

Educator Readiness Scale

Directions

Teacher candidates, clinical teachers, and supervisors should complete this tool separately at the end of each term of the clinical practice experience. The team should then collaborate and come to a final consensus for all indicators at the end of each term. Teacher candidates should meet all, not some criteria in each indicator category to receive that score. If the teacher candidate only meets some of the indicators in that category, please move to the previous indicator.

- Term I UG, FLEX, MAT Candidates are expected to mostly be at foundational level.

- Term II UG, FLEX, MAT candidates are expected to mostly be at emerging level. Term III SPED candidates are expected to mostly be at the emerging level (Fall .5 Practicum).

- Term III UG, FLEX, MAT candidates are expected to mostly be at proficient level. Term IV SPED candidates are expected to mostly be at the proficient level (Winter full time practicum for SPED).

Planning							Sources of evidence for proficiency	Teacher Leader Example
Does Not Meet	Foundational	Emerging	Proficient	Professional	Teacher Leader			
A: Lesson Planning, Materials, Technology	Candidate does not yet effectively attempt to practice writing measurable learning targets, utilizing appropriate materials and technology	Candidate practices writing measurable learning targets, utilizing appropriate materials and technology	<i>With support and modeling candidate</i> -Writes measurable learning targets aligned with CCSS or appropriate content standards -Utilizes materials that are appropriate and aligned to lesson content -Utilizes developmentally appropriate technology to support student learning	Candidate <i>independently</i> writes measurable learning targets aligned with CCSS or appropriate content standards AND -Materials are appropriate and aligned to lesson content AND -Candidate utilizes developmentally appropriate technology to support student learning	AND: Candidate plans individualized learning targets for various students (extensions and modifications)	AND: Candidate collaborates with stakeholders to support individual learners	Cumulative lesson plans, lesson plan materials, meetings with stakeholders (special education teacher, ELD teacher, counselor, etc.)	Independently communicates with SPED teacher, behavior specialist, intervention specialist etc. to support individual student learning
B: Assessment Planning	Candidate does not yet effectively attempt to practice planning aligned assessments and observes backwards planning	Candidate practices planning aligned assessments and observes backwards planning	<i>With support and modeling candidate</i> -Plans aligned assessments and engages in backwards planning	Candidate <i>independently</i> plans assessments that align to grade level standards and lesson objectives AND -Assessments demonstrate evidence of backward planning and are aligned with unit standards/content area	AND: Candidate provides assessment accommodations to create opportunities for individual learners to demonstrate proficiency	AND: Candidate leads long term planning for grade level team	Cumulative lesson plans, assessments, assessment matrix, PLC meeting notes.	Leads PLC team in long term planning notes.
C: Differentiation	Candidate does not yet effectively attempt to practice planning aligned assessments and observes backwards planning	Candidate relies on clinical teacher to plan for student specific supports	Candidate <i>independently</i> plans academic differentiation for individual students AND <i>With support and modeling candidate....</i> -Plans engagement strategies for whole group, small groups, and individual students	Candidate <i>independently</i> plans academic differentiation for the whole group, small groups, and individual students AND -Candidate <i>independently</i> plans engagement strategies for whole group, small groups, and individual students	AND: Candidate plans for multiple differentiation strategies including Social Emotional Learning	AND: Candidate collaborates with stakeholders to plan for differentiated learning for individual students AND: Candidate leads grade level team in planning for whole group, small group, independent students	Cumulative lesson plans, lesson plan materials	-Independently communicates with SPED teacher, behavior specialist, intervention specialist etc. to support individual student learning -Leads PLC team planning
D: Culturally Responsive Practices/SEL practices	Candidate does not attempt to observe and identifies student interests	Candidate observes and identifies student interests	Candidate <i>independently</i> embeds student interest in lessons & relates to content area	Candidate <i>independently</i> embeds culturally responsive teaching methods such as use of students' home languages, diverse imagery, text and materials connected to the learning target AND -Candidate <i>independently</i> plans for student assets, interests, and cultural and community background connected to learning target	AND: Candidate <i>independently</i> supplements curricula with additional culturally responsive materials, images, and texts	AND: Candidate <i>independently</i> collaborates with families and communities to embed relevant culturally responsive practices within materials and lessons	Cumulative lesson plans, lesson plan materials	Independently communicates with families and community members to design culturally responsive materials
Classroom Environment							Sources of evidence for proficiency	Teacher Leader Example
Does Not Meet	Foundational	Emerging	Proficient	Professional	Teacher Leader			
E: Best Practices	Candidate does not effectively attempt to observe and identifies classroom management strategies utilized by clinical teacher and attempts to form relationships with students	Candidate observes and identifies classroom management strategies utilized by clinical teacher and attempts to form relationships with students	<i>With support and modeling candidate....</i> -Is able to use classroom management strategies used by the clinical teacher and creates relationships with student AND -Candidate is beginning to examine use of practices as equitable and compassionate	Candidate identifies and maintains use of compassionate and equitable strategies/practices for student learning AND -Candidate demonstrates evidence of strong student relationships	AND: Candidate seeks out opportunities to use and develop positive, equitable, compassionate practices AND: Candidate proactively seeks out opportunities to connect with students and families	AND: Candidate leads grade level teams/colleagues in developing a culture of compassion and equity within the school/classroom	-Demonstration of restorative practices, SEL, Love and Logic, Collaborative Problem Solving, least invasive intervention -Avoids use of negative or shamebased practices for classroom management -Communication logs with parents/families -Lesson plans -Post/pre observation conferences	Candidate leads colleagues in professional development and implementation of tools
F: Responsiveness/Social & Emotional Support	Candidate does not effectively attempt to observe and identify clinical teacher's response to student needs	Candidate observes and identifies clinical teacher's response to student needs	Candidate utilizes prompts from clinical teacher to respond to academic and social/emotional needs of students	Candidate is able to <i>independently</i> respond to the academic, social/emotional, and behavioral needs of the students and responds in real time using positive, compassionate, and equitable responses.	AND: Candidate proactively and <i>independently</i> plans for the academic, social/emotional and behavioral needs of individual students	AND: Candidate leads grade level teams/colleagues in proactive planning for academic and social needs of students through use of compassionate and equitable response.	Post/pre observation conferences, lesson plans, PLC logs, student support meetings	Candidate leads colleagues in professional development and implementation of tools and or is asked to model for others
G: Routines & Procedures	Candidate does not observe clinical teacher and practice use of consistent and safe routines & procedures	Candidate observes clinical teacher and practices use of consistent and safe routines & procedures	Candidate utilizes modeling from the clinical teacher to implement consistent and safe routines & procedures in the classroom	Candidate <i>independently</i> teaches, facilitates, and reinforces consistent and safe routines & procedures in the classroom	AND: Routines and procedures are consistently reinforced by students	AND: Candidate collaborates with stakeholders to reinforce consistent and safe routines and procedures. AND: Leads planning for grade level/school teams to learn appropriate teaching of routines and procedures.	Post/pre observation conferences, PLC logs, documentation from meetings, student support meetings (IEP/504/Counseling)	Candidate <i>independently</i> communicates with SPED, behavior specialist, ELD specialist etc. to meet the needs of individual learners and leads others based on findings

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<p>H: Equitable Practices</p>	<p>Candidate does not demonstrate the ability to build relationships with individuals students and make decisions that support the academic needs of students</p>	<p>Candidate demonstrates the ability to build relationships with individuals students and make decisions that support the academic needs of students</p>	<p>Candidate shows awareness of student assets and interests AND -Candidate is practicing reflection of personal biases and how that relates to equitable and ethical treatment of students AND -Candidate demonstrates the ability to build relationships with individual students and make decisions that support the academic needs of students, candidate is beginning to consider social/emotional needs of students</p>	<p>Candidate independently demonstrates promotion of student assets, interests, cultural and community background during planning AND -Candidate independently reflects on biases to ensure the equitable and ethical treatment of students AND -Candidate independently demonstrates the ability to build relationships with individuals students and make decisions that support the social, emotion, and academic needs of students</p>	<p>AND: Candidate proactively seeks out continuing education that will develop and enhance Anti-Racist instructional practices</p>	<p>AND: Candidate leads others in examining biases and developing anti-racist practices</p>	<p>Professional development documentation, lesson plans, student advocacy reports, policy reflections</p>	<p>Candidate leads colleagues in professional development and implementation of tools</p>
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Professional Responsibility

	Does Not Meet	Foundational	Emerging	Proficient	Professional	Teacher Leader	Sources of evidence for proficiency	Teacher Leader Example
<p>I: FERPA, Civil Rights, IEP/504s</p>	<p>Candidate does not identify district, site, and university policies and/or does not adhere to confidentiality (FERPA) guidelines</p>	<p>Candidate identifies district, site, and university policies and adheres to confidentiality (FERPA) guidelines</p>	<p><i>With support and modeling candidate....</i> -Adheres to the legal accommodations and modifications written into specialized education plans</p>	<p>Candidate independently follows clinical site, district, and university policy and procedure, adhering to the professional responsibilities of an employed educator AND -Candidate independently adheres to the legal accommodations and modifications written into specialized education plans</p>	<p>AND: Candidate collaborates with stakeholders to seek out supports for specific student needs</p>	<p>AND: Candidate leads colleagues in developing knowledge of professional responsibilities and further supporting students beyond legal accommodations and modifications.</p>	<p>Prepost observation conferences, IEP/504 documentation, professional development, EDA</p>	<p>Candidate leads colleagues in professional development</p>
<p>J: Reflective Practice, Professional Development and Learning, Coaching</p>	<p>Candidate does not effectively attempt to apply feedback from coaching and how to reflect on personal and professional goals</p>	<p>Candidate is learning how to apply feedback from coaching and how to reflect on personal and professional goals</p>	<p>Candidate begins to initiate changes based on feedback received from professional coaching AND -With guidance reflects on personal practice, sets goals, and progresses toward goals</p>	<p>Candidate independently demonstrates the ability to take and apply feedback AND -Candidate independently reflects on personal practice, sets goals, and progresses toward goals AND -Candidate seeks further learning experiences through professional development</p>	<p>AND: Candidate proactively seeks out professional coaching</p>	<p>AND: Candidate coaches others</p>	<p>Prepost observation conferences, EDA</p>	<p>Candidate guides colleagues in reflecting on their own practices</p>
<p>K: Collaboration, Community</p>	<p>Candidate does not effectively observe professional collaborative spaces</p>	<p>Candidate observes professional collaborative spaces</p>	<p>Candidate begins to participate in collaborative spaces</p>	<p>Candidate positively and actively collaborates with colleagues and peers.</p>	<p>Candidate positively and proactively collaborates with colleagues and peers</p>	<p>AND: Candidate leads collaborative spaces</p>	<p>Prepost observation conferences, EDA</p>	<p>Candidate consistently leads PLC meetings or staff meetings</p>
<p>L: Embracing Diversity and Inclusion, Advocacy, Anti-Racist Teaching Practices, Asset Oriented Thinking about Students and Families</p>	<p>Candidate does not effectively attempt to use asset-oriented thinking and language when interacting with children and families</p>	<p>Candidate is learning to use asset-oriented thinking and language when interacting with children and families</p>	<p>Candidate demonstrates a commitment to promotion of diversity and inclusion AND -Candidate independently demonstrates uses asset-oriented thinking when interacting with children and families</p>	<p>AND Candidate independently demonstrates use of anti-racist teaching practices</p>	<p>AND: Candidate proactively seeks out professional development that will develop and enhance Anti-Racist instructional practices</p>	<p>AND: Candidate leads professional development in Anti-racist instructional practices</p>	<p>Professional development, EDA, teacher candidate reflections, assignments, pre/post observations, lesson plans and materials</p>	<p>Candidate leads anti-racist professional development for colleagues</p>

Instruction

	Does Not Meet	Foundational	Emerging	Proficient	Professional	Teacher Leader	Sources of evidence for proficiency	Teacher Leader Example
<p>M: Pedagogy, Strategies</p>	<p>Candidate does not effectively articulate objectives and learning targets in developmentally appropriate ways during small group instruction</p>	<p>Candidate articulates objectives and learning targets in developmentally appropriate ways during small group instruction</p>	<p>Candidate practices articulating objectives and learning targets in a developmentally appropriate way for all learners AND -Candidate practices the use appropriate pedagogical tools and knowledge in order to appropriately model content area standards</p>	<p>Candidate independently articulates objectives and learning targets in a developmentally appropriate way for all learners AND -Candidate independently demonstrates the ability to use appropriate pedagogical tools and knowledge in order to appropriately model content area standards</p>	<p>AND: Candidate uses multiple instructional strategies to enhance student learning</p>	<p>AND: Candidate models multiple instructional strategies for others</p>	<p>Observation</p>	<p>Candidate is asked to model practices for other teachers</p>
<p>N: Checks for Understanding</p>	<p>Candidate does not effectively embed checks for understanding and formative assessments and/or utilize guidance from CT to adjust instruction in real time</p>	<p>Candidate embeds checks for understanding and formative assessments and utilizes guidance from CT to adjust instruction in real time</p>	<p>Candidate uses checks for understanding and other formative assessment methods and practices adjusting instruction for</p>	<p>Candidate independently uses checks for understanding and other formative assessment methods to adjust instruction in real time for specific learners</p>	<p>AND: Candidate uses multiple checks for understanding and other formative assessments to adjust future learning</p>	<p>AND: Candidate models use of formative assessment strategies for others.</p>	<p>Observation, lesson materials</p>	<p>Candidate is asked to model assessment strategies for other teachers</p>
<p>O: Technology</p>	<p>Candidate does not effectively practice using technology to engage learners (Despite opportunities to do so).</p>	<p>Candidate practices using technology to engage learners</p>	<p>Candidate utilizes available and developmentally appropriate technology to engage student learning</p>	<p>Candidate independently utilizes available and developmentally appropriate technology to engage, assess, and support student learning</p>	<p>AND: Use of available and developmentally appropriate technology is student led with guidance from candidate</p>	<p>AND: Candidate leads others in utilizing technology to engage, assess, and support student learning</p>	<p>Observations and student assessments, student work samples</p>	<p>Candidate teaches PLC team and others in the building about educational technology</p>
<p>P: Supplementing Curriculum, Modification, Access</p>	<p>Candidate does not effectively use guidance from CT to use differentiation strategies for whole group</p>	<p>Candidate utilizes guidance from CT use differentiation strategies for whole group</p>	<p>Candidate independently uses planned basic differentiated supports for whole group, small group, and individual students</p>	<p>Candidate uses planned culturally responsive teaching methods such as use of students' native languages, diverse imagery, text and materials</p>	<p>AND: Candidate independently uses multiple planned differentiated supports and culturally responsive teaching methods</p>	<p>AND: Candidate models use of planned differentiated supports and culturally responsive teaching methods for others</p>	<p>Observations and student assessments, student work samples, pre/post observation and conference</p>	<p>Candidate is asked to model practices for other teachers</p>

Language Learning

	Does Not Meet	Foundational	Emerging	Proficient	Professional	Teacher Leader	Sources of evidence for proficiency	Teacher Leader Example
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Q: Pedagogy, Best Practices	Candidate neglects to identify or support CT's use of language supports for specific students.	Candidate supports and identifies CT's use of language supports for specific students.	Candidate independently plans for basic language supports for some students such as sentence frames and explicit instruction of language function.	Candidate independently plans for language supports for all students, including academic language, language scaffolds, and oral and written language use.	AND: Student can plan for extending learning for a variety of language learners.	AND: Candidate leads others in understanding and planning for language learners' needs.	Lesson plan includes vocabulary building supports, sentence frames, sentence starters, cognates, bilingual labels, explicit instruction of language function (ie: describing, comparing/contrasting, summarizing), explicit instruction of language form (ie: adjectives, adverbs, past tense), scaffolding of language use.	Candidate leads professional development to teach other educators about using language supports and best practices for emergent bilingual students.
R: Analysis of Language Use, Access	Candidate does not effectively observe CT using assessment tools to evaluate students' academic language and content literacy	Candidate observes CT using assessment tools to evaluate students' academic language and content literacy	Candidate is beginning to recognize and evaluate students' academic language, content literacy, and literacy learning assets	Candidate independently evaluates students' academic language, content literacy, and literacy learning assets and adapts and modifies instruction to support literacy and language learning to support content knowledge acquisition.	AND: Candidate differentiates instructions specifically for a variety of language learners.	AND: Candidate leads others in planning for differentiation and assessment of language learners' needs.	Observations of use of assessment tools that assess language use (ie: how are students using content specific vocabulary, how are students using the language function and/or language form).	Candidate is asked to model, or cocreate, assessment tools that monitor language development based on language supports used in lessons.
S: Use of Embedded Language Supports	Candidates does not effectively observe CT using language supports	Candidates observes CT using language supports and may begin to support individual student language needs	Candidate independently uses basic language supports for students such as sentence frames and explicit instruction of language function.	Candidate independently implements and scaffolds instruction with language supports and incorporates appropriate literacy supports and texts to guide students' learning and acquisition of learning targets.	AND: Language supports are varied, differentiated, and particularly designed for the chosen unit or topic.	AND: Candidate leads others in planning for language supports.	Observation of implementation of instruction that includes vocabulary building supports, sentence frames, sentence starters, cognates, bilingual labels, explicit instruction of language function (ie: describing, comparing/contrasting, summarizing), explicit instruction of language form (ie: adjectives, adverbs, past tense), scaffolding of language use.	Candidate is asked to model, or coteach, lessons with embedded language supports for other teachers.
T: Supports, Cultural knowledge, Cognitive Demand	Candidate does not effectively utilize support from CT to support students' linguistics and cultural assets and needs and differentiates language and literacy supports to incorporate culturally sustaining practices.	Candidate utilizes support from CT to support students' linguistics and cultural assets and needs and differentiates language and literacy supports to incorporate culturally sustaining practices.	Candidate practices showing evidence of reflection on students' linguistics and cultural assets and needs and differentiates language and literacy supports to incorporate culturally sustaining practices	Candidate independently shows evidence of reflection on students' linguistics and cultural assets and needs and differentiates language and literacy supports to incorporate culturally sustaining practices.	AND: Language supports are varied and particularly designed for the chosen unit or topic, and are differentiated for individual students.	AND: Candidate leads others in planning for language supports.	Evidence from lesson plans and observations that include: translanguaging, graphic organizers, visuals, home language supports, sentence frames, etc.	Candidate leads professional learning specifically on language supports, and using cultural and linguistic assets for colleagues.

Data Literacy							Sources of evidence for proficiency	Teacher Leader Example
	Does Not Meet	Foundational	Emerging	Proficient	Professional	Teacher Leader		
U: Evidence	Candidate does not effectively identify data collection tools utilized in the classroom and begins to recognize how data informs instructional decisions	Candidate identifies data collection tools utilized in the classroom and begins to recognize how data informs instructional decisions	Candidate utilizes support from CT to participate in data collection and interpretation	Candidate independently makes data informed decisions in planning for instruction, drawing on previous assessment data.	AND: Candidate designs their own data collection tools and methods for evidence.	AND: Candidate leads others in utilizing data collection tools and leads others on how to make data driven decision for further instruction	Lesson plans, Post observation debrief, Assessments	Candidate models for others their data collection habits and provides examples on how others can implement similar practices
V: Feedback to Learners, Guiding towards Proficiency	Candidate does not effectively participate in providing positive verbal feedback to students based on their academic performance	Candidate participates in providing positive verbal feedback to students based on their academic performance	Candidate independently gives accurate feedback and utilizes CT support to provide detailed feedback guiding learners towards proficiency	Candidate independently gives detailed and accurate feedback to students based on performance and assessment data.	AND: Candidate differentiates feedback based on learner needs and collaborates with learners on designing evaluation tools.	AND: Candidate leads others in differentiating for individual student needs and using individual student performance to guide future instruction	Observation, post observation debrief, feedback samples	Candidate uses data during a staff meeting to teach other educators how to use data to support individual students.
W: Long Term Planning	Candidate does not effectively observe CT planning for long term instruction.	Candidate observes CT planning for long term instruction.	Candidate utilizes support for long term instruction across multiple lessons	Candidate <i>independently</i> makes plans for long term instruction across multiple lessons that draws on pre, formative and ongoing assessment data.	AND: Candidate shows evidence of how multiple units build upon each other across time to support student academic growth.	Candidate leads teams in long-term planning and scope and sequence	Units, lesson plans	Candidate leads grade level team in long term content area planning
X: Data Equity	Candidate does not effectively observe CT participating in data collection and interpretation and analyzing data for equitable outcomes	Candidate observes CT participating in data collection and interpretation and analyzing data for equitable outcomes	With support and modeling, candidate independently plans to differentiate instruction based on learner performance	Candidate independently plans to differentiate instruction based on assessment data and reflects on how assessments might need to be altered or accommodated for learners' needs.	AND: Candidates shows evidence of how across time, instruction and assessment proactively address multiple aspects of culturally sustaining practices.	Candidate leads others in examining assessment and analysis practices for bias and leads changes towards data justice	Student assessment, critical analysis data, equitable changes to policy and practice	Candidate offers professional learning for others on how to audit assessments for inequitable practices

Specific SMART Goals

Goal #1

Goal #2