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| **CREATe: Part 1**  **Continuum of Reflective, Engaging, and Accessible Teaching**  **Developed by:**  **Cathy Yun, PhD**  **Lisa Bennett, PhD**  **Version:**  **4/3/19**  **[Continuum of Reflective, Engaging, and Accessible Teaching (CREATe) Rubric —15 pages]**  **Published by Cathy Yun & Lisa Bennett**  **(cyun@mail.fresnostate.edu;** [**lbennett@mail.fresnostate.edu**](mailto:lbennett@mail.fresnostate.edu)**).**  **COPYRIGHT © 2018 by Yun and Bennett,**  **Fresno, California. All rights reserved.**  **No part of this publication may be**  **reproduced or distributed in any form or by any means, or stored in a database or**  **retrieval system, without the prior written consent of the authors, including but not limited to, in any network or other**  **electronic or cloud storage or transmission, or broadcast for any form of**  **distribution for distance learning.** | **CREATe Observer Checklist:**   * **Use your scripted notes to determine where the preponderance of evidence is.** * **Leave a Thank You note for the teacher.** * **Speak with students only during**   **Double CREATe Observer Checklist:**   * **If there is more than 1 teacher in the room, make sure both observers know which is the focal teacher for the observation.** * **Please step into the hallway to converse.** |

**A. Positive Environment Section**

**Item 1: Caring Community**

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| TPE 2.1 Promote students' social-emotional growth, development, and individual responsibility using **positive interventions and supports, restorative justice, and conflict resolution practices** to foster a caring community where each student is treated fairly and respectfully by adults and peers. |

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| **Unobserved:**  **Not yet evident** | **Attempting:**  **Aware, may not be effective** | **Exploring:**  **Implementing, minimally effective** | **Emerging:**  **Consistently implementing, limited effectiveness** | **Developing:**  **Consistently implementing, somewhat effective** | Skillful: | Masterful: |
| No systems and/or routines in place or visible for:  behavior intervention; conflict resolution; or  restorative justice  **OR**  No evidence of student engagement in problem solving skills, mutual care, respect, and fairness inconsistently modeled by the candidate in interactions with students.  **OR**  **Candidate makes threats to “control” behavior** | May be evidence of a system or routine in place but implemented inconsistently or ineffectively to address:  behavior intervention;  conflict resolution; or  restorative justice  **OR**  Evidence of at least one instance for student(s) to practice joint problem solving skills with mutual care, respect, and fairness modeled by the candidate in interactions with students. Evidence may be minimal. | Clear evidence of at least one system/ routine in place but may be implemented inconsistently to address:  behavior intervention;  conflict resolution; and/ or  restorative justice;  Routines at this level might include behavior systems that use clips, cards, charts, or other behavior management system  **AND**  Evidence of at least one instance for student(s) to practice joint problem solving skills with mutual care, respect, and fairness consistently modeled/ facilitated by the candidate in interactions with students. | Clear evidence of at least one system/ routine in place, implemented consistently but may have limited effectiveness, to address:  behavior intervention; and  conflict resolution; and/ or  restorative justice  Routines at this level may still be at the level of behavior management systems  **AND/OR**  Evidence of multiple opportunities for students to practice joint problem solving skills with mutual care, respect, and fairness consistently modeled/ facilitated by the candidate in interactions with students. | Systems and routines in place and implemented effectively to maintain positive environment including:  behavior intervention;  conflict resolution; and  restorative justice  Positive behavior supports are integrated into classroom expectations and are part of a comprehensive classroom culture  At this level the teacher moves beyond behavior management systems and external locus of control  **OR**  Multiple students demonstrate joint problem solving skills with mutual care, respect, and fairness consistently modeled/ facilitated by the candidate in interactions with students. Students seem to have somewhat internalized the problem solving process. | Systems and routines seamlessly integrated to maintain a positive environment and a comprehensive classroom culture characterized by students self- or peer-monitoring behaviors, resolving conflicts, and treating each other with respect and empathy as a matter of course.  At this level, the system/ routines may not be immediately apparent.  **AND**  Multiple students demonstrate joint problem solving skills with mutual care, respect, and fairness consistently modeled/ facilitated by the candidate in interactions with students. Students seem to have somewhat internalized the problem solving process. | Creates an environment where students take leadership in resolving conflict and creating a fair and respectful classroom community. Students communicate with empathy and understanding in interactions with one another.  **AND**  Multiple students demonstrate joint problem solving skills with mutual care, respect, and fairness consistently modeled by the candidate in interactions with students. Students seem to have internalized the problem solving process and are able to self-initiate or facilitate the process for peers. |

**Item 2: Inclusive Learning Environment**

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| TPE 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive **student learning, encourage positive interactions** among students, reflect **diversity and multiple perspectives, and are culturally responsive.** |

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| TPE 2.3 Establish, maintain, and monitor **inclusive learning environments** that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. |

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| **Not safe at all, for anyone, chaotic**  **No teacher attempts to address off task chaotic behavior**  Expectations never clear  Negative affect (frowning, sarcasm)  No support for independence  No collaboration  Not inclusive of diverse cultural, linguistic backgrounds, multiple points of view  **More than one instance of bullying, racism, or sexism (child-child or adult-child)**  **Interactions not characterized by mutual respect; students fighting, arguing** | Not safe for some students, chaotic much of the time  Teacher attempts to address off task chaotic behavior are unsuccessful  Expectations rarely clear  Negative affect most of the time  Independence rare  Collaboration rare  Rarely inclusive of diverse cultural, linguistic backgrounds, multiple points of view  **Bullying, racism, or sexism occurs child-child, prompting teacher intervention**  Interactions rarely characterized by mutual respect; students fighting, arguing | Safe for all students but may be chaotic at times  Teacher attempts to address off task and chaotic behavior are minimally successful  Expectations not always clear  Sometimes caring and pleasant  Independence minimally evident  Collaboration minimally evident  Minimally inclusive of diverse cultural, linguistic backgrounds, multiple points of view  No bullying, racism, sexism  Interactions inconsistently characterized by mutual respect; students may fluctuate between fighting, arguing, smiling and laughing | Safe for all students but may be disorganized at times  Teacher attempts to address and redirect off task, chaotic behavior are sometimes successful  Expectations sometimes clear  Caring and pleasant affect  Some independence  Some collaboration  Some attempts at inclusion of diverse cultural, linguistic backgrounds, multiple points of view  No bullying, racism, sexism  Interactions characterized by mutual respect and may include smiling, laughing; fighting and arguing are rare | Safe for all students, rarely chaotic or disorganized  Teacher consistently responds to inappropriate behavior **fairly and appropriately**  Clear expectations  Caring and pleasant  Support independence  Encourages collaboration  Often inclusive of diverse cultural, linguistic backgrounds, multiple points of view  Culturally responsive pedagogy minimally evidenced  no bullying, racism, sexism  Interactions characterized by mutual respect and include smiling, laughing | Safe for all students  Teacher sometimes models appropriate behavior expectations in order to preempt off task chaotic behavior  Teacher consistently responds to inappropriate behavior fairly and appropriately  Student collaboration evidenced  Frequently Inclusive of diverse cultural, linguistic backgrounds, multiple points of view  Culturally responsive pedagogy sometimes evidenced | Student learning is supported by structured interaction  Teacher models appropriate behavior expectations in order to preempt off task chaotic behavior  Teacher consistently responds to inappropriate behavior fairly and appropriately  Students collaborate in a range of teacher directed and self directed ways  Environment promotes optimal learning for each student and ensures that students develop an appreciation of diversity  Culturally responsive pedagogy regularly evidenced |

**Item 3: High Expectations**

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| TPE 2.5 Maintain **high expectations** for learning with appropriate support for the full range of students in the classroom. |

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| Does not encourage or provide opportunity for independence, self-regulation for any students  Does not provide appropriate or individualized scaffolding for either behavior or academic needs  **Objectives, goals generally do not demonstrate high expectations**  No differentiation | Minimal opportunity for independence, self-regulation for any students  Minimal scaffolding for behavior and/or academic needs  Objectives, goals beginning to include high expectations for either behavior or academic goals, expectations may be ineffective  Minimal evidence of generic differentiation | Sometimes encourages independence, self-regulation for some students  Some scaffolding for some students for either behavior **OR** academic needs  Objectives, goals demonstrate **consistent** high expectations for either behavior **OR** academic goals  Some evidence of generic differentiation | Sometimes explicitly encourages independence, self-regulation for most students  Some individualized scaffolding for both behavior **AND** academic needs, may not be appropriate  Objectives, goals demonstrate some high expectations for both behavior **AND** academic goals    Some objectives, goals differentiated based on knowledge of some students | Encourages independence and self-regulation for all students for behavior and/or academic expectations  Appropriate and individualized scaffolding for both behavior and academic needs, but may focus on specific students or sub-groups of students  Objectives, goals demonstrate consistent high expectations for all students for both behavior and academic goals  Some objectives, goals differentiated based on knowledge of student, with some opportunity for students to have input on individual objectives, goals | Facilitates student participation in  decision-making, encourages all students to take responsibility for own behavior, actions  Fosters appropriate student behavior, works proactively to prevent/  respond quickly to minimize behavioral  needs; ensures access to challenging content for all  Sets high expectations for all students, motivates all students to initiate own learning      Engages in collaboration with students, families to communicate standards for student behavior; Provides all students opportunities to examine and evaluate their own work | Actively engages, facilitates, monitors  student participation in  decision-making; helps all students learn to take responsibility for own  behavior, actions    Fosters, supports appropriate student  behavior, works proactively to prevent/  respond quickly to minimize behavioral needs; ensures access to challenging content for all  Sets and models high expectations for all  students, motivates all students to initiate own learning and strive for  challenging learning goals  Engages in collaboration with students, families, communities to establish, maintain, and communicate standards for student behavior; Provides all students opportunities to  examine and evaluate their own work and  to learn from the work of their peers |

**Item 4: Positive Behavior Expectations**

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| TPE 2.6 Establish and maintain **clear expectations** for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms **to students and families.** |

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| **Norms, procedures, routines not posted or stated, including but not limited to transitions, station/center rotation, pencil sharpening, and student work collection.**  Students have not internalized norms, procedures, routines  AND  Students unclear about norms, procedures, routines  Negative behaviors evidenced throughout observation | Some norms, procedures, routines posted or stated, but incomplete, including but not limited to transitions, station/center rotation, pencil sharpening, and student work collection.  A few students may be starting to internalize norms, procedures, routines  BUT  Students generally seem unclear about norms, procedures, routines and consequences  Negative behaviors evidenced throughout observation  Teacher reminders ineffective | Norms, procedures, routines posted or stated, including but not limited to transitions, station/center rotation, pencil sharpening, and student work collection.  Some students starting to internalize norms, procedures, routines  Students seem clear about norms, procedures, routines,  BUT  Some persistent negative behaviors still evidenced  Teacher reminders are followed but needed frequently to preserve on task environment | Norms, procedures, routines posted and/or stated, including but not limited to transitions, station/center rotation, pencil sharpening, and student work collection.  Many students starting to internalize norms, procedures, routines  Some negative behaviors evidenced but are quickly addressed/resolved  Need for teacher reminders is infrequent and effective when enacted | Norms, procedures, routines clearly posted stated, and/or internalized by students including but not limited to transitions, station/center rotation, pencil sharpening, and student work collection.  Most students internalize norms, procedures, routines  Students begin to take responsibility for norms, procedures, routines, but teacher is still facilitating  Positive classroom climate precludes negative behaviors and/or encourages positive behaviors  Minimal need for teacher reminders | Norms, procedures, routines co-constructed with student input, clearly posted and explicitly stated  Students share responsibility for norms, procedures, routines through classroom jobs, peer-to-peer interactions  Positive classroom climate precludes negative behaviors and/or encourages positive behaviors  Teacher begins to apply some general knowledge of the learner in order to adapt procedures and routines | Facilitates student participation in developing, monitoring, and adjusting, norms, procedures, and routines focused on maximizing student learning  Students share responsibility for norms, procedures, routines through classroom jobs, peer-to-peer interactions  Positive classroom climate precludes negative behaviors and/or encourages positive behaviors  Teacher adapts procedures and routines as necessary for the range of learners (physical, emotional, social, cognitive) specific to the classroom context |

**Item 5: Student Reflection, Assessment, & Self-Assessment**

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| TPE 5.3 Involve all students in **self-assessment and reflection** on their learning goals and progress and provide students with **opportunities to revise or reframe their work based on assessment feedback.** |

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| Students have no opportunity to self-assess and reflect on their own progress  Students are not given opportunities to revise work  No assessment feedback provided, or feedback is provided but is not the basis for student revision  **Mistakes and/or intellectual risk-taking penalized**  Students not encouraged to think metacognitively about their engagement, learning, and behaviors | One observed opportunity for at least one student to self-assess and/or reflect on progress  Students might have one opportunity to revise work, with teacher direction  Assessment feedback not provided to students; it may support re-teaching but not student self-revision  Mistakes and/or intellectual risk-taking not penalized  Students might be encouraged once to think metacognitively about their own engagement, learning, and behaviors | Some students have opportunity and are guided to self-assess and reflect on progress  Specific students given some opportunities to revise work, with teacher direction  Assessment feedback is minimal, but is used for student revision or reflection  Mistakes and/or intellectual risk-taking positively acknowledged and recognized  Some students minimally encouraged to think metacognitively about their engagement, learning, and behaviors | All students have opportunity and/or guidance to self-assess and reflect on progress  All students given opportunity to revise work, with teacher direction  Assessment feedback may be incomplete but is used for student revision  Mistakes and/or intellectual risk-taking encouraged  All students encouraged to think metacognitively about their engagement, learning, and behaviors | Students formally guided to self-assess and reflect on progress  All students given opportunities to revise work, using their own ideas  Detailed assessment feedback discussed with student in conference and used for student revision  Mistakes and/or intellectual risk-taking encouraged and valued  All students encouraged more than once to think metacognitively about their engagement, learning, and behaviors | Students formally guided to set goals, self-assess, and reflect on progress  All students given opportunities to revise work, using their own ideas and/or learning goals  High quality assessment feedback discussed with student in conference and used for student revision  Mistakes and/or intellectual risk-taking encouraged and valued, and modeled by the teacher  All students encouraged frequently to think metacognitively about their engagement, learning, and behaviors | Systematic, frequent, opportunities for student self-assessment, goal setting, and monitoring progress  All students given multiple opportunities to revise work, using their own ideas and learning goals  High quality assessment feedback discussed in conference, connected to student’s own goals, and used for revisions  Mistakes and/or intellectual risk-taking expected for all students as well as the teacher  Students initiate thinking metacognitively about their engagement, learning, and behaviors |

**Item 6: Funds of Knowledge**

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| TPE 1.1 **Apply knowledge of students**, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, **to engage them in learning.** |

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| No evidence of mutual respect with students  Instruction and/or artifacts in room do not show evidence of consideration of students’ interests, prior experiences, cultural and linguistic backgrounds  Teacher does not incorporate use of various languages spoken by students (or evidence of)  **Deficit language pervasive**  No focus on students, families, and richness of out-of-school experiences | Minimal evidence of mutual respect with some students  Instruction or artifacts in room show minimal evidence of consideration of students’ interests and/or prior experiences, but rarely includes cultural and linguistic backgrounds  Teacher seldom incorporates use of any languages spoken by students (or evidence of)  NO deficit language  Lack of emphasis on what students and families know and/or no focus on richness of students out-of-school experiences | Some evidence of mutual respect with students  Instruction or artifacts in room show some evidence of consideration of students’ interests and/or prior experiences, but rarely includes cultural and linguistic backgrounds  Teacher attempts to incorporate use of various languages spoken by students (or evidence of) with minimal effectiveness  NO deficit language  Teacher attempts to focus on students, families, and richness of out-of-school experiences with minimal effectiveness | Teacher frequently attempts to build positive rapport and relationships with students based on mutual respect with students  Instruction or artifacts in room consistently show evidence of consideration of students’ interests and prior experiences, also includes some consideration of cultural and linguistic backgrounds  Teacher attempts to incorporate use of various languages spoken by students (or evidence of) with limited effectiveness  NO deficit language  Teacher attempts to focus on students, families, and richness of out-of-school experiences with limited effectiveness | Teacher consistently attempts to build positive rapport and relationships with students based on mutual respect  Instruction and artifacts in room are designed with specific consideration of students’ interests, prior experiences, cultural and linguistic backgrounds  Teacher incorporates use of various languages spoken by students (or evidence of) regularly  NO deficit language  Emphasis on what students and families know and richness of their out-of-school experiences | Teacher fosters positive relationships with students and their families, based on mutual respect  Teacher knows students as people and learners and attempts to differentiate instruction based on student strengths, interests, and needs  Integrates a repertoire of instructional strategies OR modifies materials/instruction in an attempt to facilitate student use of first and second language skills to achieve learning goals in all content areas, with some success  Attempts to use knowledge of students’ lives, their families, and their community to innovate and inform planning and instruction | Teacher fosters positive relationships with students and their families, based on mutual respect  Teacher knows students as people and learners and differentiates instruction based on student strengths, interests, and needs and seeks to make adjustments and accommodations in instruction  Integrates a repertoire of instructional strategies AND modifies materials/instruction to ensure all students can use first and second language skills to achieve learning goals in all content areas  Uses knowledge of students’ lives, their families, and their community to innovate and inform planning and instruction while incorporating students’ prior knowledge and experiences into the classroom curriculum and planning |

**B. Instructional Design and Implementation Section**

**Item 7: Student Motivation, Engagement, & Active Learning**

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| TPE 1.3 Connect subject matter to **real-life contexts and provide active learning experiences** to engage student interest, support student motivation, and allow students to extend their learning. |

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| Heavy reliance on a generic resource with no connection to student interest.  Rationale does not connect outcomes to content indicated in grade-level standards.  No connection between the curriculum and life outside the classroom.  Most students do not appear motivated, engaged, or active in their learning | Little or minimal connection to student interest.  Rationale seems to somewhat connect to outcomes indicated in grade-level standards. There may be some inappropriate content or outcomes.  Minimal connection between curriculum and life outside the classroom.  Some students appear minimally motivated, engaged, and active in their learning | Some connection to student interest.  Rationale connects outcomes to content indicated in grade-level standards. Justifies general appropriateness of outcomes for students at that grade level.  Some superficial connection between the curriculum and life outside the classroom.  Most students appear at least minimally motivated, engaged, and active in their learning | Clear links to student interests, but more relevant to some students than others.  Rationale clearly connects outcomes to standards. Generally appropriate for all students in that particular class.  Regular connections between curriculum and life outside the classroom. Some connections may be relevant only to some students.  Some students appear somewhat motivated, engaged, and active in their learning | Clear links to student interests, with some student choice.  Rationale specifically aligns outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by specifically referencing information about subsets of students in the class.  Makes regular connections between the curriculum and life outside the classroom relevant to the students in the class.  Most students appear somewhat motivated, engaged, and active in their learning | Integration of student interests, with student input.  Rationale specifically aligns outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by specifically referencing information about subsets of students in the class.  Strong connections between the curriculum and life outside the classroom relevant to the students in the class and students initiating connections.  Some students appear highly motivated, engaged, and active in their learning. | Curriculum and content is student generated.  Rationale specifically aligns outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by specifically referencing information about individual students in the class..  The curriculum is student generated and incorporates students’ families, interests, cultures, languages, and specific lives outside the classroom.  All/most students appear highly motivated, engaged, and active in their learning |

**Item 8: Varied Strategies**

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| TPE 1.4 Use a **variety of developmentally and ability-appropriate** instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. |

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| No variety of instructional strategies, activities, materials, and assignments. Heavy reliance on textbook or single resource (e.g., workbook).  No integration of instructional strategies with student learning needs.  Instruction and demonstration of knowledge are not differentiated for a range of learners.  Students are not supported at increasing levels of intervention  OR  Interventions are not based on student data, including, but not limited to running records, observational field notes, assessment data, etc. | Minimal variety of instructional strategies, activities, materials, and assignments. Heavy reliance on textbook or single resource (e.g., workbook). Any variety of instructional strategies attempted is at a surface level and does not contribute to enhanced learning.  Attempts at integration of instructional strategies do not align with student learning needs.  Instruction and demonstration of knowledge are not differentiated for a range of learners  Some students may be supported at increasing levels of intervention, however, interventions are not based on student data, including, but not limited to running records, observational field notes, assessment data, etc. and not all students needs are addressed | Some variety in instructional strategies, activities, materials, or resources, with some contribution to learning and/or some range in delivery and demonstration of knowledge  Attempts at integration of instructional strategies meet some, but not all student learning needs.  Instruction and demonstration of knowledge are differentiated for a general range of learners, this may be textbook levels rather than the specific levels of the students in the context  Students are sometimes supported at increasing levels of intervention. Interventions are sometimes based on student data, including, but not limited to running records, observational field notes, assessment data, etc. | Variety in instructional strategies, activities, materials, or resources, with some contribution to learning and/or some range in delivery and demonstration of knowledge  Some integration of instructional strategies with student learning needs.  Instruction and demonstration of knowledge are differentiated for some, but not all learners in the context  Some students are supported with levels of intervention that address their learning needs and are based on student data, including, but not limited to running records, observational field notes, assessment data, etc. | Multiple strategies used within the same lesson. Activities and materials are varied, make a clear contribution to learning, and allow for range of ways for students to acquire and demonstrate knowledge.  Consistently integrates instructional strategies with student learning needs.  Instruction and demonstration of knowledge are differentiated for the specific range of learners in the context  Many students are supported with levels of intervention that address their learning needs and are based on student data, including, but not limited to running records, observational field notes, assessment data, etc. | Creates, adapts, and integrates materials, resources, strategies, and technologies to ensure that students are able to acquire and demonstrate a wide range of knowledge  Uses a repertoire of instructional approaches to introduce, explain, and reinstate subject matter so students understand and engage in learning  DIfferentiates instruction to meet the assessed learning needs and interests of students and increase active participation in learning  Most students are supported with levels of intervention (MTSS) that address their specific learning needs and are based on student data | Creates, adapts, and integrates a wide range of materials, resources, strategies, and technologies to ensure that all students are able to acquire and demonstrate a wide range of knowledge  Uses and constantly refines an extensive repertoire of instructional approaches to introduce, explain, and reinstate subject matter so all students understand and engage in learning  DIfferentiates instruction to meet the assessed learning needs and interests of all students and increase active participation in learning  All students are supported with levels of intervention (MTSS) that address their specific learning needs and are based on student data |

**Item 9: Research-Based Instruction for Emergent Bilinguals and Students with Special Needs**

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| TPE 1.6 Provide a **supportive learning environment for students' first and/or second language acquisition** by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, **students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability**. |

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| Materials do not represent the cultures and languages of Emergent Bilinguals and students with special needs  No evidence of research-based explicit teaching of specific academic language, text structure, and language features to ensure equitable access of subject matter for Emergent Bilinguals  Does not address the Individual Education Plan (IEP) goals and objectives of students with special needs  Scaffolds missing, Emergent Bilinguals and students with special needs not provided access or support for high challenge curriculum | Materials may represent the cultures or languages of some Emergent Bilinguals and students with special needs  Minimal evidence of research-based explicit teaching of specific academic language, text structure, and language features to ensure equitable access of subject matter for Emergent Bilinguals, with minimal effectiveness  Attempts to address the IEP goals and objectives of students with special needs are unsuccessful  Some scaffolds in place, but Emergent Bilinguals and students with special needs not provided opportunities to access the curriculum at high levels | Materials may represent the cultures and languages of some Emergent Bilinguals and students with special needs  Some evidence of research-based explicit teaching of specific academic language, text structure, and language features to ensure equitable access of subject matter for Emergent Bilinguals  Attempts to address the IEP goals and objectives of students with special needs are minimally effective  Some scaffolds in place, Emergent Bilinguals and students with special needs provided minimal opportunities to access the curriculum at high levels | Materials represent the cultures and languages of most Emergent Bilinguals and students with special needs  Evidence of research-based explicit teaching of specific academic language, text structure, and language features to ensure equitable access of subject matter for Emergent Bilinguals with limited effectiveness  Attempts to address the IEP goals and objectives of students with special needs with limited effectiveness  Some scaffolds in place, Emergent Bilinguals and students with special needs provided opportunities to access the curriculum at high levels | Materials represent the cultures and languages of Emergent Bilinguals and students with special needs  Evidence of research-based explicit teaching of specific academic language, text structure, and language features to ensure equitable access of subject matter for Emergent Bilinguals, with some effectiveness  Attempts to address the IEP goals and objectives of students with special needs are somewhat effective, accommodations are evident  Scaffolds in place to ensure high challenge/high support for Emergent Bilinguals and students with special needs in the context | Uses materials, resources, and technology to support subject matter instructions of Emergent Bilinguals and students with special needs  Explicit teaching of specific academic language, text structure, and language features, aligned to ELD standards and student data are effective for most Emergent Bilinguals in the context  Attempts to address the IEP goals and objectives of students with special needs are effective for most, accommodations are evident  Makes logical integrated accommodations in the classroom with curriculum or extra support services to ensure high challenge/high support for all Emergent Bilinguals and students with special needs | Creates, selects, and uses materials, resources, and technology to support subject matter instructions of ALL Emergent Bilinguals and students with special needs  Explicit teaching of specific academic language, text structure, and language features, aligned to ELD standards and student data are effective for all Emergent Bilinguals in the context  Addresses the IEP goals and objectives of students with special needs  Makes logical integrated accommodations in the classroom with curriculum or extra support services to ensure high challenge/high support for all Emergent Bilinguals and students with special needs |

**C. Rigorous and Appropriate Content Section**

**Item 10: Critical & Creative Thinking**

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| TPE 1.5 Promote students' **critical and creative thinking** and analysis through activities that provide opportunities for **inquiry, problem solving, responding to and framing meaningful questions, and reflection.** |

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| **Unobserved:**  **Not yet evident** | **Attempting:**  **Aware, may not be effective** | **Exploring:**  **Implementing, minimally effective** | **Emerging:**  **Consistently implementing, limited effectiveness** | **Developing:**  **Consistently implementing, somewhat effective** | **Skillful:** | **Masterful:** |
| No intellectually challenging academic content / activities  **No opportunity for DOK 2-4**  L 1: Recall  L 2: Skill/Concept  L 3: Strategic Thinking  L 4: Extended Thinking  No opportunities for feedback with multiple attempts / revision  No complex problems or inquiry based lessons  No opportunities for critical and creative thinking | Attempts to incorporate intellectually challenging academic content and activities  Minimal opportunities for DOK 2-4  L 1: Recall  L 2: Skill/Concept  L 3: Strategic Thinking  L 4: Extended Thinking  No opportunities for feedback with revision  No or minimal evidence of complex problem solving or inquiry  No or minimal opportunities for critical and creative thinking | Occasional intellectually challenging academic content / activities  Some opportunities for DOK 2-4  L 1: Recall  L 2: Skill/Concept  L 3: Strategic Thinking  L 4: Extended Thinking  Limited opportunities for feedback with revision  Minimal evidence of complex problems or inquiry based lessons  Minimal opportunities for critical and creative thinking | Frequent intellectually challenging academic content/ activities  Multiple opportunities for DOK 2-4  L 1: Recall  L 2: Skill/Concept  L 3: Strategic Thinking  L 4: Extended Thinking  Multiple opportunities for students to think, discuss, evaluate, reflect at high level questions (higher DOK)  Several students get at least one opportunity for feedback and revision  Demonstrated evidence of complex problem or inquiry based activity  Opportunities for critical and creative thinking | Frequent intellectually challenging academic content / activities and one way to support both individuality and collaboration  Frequent opportunities for DOK 2-4  L 1: Recall  L 2: Skill/Concept  L 3: Strategic Thinking  L 4: Extended Thinking  Consistent opportunities for students to think, discuss, evaluate, reflect at high level questions (higher DOK)  All students have an opportunity for feedback with revisions in at least one activity  Thoughtful design of complex problems or inquiry based lessons that promote critical and creative thinking | Opportunities for students to engage with challenging content and apply critical thinking by designing structured inquiries into complex problems  Some collaborative and individual opportunities  Expects student problem solving and critical questions (highest DOK), monitors with some effectiveness  Feedback with revisions is frequently built in for students during all learning activities  Facilitates opportunities for application of learning to new situations and promotes student efforts to create, imagine, and innovate | Systematic opportunities for students to engage with challenging content and apply critical thinking by designing structured inquiries into complex problems  Range of collaborative and individual opportunities  Expects and monitors student problem solving and critical questions (highest DOK)  Feedback with revisions is systematically built in for all students during all learning activities.  Facilitates opportunities for application of learning to new situations and promotes student efforts to create, imagine, and innovate |

**Item 11: Subject Matter Knowledge**

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| TPE 3.1  Demonstrate knowledge of **subject matter,** including the adopted California State **Standards and curriculum frameworks.** |

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| **Unobserved:**  **Not yet evident** | **Attempting:**  **Aware, may not be effective** | **Exploring:**  **Implementing, minimally effective** | **Emerging:**  **Consistently implementing, limited effectiveness** | **Developing:**  **Consistently implementing, somewhat effective** | **Skillful:** | **Masterful:** |
| **Inaccurate content**  Outcomes not aligned with appropriate standards  Outcomes do not represent “big ideas” or structure of discipline  Lessons, activities, and resources not aligned with outcomes & standards.  No evidence of disciplinary practices | Content appears to be accurate.  Attempts to align outcomes with appropriate standards, but not successful  Some outcomes attempt to represent “big ideas” of the discipline (Content Knowledge).  Attempts are made to align lessons, learning activities, and resources with learning outcomes and standards, with minimal success.  Minimal evidence of attempt at disciplinary practices; minimally effective (PCK). | Content appears to be accurate.  Some outcomes are aligned with appropriate standards.  Some outcomes clearly represent “big ideas” or structure of the discipline.  Some lessons, learning activities, and resources are aligned with learning outcomes and standards.  Some evidence of disciplinary practices; minimally effective | Content appears to be accurate.  Outcomes aligned with appropriate standards.  All outcomes represent “big ideas” or structure of the discipline; clarity of representation varies  All lessons, learning activities, and resources somewhat aligned with learning outcomes and standards.  Consistent evidence of disciplinary practices; minimally effective | All content appears to be accurate.  All outcomes explicitly aligned with appropriate standards.  All outcomes clearly represent “big ideas” of the discipline.  Lessons, learning activities, and resources are explicitly aligned with learning outcomes and standards.  Consistent evidence of disciplinary practices; somewhat effective | Comprehensive subject matter knowledge to support student learning in various ways  Identifies, understands, and teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks  Encourages students to take ownership of learning goals and content standards, by posting, orally reviewing, and revisiting goals/objectives consistently throughout a lesson  Regularly attempts to integrate key concepts, themes, and relationships in ways that ensure connections across subject matter | Comprehensive subject matter knowledge to support student learning in various ways; incorporates different perspectives appropriate to the discipline.  Identifies, understands, and teaches the key concepts, underlying themes, and relationships in the academic content standards and state curriculum frameworks  Encourages students to take ownership of learning goals and content standards, by posting, orally reviewing, and revisiting goals/objectives consistently throughout a lesson  Integrates key concepts, themes, and relationships in ways that ensure clear connections across subject matter and relevance to students |

**Item 12: Content Accessibility**

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| TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to **promote the subject matter knowledge of all students**, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. |

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| **Unobserved:**  **Not yet evident** | **Attempting:**  **Aware, may not be effective** | **Exploring:**  **Implementing, minimally effective** | **Emerging:**  **Consistently implementing, limited effectiveness** | **Developing:**  **Consistently implementing, somewhat effective** | **Skillful:** | **Masterful:** |
| No activities, procedures, experiences make content accessible  Candidate does not explain content and/or does not use multiple ways to reinforce content  Not enough practice time / opportunities  Does not support student communication  Active listening not modeled or expected  No materials, resources, technologies support equitable access for all | Activities, procedures, experiences attempt to make content accessible, but only for some students, with minimal success  Sometimes explains content and sometimes uses more than one way to reinforce content.  Not enough practice time / opportunities  Attempts to support student communication skills by incorporating student-to-student interactions, but most interactions are student-teacher  Active listening not modeled but sometimes expected  Some materials, resources, technologies support equitable access for some learners | Sometimes activities, procedures, experiences make content accessible to some students, with some success  Consistently explains content; sometimes uses multiple ways to reinforce content  Sometimes enough practice time / opportunities  Sometimes supports student communication by incorporating student-to-student interactions but interactions are brief and/or superficial  Active listening sometimes modeled and expected  Some materials, resources, technologies support equitable access for most | Activities, procedures, experiences make content accessible to many students  Consistently explains content and uses multiple ways to reinforce content.  Adequate practice time/ opportunities  Sometimes supports student communication skills by incorporating meaningful, extended student-to-student interactions  Active listening clearly modeled, sometimes expected  Some materials, resources, technologies support equitable access for all sub-groups of learners | Consistent activities, procedures, experiences make most content accessible to most students  Clearly explains content; uses multiple ways to reinforce across more than one activity  Adequate time / opportunities to practice within real-world applications for at least one activity  Regularly supports student communication with meaningful, extended student-to-student interactions  Active listening clearly modeled, consistently expected  Variety of materials, resources, technologies support equitable access for all learners | Consistently implements planned activities, procedures, experiences that make content accessible to all students  Clearly explains content; uses multiple ways to reinforce content across many activities  Adequate time/ opportunities to practice within real-world applications for some, but not all activities.  Attempts are made to extend critical thinking in logical and innovative ways  Regularly supports student communication with meaningful, extended student-to-student interactions  Active listening clearly modeled, consistently expected  Knows and utilizes range of materials, resources, technologies for equitable access for all learners | Consistently implements planned activities, procedures, experiences that make content accessible to all students  Clearly explains content; uses multiple ways to reinforce content across all activities  Adequate time/ opportunities to practice within real-world applications across activities, and extend critical thinking in logical and innovative ways  Regularly supports student communication with meaningful, extended student-to-student interactions  Active listening clearly modeled, consistently expected for all speakers in the context  Knows and utilizes full range of materials, resources, technologies for equitable access for all learners with individualized differentiation |

**Item 13: Interdisciplinary Integration**

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| TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the **visual and performing arts**, as appropriate to the content and context of learning. |

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| TPE 3.3 Plan, design, implement, and monitor instruction consistent with current **subject-specific pedagogy** in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the **visual and performing arts** as applicable to the discipline. |

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| TPE 4.3 Design and implement instruction and assessment that reflects the **interconnectedness of academic content areas** and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. |

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| **Unobserved:**  **Not yet evident** | **Attempting:**  **Aware, may not be effective** | **Exploring:**  **Implementing, minimally effective** | **Emerging:**  **Consistently implementing, limited effectiveness** | **Developing:**  **Consistently implementing, somewhat effective** | **Skillful:** | **Masterful:** |
| **Instruction/activity doesn’t incorporate multiple (at least 2) content areas in addition to VAPA**  Instruction/activity does not incorporate content-specific practices and disciplinary literacies  Integration of visual and/or performing arts absent | Instruction/activity attempts to incorporate multiple (at least 2) content areas in addition to VAPA  Instruction/activity incorporates at least one content-specific practice or engages students in disciplinary literacies connected to the content area(s) with minimal effectiveness  Minimal integration of visual and/or performing arts present, but no connections to VAPA standard | Instruction/activity superficially incorporates multiple (at least 2) content areas in addition to VAPA, and is connected to standards  Instruction/activity incorporates at least one content-specific practice **or** engages students in disciplinary literacies connected to the content area(s), with clear/ explicit evidence  Integration of visual and/or performing arts present, with attempt to connect to at least 1 VAPA standard | Instruction/activity incorporates multiple (at least 2) content areas in addition to VAPA, with some depth in at least one content area, with connections to standards  Instruction/activity consistently incorporates some content-specific practices **and** disciplinary literacies, with minimal clarity or effectiveness  Integration of visual and/or performing arts present, with clear alignment to at least 1 appropriate VAPA standard | Instruction/activity incorporates multiple (at least 2) content areas in addition to VAPA, with some depth in **each** content area, with connections to **multiple appropriate** standards in each  Instruction/activity incorporates some content-specific practices **and** disciplinary literacies, with some effectiveness  **Meaningful** integration of visual and/or performing arts present, with clear alignment to at least 1 VAPA standard | Instruction/activity incorporates multiple (more than 2) content areas with depth in each content area with multiple appropriate standards in each  Instruction/activity incorporates a range of content-specific practices and disciplinary literacies in each content area  Meaningful integration of visual and/or performing arts present, with connections to appropriate VPA standards | Instruction/activity incorporates multiple (more than 2) content areas with depth in each content area, connectedness between content areas, with multiple appropriate standards in each  Instruction/activity incorporates a range of content-specific practices and disciplinary literacies with effectiveness  Meaningful integration of visual and performing arts present, with connections to appropriate VPA standards |

**D. Reflection In-Action Section**

**Item 14: Monitoring Student Learning & Adjusting Instruction**

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| TPE 1.8 **Monitor student learning and adjust instruction** while teaching so that students continue to be actively engaged in learning. |

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| **Unobserved:**  **Not yet evident** | **Attempting:**  **Aware, may not be effective** | **Exploring:**  **Implementing, minimally effective** | **Emerging:**  **Consistently implementing, limited effectiveness** | **Developing:**  **Consistently implementing, somewhat effective** | Skillful: | Masterful: |
| Candidate fails to monitor progress of students toward academic content standard  No evidence of strategies for monitoring student learning during instruction  Teacher treats class as “one plan fits all” with no modifications, information about student learning is used inappropriately, or not used to adjust instruction, even when there is evidence that re-teaching is necessary. | Implements at least one formative assessment to monitor progress of class as a whole toward academic content standard  Evidence of appropriate formative (formal or informal) assessment strategy for monitoring student learning  Candidate uses assessment results to re-teach and/or adjust the pace of instruction for the class generally but ineffectively  Candidate does not assess the success of the adjustments before continuing with instruction. | Implements formative assessments to monitor progress of class as a whole toward academic content standard  Evidence of appropriate formative (both formal and informal) assessment strategy for monitoring student learning  Candidate uses assessment results to re-teach and/or adjust the pace of instruction for the class generally but not for specific individuals or groups of students  Candidate does not assess the success of the adjustments before continuing with instruction. | Implements formative assessments to monitor progress of subsets of students toward academic content standard  Evidence of multiple appropriate formative (both formal and informal) assessment strategy for monitoring student learning across activities  Candidate uses assessment results to re-teach and/or adjust the pace of instruction for the class generally and for specific subsets of students  Candidate superficially assesses the success of the adjustments before continuing with instruction. | Implements formative assessments to monitor progress of some individual students toward academic content standard  Evidence of multiple appropriate formative (both formal and informal) assessment strategies for monitoring student learning within each activity  Candidate uses assessment results to re-teach and/or adjust the pace of instruction for both the class and multiple individuals or groups of students  Candidate sometimes appropriately assesses the success of the adjustments before continuing with instruction. | Implements frequent formative assessment to monitor progress of some individual students toward academic content standard  Evidence of multiple appropriate formative (both formal and informal) assessment strategies for monitoring student learning within each activity  Candidate uses assessment results to re-teach and/or adjust the pace of instruction for most students and provide individualized differentiation for some students  Candidate appropriately assesses the success of most/all adjustments before continuing with instruction. | Implements continuous formative assessment to monitor progress of most individual students toward academic content standard  Evidence of multiple appropriate and engaging formative (both formal and informal) assessment strategies for monitoring student learning within each activity, incorporating student choice and needs  Candidate uses assessment results to re-teach and/or adjust the pace of instruction for most students and provide individualized differentiation for many students  Candidate appropriately assesses the success of most/all adjustments before continuing with instruction. |