This file contains sample practices and artifacts for each Standard and item in the Student Teaching Rubric. Cooperating Teachers and University Supervisors may find these Looks Fors in a student teacher’s classroom, P-12 students’ work, or in lesson plans. The practices may also be discussed in conversations with the Student Teacher or between observers. This list is not all-inclusive, nor is each example mandatory. University Supervisors and Cooperating Teachers should use their professional judgment when considering the context of the learning environment when using this document to identify relevant practices.

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| **Standard 1: Student Development and Diversity** | |
| **Criterion** | **Look-Fors** |
| **1a: Student Development** | * Lesson content and tasks adjusted to match students' developmental stages (e.g., simpler steps for younger learners, abstract tasks for older students) * Visual or verbal cues showing teacher knows student learning styles or readiness levels * Instructional pacing adapted for individual or group needs |
| **1b: Student Diversity** | * Instructional materials that reflect students' cultural, racial, and linguistic backgrounds * Teacher makes explicit connections between lesson content and students' identities or experiences * Groupings or examples that reflect cultural responsiveness (e.g., diverse names, locations, or traditions in problems or stories) |
| **1c: Students with Exceptionalities** | * Teacher uses IEP accommodations (e.g., extra time, speech-to-text tools) * Evidence of collaboration with SPED/ENL teachers (e.g., co-planning notes, shared supports) * Differentiated materials or assignments for specific students |
| **Standard 2: Learning Processes** | |
| **Criterion** | **Look-Fors** |
| **2a. Approaches to Learning** | * Use of visuals, audio, movement, or manipulatives during instruction * Multiple options for students to express learning (e.g., drawing, writing, verbal responses) * Student choice boards or menus for assignments |
| **2b. Influences on Learning** | * Teacher prompts students to recall previous lessons or real-life experiences * Questions like "Have you seen this before?" or "Where else have you used this?" * Connections to students' cultural or home lives |
| **2c. Student Achievement** | * Tasks require students to analyze, synthesize, or justify answers * Teacher asks open-ended questions that push students to explain their reasoning * Students working independently or in small groups on inquiry-based task |
| **Standard 3: Instructional Planning and Delivery** | |
| **Criterion** | **Look-Fors** |
| **3a. Curriculum** | * Objective posted and stated verbally, aligned to state standard * Lesson plan documents show standard-objective-assessment alignment * Observable connection between posted goals and student tasks |
| **3b. Instructional Approaches** | * Use of multiple instructional strategies (e.g., direct instruction + group work + discussion) * High student engagement (e.g., all students participating, hands-on tasks) * Students demonstrating mastery in more than one way (e.g., projects, journals, performances) |
| **3c. Differentiation** | * Small-group instruction based on student data * Modified assignments or scaffolds (e.g., sentence starters, visuals, graphic organizers) * Teacher checking in more frequently with struggling learners |
| **3d. Content: Instruction** | * Presence of multiple examples, illustrations, and/or analogies for new concepts * Absence of confusing or nonessential information * Subject-specific instructional strategies to enhance student content knowledge * Probing questions and reteaching to address students’ misconceptions |
| **3e. Content: Application** | * Group roles and goals are defined * Group compositions are varied to best accomplish goals of the lesson * Multiple perspectives for understanding content are present in student tasks or products |
| **3f. Resources** | * Lesson plans describing purpose of resources * Presence of some digital technology to aide learning and instruction * Students using materials in addition to the teacher * Appropriate citations of sources |
| **Standard 4: Assessment** | |
| **Criterion** | **Look-Fors** |
| **4a. Assessment Design** | * Academic standards, student goals, and learning outcomes associated with the assessment are clearly stated (e.g., in lesson plans, on the assessment) * Multiple assessment strategies are present over time |
| **4b. Monitoring Student Progress** | * Use of exit tickets, quick quizzes, student self-assessments * Adjustments made mid-lesson based on student understanding (e.g., reteaching, regrouping) * Documentation (lesson plan notes or digital logs) showing use of pre-assessment data * Observational notes taken while circulating the room * Specific and timely oral or written feedback to students (e.g., on rubrics or in journals) * Group or individual conferences during work time |
| **Standard 5: Learning Environments** | |
| **Criterion** | **Look-Fors** |
| **5a. Environment and Culture** | * Routines clearly posted or modeled (e.g., entry/exit procedures, group roles) * Students demonstrate mutual respect in peer interactions * Evidence of student voice (e.g., classroom agreements, choice in tasks) * Learning tasks reflect high expectations and rigorous thinking for all learners |
| **5b. Classroom and Behavior Management** | * Teacher uses nonverbal cues and positive reinforcement to manage behavior * Transitions are efficient (e.g., timer use, prepared materials) * Clear expectations stated before group or independent work * Student behavior is addressed respectfully and proactively |
| **Standard 6: The Professional Environment** | |
| **Criterion** | **Look-Fors** |
| **6a. Collaboration and Communication** | * Evidence of teacher-parent communication (e.g., newsletters, family emails) * Collaboration with colleagues (e.g., co-planning, shared data walls) * Teacher facilitates or participates in team meetings about student progress |
| **6b. Professional Learning** | * Teacher references feedback from observations or coaching * Visible participation in PD (e.g., strategy use from training, PD log) * Professional growth goals posted or tracked in a journal or reflection form |
| **6c. Ethics and Legal Responsibilities** | * Teacher maintains confidentiality (e.g., student files secured, names protected) * Dress and punctuality reflect professionalism * Teacher models appropriate tone, language, and behavior at all times |
| **Standard 7: Reading Instruction** | |
| **Criterion** | **Look-Fors** |
| **7a. Scientifically Based Reading and Writing Instruction** | * Phonics routines (e.g., blending boards, Elkonin boxes) * Explicit vocabulary instruction tied to texts * Guided reading, decodable texts, or fluency practice |
| **7b. Literacy-Rich Environment** | * Classroom library with a range of texts by level and genre * Anchor charts with reading strategies or vocabulary * Centers focused on reading, writing, speaking, and listening |
| **7c. Content-Area and Disciplinary Literacy** | * Use of content-specific vocabulary walls or glossaries * Literacy strategies embedded in science/history/math (e.g., text annotation, CER responses) * Student writing or discussion demonstrating academic language in the discipline |