The teacher takes a leadership role in team and departmental decision making and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality. (4d)

	<b>Level 1: Negative Learning Impact</b>	<b>Level 2: Limited Learning Impact</b>	<b>Level 3: Strong Learning Impact</b>	<b>Level 4: Student-Owned Learning Impact</b>
	<i>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students.</i>	<i>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students.</i>	<i>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students.</i>	<i>The teacher demonstrates a deep commitment to continuing professional learning and engages regularly with the professional community to advance the interests of students.</i>
Showing Professionalism (4f) InTASC 9	The teacher does not prioritize the needs of student and operates in a self-serving manner. (4f)	The teacher notices the needs of students but is inconsistent in addressing them. (4f)	The teacher actively addresses student needs and actively works to provide opportunities for student success. (4f)	The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies. (4f)
Showing Professionalism (4f) InTASC 9	The teacher ignores school and district regulations. (4f)	The teacher minimally complies with school and district regulations. (4f)	The teacher completely complies with the letter, as well as the spirit, of school and district regulations. (4f)	The teacher makes material suggestions for the improvement of school and district regulations. (4f)