

Evidence Chart

This information is used for supervision training and is helpful to supervisors, cooperating teachers, and candidate teachers in understanding the standards when filling out the NE Clinical Practice Assessment Rubric.

Standard 1 - Learner Development <i>Uses knowledge of students to meet needs</i>	
<i>The teacher understands how learners grow and develop, recognizing that patterns of learning development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i> <i>InTASC 1</i> <u>Proficient:</u> Uses data/information about students and their development to adjust teaching *Data/information refers to information collected to support the whole child - academic, social, emotional, and age-appropriate materials	<i>Observable candidate behaviors may include:</i> ● Connects lessons and creates opportunities to use and build on to students' interests, personal experiences and prior knowledge ● Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.) ● Modifies, adapts or adjusts instruction and materials for students based on developmental readiness ● Varies learning experiences and activities within a lesson ● Collects and records data/information about student development and effectively uses the data to adjust teaching

Standard 2 - Learning Differences <i>Differentiates instruction to meet student needs</i>	
<i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards. InTASC 2</i> Proficient: Identifies students' needs for differentiation and responds with varied learning experiences. <i>*This standard is focused on the development of individual students within the classroom.</i>	Observable behaviors may include: • Differentiates learning experiences, questions, and activities within a lesson to meet individual students' needs • Includes strategies for making content and academic language accessible to linguistically diverse students • Asks varying levels of questions to promote interactive class discussions • Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content • Creates multiple ways for students to demonstrate learning and/or provide student choice • Adapts materials and instruction to meet individual student needs • Provides opportunities for students to realize cultural significance and global perspectives
Standard 3 - Learning Environment <i>Promotes a positive classroom environment through clear expectations</i>	
<i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. InTASC 3</i> Proficient: Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment to include relationship building with and between students.	Observable candidate behaviors may include: • Teaches, reinforces, and revisits rules/expectations as needed • Monitors the classroom climate and adjusts as needed • Exhibits mutual respect between self and students • Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, eye contact, attention getters, signals, etc.) • Is strategic and intentional with proximity • Teaches and consistently uses developmentally appropriate strategies for transitions that minimize problems and maximize instructional time • Creates a positive learning environment through relationships, organization and routines

	• Adjusts for student engagement by changing pace and/or format of lessons • Organizes the classroom for learning
Standard 4 - Content Knowledge <i>Uses accurate content and academic vocabulary</i>	
<i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i> InTASC 4 <u>Proficient:</u> Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.	<i>Observable candidate behaviors may include:</i> • Demonstrates a clear and direct match between activities and lesson/unit objective(s) throughout the lesson • Addresses student misconceptions accurately • Answers student questions accurately and in a timely manner • Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language • Demonstrates knowledge of content and ensures accurate and relevant implementation • Provides students opportunities to practice/demonstrate understanding

Standard 5a - Application of Content <i>Engages students in critical thinking and collaborative problem solving</i>	
<i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving related to authentic local and global issues.</i> InTASC 5 <u>Proficient:</u> Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	<i>Observable candidate behaviors may include:</i> ● Builds upon prior knowledge and background to initiate new learning ● Relates content to meaningful examples that provoke critical thinking ● Uses a variety of instructional strategies to engage students and promote divergent thinking ● Provides opportunities for students to reason, justify and provide evidence for thinking ● Uses questioning to engage students and promote critical thinking ● Synthesizes content across fields, making connections relevant to students

Standard 5b - Application of Content <i>Develops foundational literacy and communication skills through content</i>	
<i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving related to authentic local and global issues.</i> InTASC 5 <u>Proficient:</u> Engages students to utilize evidence-based literacy strategies and communication skills by accessing a variety of resources and perspectives to show understanding of content.	<i>Observable candidate behaviors:</i> - Engages students in applying content knowledge and skills to real world contexts - Develops students' communications skills by engaging them in meaningful group interactions and cooperative learning experiences - Guides students in gathering, organizing and evaluating information and ideas from a variety of high-quality resources and texts - Provides opportunities for students to demonstrate and communicate their knowledge - Purposefully engages and challenges students towards higher level thinking from Bloom's taxonomy: remember, understand, apply, analyze, evaluate, synthesize, and create - Creates content appropriate reading, writing, and/or speaking opportunities for students to demonstrate and communicate their content knowledge
Standard 6a - Assessment <i>Uses classroom assessment</i>	
<i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i> InTASC 6 <u>Proficient:</u> Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of instructional strategies.	<i>Observable candidate behaviors:</i> - Implements multiple assessments that measure lesson and unit objectives - Checks for student understanding throughout the lesson - Adjustments to lesson are made based upon student responses - Uses assessments to engage student in his/her growth and decision-making - Implements required accommodation in assessments and testing conditions - Provides multiple opportunities for students to

	showcase learning
Standard 6b - Assessment <i>Assesses for learning</i>	
<i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i> InTASC 6 <u>Proficient:</u> Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Observable candidate behaviors: • Provides students clear criteria and performance standards by which their work will be evaluated • Monitors student learning to guide instruction and to engage learners in their own progress (eg. goal setting, uses questioning, probing to seek student understanding, self-assessment, etc.) • Uses data from multiple types of assessments to draw conclusions about student progress and determine reteaching and enrichment opportunities • Uses data gathered from classroom formative and summative assessments that match objectives to inform instructional decisions and guide implementation of differentiated instructional strategies. • Analyzes assessment data to find and address patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction • Adjusts instruction based on student performance data • Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning • Reteaches and/or extends learning during or following a lesson as needed • Provides on-going feedback to engage students in their own learning
Standard 7 - Planning for Instruction <i>Plans for instruction</i>	
<i>The teacher plans instruction that promotes every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills,</i>	Observable candidate behaviors: • Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons • Clearly states learning intentions and defines student

and pedagogy, as well as knowledge of learners and the community context. InTASC 7 <u>Proficient:</u> Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. <i>*This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).</i>	success factors for each lesson and unit. • Connects objective(s) to lesson activities to include the beginning, middle, and end of the lesson • Scaffolds learning (eg. gradual release) to support all connections to the learning objective(s) within lesson plans • Plans, connects, and sequences varied and engaging activities and tasks linked to learning objectives • Prepares necessary high-quality resources and materials (e.g. technology, books, podcasts, articles, handouts, graphic organizers, etc.)
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Standard 8a - Instructional Strategies <i>Incorporates digital learning experiences into instruction</i>	
The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8 <u>Proficient:</u> Provides relevant learning experiences that incorporate digital learning experiences and resources to promote student learning and creativity.	<i>Observable candidate behaviors:</i> • Engages learners in using a range of technology tools that clearly connect to learning objectives • Offers student choice through technology to promote student learning and creativity • Utilizes technology to form connections between content and the real world
Standard 8b - Instructional Strategies <i>Uses research-based instructional strategies</i>	
The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8	<i>Observable candidate behaviors:</i> • Incorporates a variety of evidence-based instructional practices that match the intended learning target • Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)

Proficient: Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	• Includes inquiry processes that use evidence to support central ideas in grade-level texts and tasks • Ensures content is accessible to each learner
Standard 8c - Instructional Strategies <i>Uses engagement to enhance learning</i>	
<i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8</i> Proficient: Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	Observable candidate behaviors: • Creates a learning environment through organization, routine and structure for student engagement and learning • Utilize a variety of activities that engage learners and promote student learning • Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, cooperative learning, etc.) • Provides multiple opportunities for students to demonstrate concepts and skills (e.g. exit tickets, formative assessments, discussions, non-linguistic representation, etc.) • Provides opportunities for students to self-evaluate learning/growth
Standard 9 - Professional Learning and Ethical Practice <i>Accepts critique and input regarding performance</i>	
<i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>	Observable candidate behaviors: • Seeks, accepts and implements feedback from a variety of sources including students • Actively participates in regular meetings for monitoring progress with cooperating teacher and supervisor • Responds positively and proactively by setting and implementing goals for growth based on feedback to

InTASC 9 <u>Proficient:</u> Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	increase effectiveness ● Reflects on coaching conversations to shape goals and monitor progress ● Independently engages in reflective practice based on feedback
Standard 10a - Leadership and Collaboration <i>Conveys professional demeanor</i>	
<i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10</i> <u>Proficient:</u> Conveys a confident, professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc) in small and large group situations.	<i>Observable candidate behaviors:</i> ● Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice ● Collaborates with other school professionals to plan and jointly facilitate learning to meet the needs of students ● Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices ● Poised, tactful ,responsive and respectful to others through both verbal and nonverbal interactions.
Standard 10b - Leadership and Collaboration <i>Uses professional communication</i>	
<i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10</i> <u>Proficient:</u> Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis	<i>Observable candidate behaviors:</i> ● Utilizes professional tone, proper grammar, and discernment before and during communication with stakeholders ● Adheres to school policy ● Collaborates with cooperating teacher to engage in ongoing partnership with families as appropriate

effectively.	
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