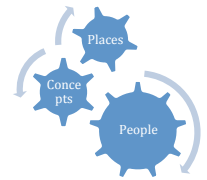


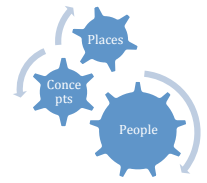
Competency 1: Developing Understanding of Students, their Communities, and their Literacies to Teach Disciplinary Concepts and Practices

Novice Resident	Resident continuously assesses his/her individual students and groups of students, both between and during class sessions. Resident reliably applies a nuanced understanding of his/her students and is able to consistently plan and execute flexible and targeted differentiated instruction (e.g., resident provides multiple project options where students can select a project that best meets their skills and interests). Resident uses knowledge of students to identify areas for further instruction, including instruction focused on helping students navigate the literacy demands of the disciplines and their everyday lives. Resident always takes into consideration students' family resources and home support in assigning homework and can use in-the-moment judgments to alter lesson/unit demands according to students' skills, resources, and comfort levels. Resident can provide warranted explanations for all instructional decisions based on his/her understanding of students, and the attending feels comfortable taking a hands-off approach and mostly serving as a resource when needed. When observing other teachers, resident is reliably able to notice features of high-quality instruction based in the observed teachers' deep knowledge of students.	Secure
		Developing
		Beginning
Advancing Intern	Intern holds a relatively complex understanding of each student and is able to deliver <i>mostly</i> well-differentiated instruction. Intern is able to design lesson plans that engage students in activities that allow them to make connections between classroom content and their personal interests and/or cultural backgrounds and plan lessons with different follow-up activities designed to meet the varied skills of the students. Furthermore, intern is able to use students' recent work and in-the-moment assessment (e.g., students' engagement during instruction) to better understand his/her students and better tailor instruction. Intern is able to assess and tailor instruction to whole groups of students and can plan units of instruction with varied participation structures. Intern sometimes uses knowledge of students to identify instructional demands related to students' navigation between their everyday lives and the disciplines. In planning, intern takes into consideration a student's resources (e.g., time, home support) in assigning homework. Intern can usually provide warranted explanations for all planning decisions and most instructional enactment decisions based on an understanding of students. The attending serves as a teaching guide, but still needs to provide some hands-on help in planning and executing appropriately differentiated instruction. When observing other teachers, intern is often able to notice features of high-quality instruction based in the observed teachers' deep knowledge of students.	Secure
		Developing
		Beginning
Progressing Intern	Intern holds an understanding of each student in his/her class(es) based on the effective use of various assessment tools. Intern demonstrates an awareness of the range of his/her students' cultural groups, interests, and skills, and intern may have identified groups of students based on skills, interests, or needs within the class. Intern can plan effective lessons and units that build on students' knowledge, skills, and interests, and is able to enact somewhat differentiated instruction (e.g., intern identifies texts likely to be of interest to students; intern plans distinct activities based on students' interest or gross differences in students' abilities). Most often, this differentiated instruction is superficial and/or over generalized (e.g., lesson plans make only peripheral reference to students' interests; intern takes up a few students' ideas rather than soliciting the ideas of the whole class). Intern may struggle to provide fully warranted explanations for instructional decisions, and the attending must take a fully hands-on approach in helping the intern execute appropriately differentiated instruction. When observing an instance of teaching, intern requires support to notice features of high-quality instruction based in the teacher's deep knowledge of students.	Secure
		Developing
		Beginning
Novice Intern	Intern understands: 1) the importance of knowing about students (e.g., students' prior knowledge and skills, including gaps, language and literacy proficiencies, extracurricular interests, cultural heritage and community lives) and 2) ways to gain knowledge of students (e.g., content reading inventories, exit slips, formal assessments, informal discussions with students). Intern makes deliberate but unsophisticated attempts to gather and interpret information about students (e.g., intern unsystematically conducts side conversations with students about events in their lives). Though students may describe intern as someone who knows them and is interested in them, the intern's understanding of students remains shallow. Intern can apply such understanding in planning that may advance the goals of the lesson (e.g., intern plans to use a teaching move that aligns with one student's interest). However, intern is unable to leverage knowledge of students while teaching (e.g., while leading a discussion, the intern's questions and/or manner of questioning are stilted and s/he cannot take up and work with students' ideas in the moment). When observing an instance of teaching, intern tends to notice only the most visible aspects of teaching, taking for granted much of what occurs in the classroom (e.g., intern may notice strong rapport between the teacher and a group of students but does not have a way of seeing how the teacher may have developed that rapport over time).	Secure
		Developing
		Beginning



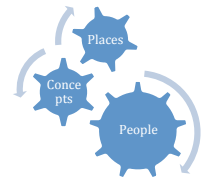
Competency 2: Teaching Students Disciplinary Concepts and Practices using Multiple Complex Texts

Novice Resident	Resident teaches disciplinary concepts and practices through attention to disciplinary ways of reading, writing, and reasoning with sophisticated domain-specific texts. Resident designs and enacts a sequence of text-based lessons that support students' literacy development and disciplinary understanding. Resident can describe meaningful, discipline-aligned purposes for the work in student-friendly ways. Resident can accurately predict students' literacy challenges with various texts from lesson to lesson. Resident reliably provides appropriate differentiated literacy instruction to students, including explicit instruction that helps students navigate between texts of multiple disciplines and their everyday lives. Resident can provide warranted explanations for all instructional decisions based on his/her knowledge of concepts/big ideas, texts, and literacy research and theory. As a result, the attending feels comfortable taking a hands-off approach and mostly serving as a resource when needed. When observing other teachers, resident notices features of high-quality instruction based in deep knowledge of disciplinary concepts, disciplinary practices, and text use for disciplinary purposes.	Secure
		Developing
		Beginning
Advancing Intern	Intern can plan and enact a text-based unit around one or more disciplinary concepts/practices. Intern designs a cohesive sequence of text-based lessons that support students' literacy development and disciplinary understanding. Intern attempts to describe discipline-aligned purposes for the work to students, but s/he may not do so consistently or in student-friendly ways. Intern can often accurately predict students' literacy challenges. Intern may attempt to provide differentiated literacy instruction, but such differentiation may be clunky or not completely aligned with all students' literacy needs. Intern's instruction sometimes supports students' abilities to navigate texts of multiple disciplines and their everyday lives, though these moments of instruction may be inconsistent or less explicit than necessary. Intern can provide warranted explanations for all planning decisions and most enactment decisions based on his/her knowledge of concepts/big ideas, texts, and literacy research and theory. The attending serves as a teaching guide, but s/he still needs to provide some hands-on help in planning and enacting appropriately differentiated instruction. When observing other teachers, intern is often able to notice features of high-quality instruction based in deep knowledge of disciplinary concepts, disciplinary practices, and text use for disciplinary purposes.	Secure
		Developing
		Beginning
Progressing Intern	Intern's work consistently demonstrates the importance of (a) teaching with disciplinary concepts and practices, (b) teaching with and about texts, (c) thinking of "texts" broadly (e.g., historical documents, lectures, art, formulas, symbols and other notations), (d) identifying the challenges different forms of texts can pose to readers, and (e) taking a critical stance toward representations of big ideas offered by texts. Intern can plan and enact a text-based lesson around a big idea or concept. Intern is learning to design a cohesive sequence of text-based lessons that support students' literacy development and disciplinary understanding. Intern may offer school-based purposes for the work (e.g., intern tells students they need to learn X for the test or for college). Intern designs literacy instruction using knowledge of students and texts, though the literacy demands s/he chooses to focus on may not be appropriately prioritized for deep meaning making (e.g., interns focuses unnecessarily on vocabulary). Intern is not generally surprised by students' literacy challenges when teaching or observing, s/he understands that students' literacy skills are not fixed but rather vary with text and context, and s/he believes it is his/her job to develop students' disciplinary literacy skill. The attending provides extensive input into both planning and enactment moves. When observing an instance of teaching, intern requires support to recognize some of the deliberate ways the teacher has selected texts and is supporting students in making meaning with them.	Secure
		Developing
		Beginning
Novice Intern	Intern knows the concepts and practices of the discipline. Intern's work demonstrates a developing understanding of the importance of (a) teaching with big ideas and concepts around an intellectual problem of the discipline, (b) teaching with and about texts that engage students in addressing the intellectual problem, (c) thinking of "texts" broadly (e.g., historical documents, lectures, art, formulas, symbols and other notations), (d) identifying the challenges different forms of texts can pose to readers, and (e) taking a critical stance toward representations of big ideas offered by texts. However, attempts to plan for these dimensions of text-based practice are narrow, superficial, or partial. With assistance, intern can plan and enact a lesson around a big idea or concept that involves students in the reading and/or writing of domain-specific text(s) and that demonstrates the intern's developing understandings. Intern can identify and prioritize potential literacy demands of the lesson and attempts to support students with those demands. Intern may not prioritize the most important literacy demands and may struggle to plan and enact whole-class instruction that supports and builds students' literacy skills. Intern's texts may not be fully aligned with the stated objectives or big ideas. Intern may be surprised by students' literacy challenges during or after enacting a lesson. Intern may overgeneralize the literacy skills and needs of students (e.g., "Dan reads at a seventh grade level"; "students in this class hate reading"). The attending feels comfortable providing interns with opportunities to work with small groups of students unsupervised and with whole groups in heavily supervised interactions. Intern tends to notice only the most visible aspects of teaching, taking for granted much of what occurs in the classroom (e.g., intern does not see the use of a particular text or the grouping of texts as deliberate choices made by the teacher).	Secure
		Developing
		Beginning



COMPETENCY 3: Engaging in Instructional Practices and Routines Designed to Support Teaching Disciplinary Concepts and Practices with Texts

Novice Resident	Resident plans units that are coherently situated within the sequence of the semester/year. Units are based on specific and sequenced learning goals, which are articulated in (and informed by) summative assessments and aligned with disciplinary goals and practices. Resident’s planning at the lesson, unit, and semester/year level indicates his/her commitment to engaging students in questioning and critical examination of the big ideas of the discipline (including attending to the tenuous and partial nature of received or accepted disciplinary knowledge and practice) and supporting students in navigating among disciplines and their everyday lives. Resident consistently helps students understand the connections between daily, unit, and semester/yearly goals, the inquiry frame, and the activities and routines of the class. Resident appropriately varies participation structures based on student learning goals, knowledge of students (e.g., developmental levels, interests, skills, identities, prior knowledge), and literacy demands of texts. Resident usually has a sound rationale for instructional decisions based in educational theory and practice. Resident consistently attends to prioritized literacy demands of the lesson through instructional activities and his/her complex understanding of students and their literacy skills. Resident consistently uses formative assessment data to make adjustments to instructional decisions. When observing other teachers, resident is reliably able to notice high-quality instructional practices and routines that successfully promote students’ disciplinary learning.	Secure
		Developing
		Beginning
Advancing Intern	Intern plans lessons that are coherently situated within units and that center on specific and sequenced learning goals. Intern’s plans are informed by multiple types of assessments and are generally aligned with disciplinary goals and practices. Intern’s planning at the lesson and unit level indicates his/her commitments to engaging students in questioning and critical examination of big ideas in the discipline and supporting students in navigating among disciplines and their everyday lives. Intern requires some assistance in designing instruction that meets these commitments. Intern consistently attempts to make clear the connections between daily and unit goals, the inquiry frame, activities, and routines. Intern varies participation structures, often based on student learning goals, knowledge of students (e.g., developmental levels, interests, skills, identities, prior knowledge) and literacy demands of texts. Intern usually has a rationale for instructional decisions that is frequently based in educational theory and practice. Intern usually attends to prioritized literacy demands of the lesson through instructional activities and his/her understanding of students and their literacy skills. When observing other teachers, intern is often able to notice high-quality instructional practices and routines that successfully promote students’ disciplinary learning.	Secure
		Developing
		Beginning
Progressing Intern	Intern consistently plans relatively coherent single lessons based on specific learning goals related to the big ideas and intellectual problems under study. Intern’s planning indicates an understanding of the need to engage students in questioning and critical examination of big ideas in the discipline; intern requires support in designing lessons that “add up” to these goals. In general, intern tends to need some support in aligning learning activities with disciplinary goals and practices, including establishing an appropriate inquiry frame. When teaching, intern often attempts to make the connections between activities and the daily learning goal clear to students. Students and other observers may find these connections to be somewhat artificial or school-based. Intern is beginning to demonstrate the ability to plan coherent instruction at the unit level. Intern demonstrates the ability to teach and assess student learning over multiple lessons. Intern usually has a rationale for instructional decisions, though it may not always be based in educational theory and practice. Intern usually attends to some literacy demands of the lesson. Intern uses a limited range of participation structures and usually attempts to align them with student learning goals, knowledge of students, and/or literacy demands of texts. When observing an instance of teaching, intern requires support to recognize some of the deliberate ways the teacher is using instructional routines and practices to teach disciplinary concepts and practices.	Secure
		Developing
		Beginning
Novice Intern	Intern knows the importance of planning coherent instruction centered on a learning goal that is related to the big ideas and intellectual problems under study. Intern’s planning at the lesson level indicates an understanding of the need to engage students in questioning and critical examination of the big ideas in the discipline, though even supported attempts at such instruction tend to be somewhat naïve/unrealistic/superficial, take up only one perspective, or situate perspectives as dichotomous. Intern’s plans include an observable learning goal (though the intern may not have actually constructed the learning goal before planning other aspects of the lesson) and some activities that are closely aligned with the learning goal. When enacting a lesson, intern attempts to make connections between activities and the learning goal clear to students. Intern’s rationale for using particular instructional activities may be based on a superficial understanding of students (e.g., “all students like small group work”; “students love watching videos”). Intern cannot provide a compelling rationale for many instructional decisions and assumes many choices (e.g., “this is the way I was taught”; “this is how my attending teacher does it”). Intern tries to attend to the literacy demands of the lesson through instructional activities, though his/her understanding of students’ literacy skills, the text demands, and/or the types of instruction required are not sufficient. Intern does not usually vary participation structures. When observing an instance of teaching, intern tends to notice only the most visible aspects of teaching, taking for granted much of what occurs in the classroom (e.g., intern does not see classroom routines as deliberate approaches used by the teacher to accomplish particular goals).	Secure
		Developing
		Beginning



Competency 4: Engaging in Professional Practices

Novice Resident	Resident acts in ways that are consistent with the high professional expectations s/he has set for him/herself and is typically able to meet these self-imposed expectations. Resident is deeply knowledgeable about local (school), state, and national learning standards and is beginning to develop and enact flexible, meaningful applications of the student learning standards in classroom practice. Resident makes instructional adjustments regularly and continually seeks to provide students with equitable access to learning. Resident welcomes and uses professional feedback, and s/he approaches teaching with an internalized cycle of self-reflection and action. Resident thinks of him/herself as a teacher and a professional; s/he regularly seeks opportunities to engage in the intellectual work of the field of education (e.g., professional development), and s/he can envision ways of collaborating with other professionals at the district, state, or national level. Resident is a dedicated and contributing member of the school. Resident thinks of colleagues as valuable resources and turns to them for help in continuing to develop rich conceptual understandings of the disciplines and their practices. Resident examines and uses curricular materials in informed and critical ways, based on his/her instructional goals and knowledge of students. Resident has a reliable set of resources to promote student learning in the disciplines, and s/he knows how to evaluate the usefulness and reliability of new resources. Resident understands that the content and practices of his/her discipline are different from but not better than those of other disciplines and seeks to share ways of navigating between and among disciplines with students.	Secure
		Developing
		Beginning
Advancing Intern	Intern has developed expectations of him/herself that go beyond externally-imposed obligations, though s/he is not always able to meet these self-imposed expectations (e.g., though the school policy is that all student work ought to be returned within two weeks, the intern strives to return student work within one week, but the intern's methods of offering feedback are inefficient and often mean that the intern cannot meet his/her commitment to a one week turnaround). Intern thinks of him/herself as a teacher whose role is to ensure all students' access to learning. Intern regularly accepts and uses professional feedback to inform and improve instruction and seeks opportunities to gain feedback from others (e.g., intern invites colleagues to come observe instruction). Intern can usually productively reflect on his/her teaching without the support of mentors, but s/he has not fully internalized reflective habits of mind, and s/he may not prioritize the same teacher actions as would a veteran teacher or observer. Intern can use and modify curricular materials to forward student learning without the support of mentors. Intern seeks out resources that will help him/her build content knowledge and help students meet disciplinary learning goals (e.g., intern has bookmarked and organized a set of resources on his/her computer to reference less familiar content; intern has a growing file of domain-specific texts that could be used with students).	Secure
		Developing
		Beginning
Progressing Intern	Intern has a developing understanding of what is required in order to ensure all students have equitable access to learning. Intern's professional judgment is reliable; supervisors generally trust the intern to meet all school and professional expectations and obligations. Intern treats students, students' family members, supervisors, community members, and colleagues with respect and generosity in all communications with and about them. Instead of privileging his/her role as a university student, s/he tends to think of him/herself as a teacher intern. This is evidenced by his/her eagerness to teach at every opportunity, even when those opportunities exceed university requirements. Increasingly, the intern accepts and uses professional feedback to inform instruction, and, with support from mentors, can productively reflect on his/her teaching. With support, intern can use curricular materials to forward student learning. Intern understands how curricular materials might be modified for students or particular instructional goals, but s/he is hesitant to make such modifications without mentor support and encouragement. Intern is beginning to selectively collect and organize resources for learning and teaching (e.g., intern has bookmarked a series of websites and articles related to his/her domain).	Secure
		Developing
		Beginning
Novice Intern	Intern considers teaching a professional field and understands the importance of meeting the ethical obligations demanded by the norms and standards of the profession. Intern acts ethically and with integrity. Intern believes that teachers are responsible for ensuring equitable access to learning, though s/he is only beginning to understand what this means in practice. Intern is considerate, punctual, and appropriate in all interactions with students, students' family members, supervisors, community members, and colleagues, though his/her professional judgment is still developing (e.g., intern dresses professionally and arrives to class in advance of students, but s/he still considers whether to wear a scary costume to school on Halloween). Intern knows the importance of professional feedback, but s/he tends to think of feedback as a matter of his/her own school success. Intern is learning how to integrate feedback into instruction and what it means to reflect on one's own teaching. Intern knows the importance of and is familiar with the domain-specific state and national student learning expectations. Intern has mastery over a relevant body of content knowledge and is familiar with some resources s/he can draw upon to continue to learn, and s/he understands that continual development of content knowledge is a professional obligation. Intern is only partially able to use given curricular materials to forward student learning, and s/he does not tend to think of them as resources to be modified. Intern knows that it is important to collect resources for his/her own learning and teaching; s/he may indiscriminately hoard materials and/or gather but not use materials.	Secure
		Developing
		Beginning