

ALIGNMENT OF ILP AND OPR TO RIPTS, CONCEPTUAL FRAMEWORK, & CULTURALLY COMPETENT TEACHING AREAS & DISPOSITIONS

Implemented Lesson Plan & Observation and Progress Report Items <i>* Optional Implemented Lesson Plan Items</i>	RIP TS	CF	Culturally Competent Teaching Area	DISPO SITION
Planning Indicators				
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	6	PEDAGOGY		WE
2. Lesson objectives are measurable and observable.	2	PEDAGOGY		
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	2	PEDAGOGY		
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.	3	PEDAGOGY	P&I	CTE
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.	4	DIVERSITY	P&I	
6. The lesson design demonstrates an accurate understanding of content.	2	KNOWLEDG E		PFL
7. The lesson is designed to engage students in meaningful instructional tasks related to content.	2	PEDAGOGY		PFL
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	5	PEDAGOGY	P&I	CN
9. Formative and/or summative assessments are aligned with objectives.	9	PEDAGOGY		AD
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	9	PEDAGOGY		AD
Implementation Indicators				
1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.	6	PEDAGOGY		CN
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.	4	DIVERSITY	P&I	CTE
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.	4	DIVERSITY		CTE
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.	3	PEDAGOGY	COMM	CTE
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).	4	PEDAGOGY	P&I	CTE
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	9	PEDAGOGY	ASSESS	AD
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).	5	PEDAGOGY	COMM	
8. The lesson is modified as needed based on formative assessment within the lesson.	9	PEDAGOGY	ASSESS	AD
Content Indicators				
1. The content of the lesson is significant and worthwhile.	2	KNOWLEDG E		PFL
2. The content of the lesson is appropriate for the developmental levels of the students in this class.	3	KNOWLEDG E		CTE
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.	5	PEDAGOGY	COMM	
4. The teacher candidate provides accurate content information and displays an understanding of important concepts.	2	KNOWLEDG E	P&I	PFL
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.	1	KNOWLEDG E	COLLAB	PFL

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Climate Indicators				
1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. *	6	DIVERSITY	COMM	CN
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. *	6	DIVERSITY	PROF	CN
3. Active participation of all is encouraged and valued.	6	DIVERSITY	PROF	CN
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.	6	DIVERSITY	COMM	CN
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.	6	PEDAGOGY	P&I	CN
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.	5	PEDAGOGY	P&I	CTE
7. There was a high proportion of student-to-student communication about the content of the lesson.	6	PEDAGOGY	COMM	CN
Classroom Management Indicators				
1. The teacher candidate has an effective way of getting all students in the class to be attentive.	6	PEDAGOGY	COMM	CTE
2. The teacher candidate does not try to "talk over" the students.	6	PEDAGOGY	COMM	CN
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.	5	PEDAGOGY	COMM	
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.	6	PEDAGOGY	COMM	CTE
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.	8	PEDAGOGY	COMM	
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. *	6	PEDAGOGY	COMM	
Reflection Indicators				
1. The teacher candidate describes how s/he made decisions for planning and implementation.	10	PROFESSION ALISM		
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.	10	PROFESSION ALISM		WE
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	9	PEDAGOGY		AD
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	6	PROFESSION ALISM	P&I	WE
5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.	9	PROFESSION ALISM		PFL
Professional Behavior Indicators				
1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	11	PROFESSION ALISM	PROF	CN
2. The teacher candidate is on time and is prepared.	11	PROFESSION ALISM		WE
3. The teacher candidate dresses professionally.	11	PROFESSION ALISM		WE
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House). *	7	PROFESSION ALISM	COLLAB	CN
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	7	PROFESSION ALISM	COLLAB	AD
6. The teacher candidate balances collaboration (with his/her cooperating teacher,	10	PROFESSION	PROF	CN

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special education teachers, etc .) and independent work in a professional manner.		ALISM		
7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.	7	PROFESSION ALISM	COLLAB	CN
8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.	11	PROFESSION ALISM	PROF	CN
9. <i>The teacher candidate is a student advocate. *</i>	11	PROFESSION ALISM	PROF	CTE
10. Reacts professionally to distractions, schedule changes, or new responsibilities	11	PROFESSION ALISM		AD
11. Maintains confidentiality when speaking with other professionals or with a child	11	PROFESSION ALISM		CN
12. <i>Seeks extra responsibility, as appropriate*</i>	11	PROFESSION ALISM		WE
Technology Indicators				
1. <i>The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. *</i>	8	PEDAGOGY		
2. <i>The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. *</i>	8	PEDAGOGY		CTE
3. <i>The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). *</i>	4	PEDAGOGY	P&I	CTE
4. <i>The teacher candidate demonstrates fluency with available technology systems. *</i>	8	PEDAGOGY		
5. <i>The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. *</i>	8	PEDAGOGY	COMM	
6. <i>The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. *</i>	8	PEDAGOGY		

*** indicates optional Implemented Lesson Plan indicators**

ALIGNMENT OF MINI TCWS AND TCWS TO CULTURAL COMPETENCIES, RIPTS, CONCEPTUAL FRAMEWORK & DISPOSITIONS					
Rubric Dimension <i>*Not included in Mini TCWS</i>	Criterion	RIPTS	CF	Culturally Competent Teaching Area	DISPOSITION
I. Contextual Factors					
Rubric Dimension 1	Knowledge of District, Community, School and Classroom Factors (CF1)	1	KNOWLEDGE	P&I	CTE
Rubric Dimension 2	Physical Classroom (CF2)	6	KNOWLEDGE	P&I	CTE
Rubric Dimension 3	Knowledge of Characteristics of Class Members (CF3)	4	DIVERSITY	P&I	CTE
Rubric Dimension 4	Knowledge of Students' Skills And Prior Learning (CF4)	3	KNOWLEDGE	P&I	CTE
Rubric Dimension 5	Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (CF5)	4	PEDAGOGY	P&I	CTE
Rubric Dimension 6	Implications for Instructional Planning and Assessment (CF6)	4	PEDAGOGY	P&I	CTE
Rubric Dimension 7	Organization, readability, spelling, and grammar (CF7)	8	PROFESSIONALISM	COMM	WE
II. Learning Goals and Unit Objectives					
Rubric Dimension 1	Learning Goals (LG1)	2	PEDAGOGY	P&I	
Rubric Dimension 2	Alignment with National, State or Local Standards (LG2)	2	KNOWLEDGE	P&I	
Rubric Dimension 3	Classification of Unit Objectives (LG3)	5	PEDAGOGY	P&I	
Rubric Dimension 4	Clarity (LG4)	8	PEDAGOGY	P&I	
Rubric Dimension 5	Appropriateness for Students (LG5)	3	DIVERSITY	P&I	CTE
Rubric Dimension 6	Rationale / Purpose (LG6)	4	PEDAGOGY	P&I	
Rubric Dimension 7	Organization, readability, spelling, and grammar (LG7)	8	PROFESSIONALISM	COMM	WE
III. Assessment Plan					
Rubric Dimension 1	Visual Organizer Format (AP1)	9	DIVERSITY	COMM	WE
Rubric Dimension 2	Multiple Forms of Assessment (AP2)	9	PEDAGOGY	ASSESS	
Rubric Dimension 3	Alignment of Unit Objectives and Assessments (AP3)	9	PEDAGOGY	ASSESS	
Rubric Dimension 4	Rationale for Assessment Methods (AP4)	9	PEDAGOGY	ASSESS	
Rubric Dimension 5	Adaptations Based on the Individual Needs of Students (AP5)	4	DIVERSITY	P&I	CTE
Rubric Dimension 6	Rationale for Assessment Plan (AP6)	9	PEDAGOGY	ASSESS	
Rubric Dimension 7	Scoring Procedures (AP7)	9	PEDAGOGY	ASSESS	
Rubric Dimension 8	Organization, readability, spelling, and grammar (AP8)	8	PROFESSIONAL BEHAVIOR	COMM	WE

IV. Design for Instruction					
Rubric Dimension 1	Use of Pre-Assessment Data (DI1)	8	PEDAGOGY	ASSESS	CTE
Rubric Dimension 2	Unit Visual Organizer (DI2)	2	PEDAGOGY	COMM	WE
Rubric Dimension 3	Lesson Plans (DI3)	2	PEDAGOGY	P&I	PFL
Rubric Dimension 4	Alignment with Learning Goals and Unit Objectives (DI4)	2	PEDAGOGY	P&I	
Rubric Dimension 5	Classroom Climate (DI5)	6	PEDAGOGY	P&I	
Rubric Dimension 6	Use of Technology (DI6)	2	PEDAGOGY	P&I	
Rubric Dimension 7	Organization, readability, spelling, and grammar (DI7)	8	PROFESSIONAL BEHAVIOR	COMM	WE
V. Instructional Decision-Making					
Rubric Dimension 1	Rethinking Your Plans for a Group of Students (IDM1)	3	PEDAGOGY	P&I	AD
Rubric Dimension 2	Revisions for a Group of Students Based on Analysis of Student Learning (IDM2)	4	PEDAGOGY	P&I	AD
Rubric Dimension 3	Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (IDM3)	4	PEDAGOGY	P&I	AD
Rubric Dimension 4	Rethinking Your Plans for an Individual Student (IDM4)	3	PEDAGOGY	P&I	AD
Rubric Dimension 5	Revisions for an Individual Student Based on Analysis of Student Learning (IDM5)	4	PEDAGOGY	P&I	AD
Rubric Dimension 6	Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (IDM6)	4	PEDAGOGY	P&I	AD
Rubric Dimension 7	Organization, readability, spelling, and grammar (IDM7)	8	PROFESSIONAL BEHAVIOR	COMM	WE
VI. Analysis of Student Learning					
Rubric Dimension 1	Alignment with Selected Unit Objectives (ASL1)	9	PEDAGOGY	P&I	
Rubric Dimension 2	Clarity and Accuracy of Presentation of Graphs (ASL2)	9	PROFESSIONAL BEHAVIOR	COMM	WE
Rubric Dimension 3	Interpretation of Data (ASL3)	9	PEDAGOGY	ASSESS	
Rubric Dimension 4	Evidence of Impact on Student Learning (ASL4)	9	PEDAGOGY		
Rubric Dimension 5	Insights on Effective Instruction and Assessment (ASL5)	10	PROFESSIONAL BEHAVIOR	P&I	PFL
Rubric Dimension 6	Self Evaluation and Implications for Future Teaching (ASL6)	10	PROFESSIONAL BEHAVIOR	PROFESSIONAL BEHAVIOR	PFL
Rubric Dimension 7	Organization, readability, spelling, and grammar (ASL7)	8	PROFESSIONAL BEHAVIOR	PROFESSIONAL BEHAVIOR	WE

VII. Candidate Reflection on Student Teaching Experience					
Rubric Dimension 1	Description of Incidents (CR1)	10	COMM	PROFESSIONAL BEHAVIOR	
Rubric Dimension 2	Description of Effect on Student Teaching Experience (CR2)	10	PROF	PROFESSIONAL BEHAVIOR	
Rubric Dimension 3	Description of Self Learning (CR3)	10	PROF	PROFESSIONAL BEHAVIOR	
Rubric Dimension 4	Plans for Professional Development (CR4)	10	PROF	PROFESSIONAL BEHAVIOR	WE
Rubric Dimension 5	Organization, readability, spelling, and grammar (CR5)	8	COMM	PROFESSIONAL BEHAVIOR	WE

***indicates rubrics not included in Mini TCWS**