CREATe: Part 1
Continuum of Reflective, Engaging, and Accessible Teaching

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[Continuum of Reflective, Engaging, and Accessible Teaching (CREATe) Rubric —15 pages]
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CREATe Observer Reminders:

- **Use your scripted notes to determine where the preponderance of evidence supports your placement of a teacher candidate/teacher of record on the continuum of development.**

Double CREATe Observer Reminders:

- **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

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.

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

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.**

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.

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:
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

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

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:
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

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.**

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:
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

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.**

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:
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

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.**

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 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

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.

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:
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 <u>students at that grade level.</u>

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 <u>specifically aligns</u> outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by <u>specifically referencing information about subsets of students in the class</u>.

Makes regular connections between the curriculum and life outside the classroom <u>relevant to the students in the class</u>.

Most students appear somewhat motivated, engaged, and active in their learning | Integration of student interests, with student input.

Rationale <u>specifically aligns</u> outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by <u>specifically referencing information about subsets of students in the class</u>.

Strong connections between the curriculum and life outside the classroom <u>relevant to the students in the class and students initiating connections</u>.

Some students appear highly motivated, engaged, and active in their learning. | Curriculum and content is student generated.

Rationale <u>specifically aligns</u> outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by <u>specifically referencing information about individual students in the class.</u>.

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

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.

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 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

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**.

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:
Materials do not represent the cultures and languages of Emergent Bilinguals and students with special needs	Materials may represent the cultures or languages of some Emergent Bilinguals and students with special needs	Materials may represent the cultures and languages of some Emergent Bilinguals and students with special needs	Materials represent the cultures and languages of most Emergent Bilinguals and students with special needs	Materials represent the cultures and languages of Emergent Bilinguals and students with special needs	Uses materials, resources, and technology to support subject matter instructions of 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
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	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	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	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	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	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	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
Does not address the Individual Education Plan (IEP) goals and objectives of students with special needs	Attempts to address the IEP goals and objectives of students with special needs are unsuccessful	Attempts to address the IEP goals and objectives of students with special needs are minimally effective	Attempts to address the IEP goals and objectives of students with special needs with limited effectiveness	Attempts to address the IEP goals and objectives of students with special needs are somewhat effective, accommodations are evident	Attempts to address the IEP goals and objectives of students with special needs are effective for most, accommodations are evident	Addresses the 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	Some scaffolds in place, but Emergent Bilinguals and students with special needs not provided opportunities to access the curriculum at high levels	Some scaffolds in place, Emergent Bilinguals and students with special needs provided minimal opportunities to access the curriculum at high levels	Some scaffolds in place, Emergent Bilinguals and students with special needs provided opportunities to access the curriculum at high levels	Scaffolds in place to ensure high challenge/high support for Emergent Bilinguals and students with special needs in the context	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	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

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.**

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

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

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

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.

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

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.

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.

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.

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

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

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.