



## Community of Practice Teacher Educator Practice Framework October 2017



Research overwhelmingly states that the single-most influential in-school factor in student success is the K-12 classroom teacher.<sup>1</sup> The same could be said about teacher educators for their role in training novice teachers.<sup>2</sup> Yet, despite decades of research, the field of teacher preparation still struggles to cohere around what teacher educators need to know and be able to do to, how they should be deliberately prepared and continually supported to know and do these things, and when and how to collect data on how they do what they do for the purposes of strengthening and improving their practice.<sup>3</sup>

To address this lack of coherence, we - representatives from four national teacher preparation centers<sup>4</sup> working with over 100 teacher preparation programs across different teacher training contexts and areas of expertise - formed a working group to create a shared developmental framework to improve teacher educator practice. The purpose of this working group is to focus on a set of practices that are specific to work of practicing teacher educators. We see teacher educators as people who play a formal role in the training of novice teachers. They are people who provide instruction or who give guidance and support to novice teachers, and who thus render a substantial contribution to the development of novices into competent teachers. Teacher educators may hold roles such as: course instructors, professors, site coordinators, coaches/clinical instructors, P-12 mentors, or P-12 instructional leaders. Not included in this definition are people who support novice teachers in roles such as: informal mentors or coaches, P-12 leaders who do not work in an instructional leadership role, research professors, professional development providers, or teacher scholars. Teacher educators play a formal role in the training of novice teachers - they provide instruction or give guidance and support to novice teachers, and thus render a substantial contribution to the development of novices into competent

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<sup>1</sup> Chetty, R.; Friedman, J.N.; & Rockoff, J.E. (2011). The long term impacts of teachers: Teacher value-added and student outcomes in adulthood. Cambridge, MA: National Bureau of Economic Research; Hamre, B. & Pianta, R.C. (2006). Student-teacher relationships. In Bear, G.G. & Minke, K.M. (Eds). Children's Needs III: Development, Prevention, and Intervention, 59-71. Washington, DC, US: National Association of School Psychologists. See also: McCaffrey, D. F., Lockwood, J. R., Koretz, D. M., & Hamilton, L. S. (2003). Evaluating modeling Student-Teacher Interactions: 26 value-added models for teacher accountability, (MG-158-EDU). Santa Monica, CA: RAND.

<sup>2</sup> Sharma, U. & Sokal, L. (2013). The impact of a teacher education course on pre-service teachers' beliefs about inclusion: an international comparison. *Jorsen*, 15(4): 276-284. See also: Brouwer, N. and Korthagen, F. 2005. Can teacher education make a difference? *American Educational Research Journal*, 42(1): 153-224; Korthagen, F.A.J. (2010). How teacher education can make a difference. *Journal of Education for Teaching*, 36(4): 407-423. Day, C. (1999). *Developing Teachers: The Challenge of Lifelong Learning*. New York, NY: The Falmer Press.

<sup>3</sup> National Center for Teacher Residencies (2016). *Drivers of teacher preparation: Landscape analysis*. Chicago, IL: NCTE; Goodwin, A.L., Smith, L., Souto-Manning, M., Cjeruvu, R., Tan, M.Y., Reed, R., & Taeras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education*, 65, 284-302.

<sup>4</sup> [Massachusetts Department of Education EPIC](#), [National Center for Teacher Residencies](#), [TeacherSquared](#), [US Prep National Center](#)

teachers.<sup>5</sup>Teacher educators may hold roles such as: course instructors, professors, site coordinators, coaches/clinical instructors, P-12 mentors, or P-12 instructional leaders. Not included in this definition are people who support novice teachers in roles such as: informal mentors or coaches, P-12 leaders who do not work in an instructional leadership role, research professors, professional development providers, or teacher scholars.

To date we have created a set of **12 teacher educator practices** and accompanying data gathering tools for those practices. The table below organizes 12 teacher educator **practices** into three domains - plan, implement, and improve. Each practice has a **definition** and series of **components** that describe how teacher educators go about enacting it in their work. Together, the practices, their definitions, and their components provide an organizing framework for thinking about a slice of what teacher educators need to know and do to improve novice practice. The current practices represent multiple rounds of feedback from expert teachers and teacher educators, policy makers, state education departments, regulatory agencies, teacher education program leaders, scholars, and researchers. The framework also includes two types of data gathering tools: novice teacher perception survey questions and teacher educator practice rubrics. These data gathering tools are now being piloted in teacher preparation programs and will be improved based on feedback the working group receives from these pilots.

Please note that the Framework does not represent an exhaustive list of everything teacher educators need to know and be able to do. There are essential aspects to the work of teacher educating that are not addressed here, and which in many ways serve as prerequisites for teacher educators to be able to enact the practices listed (e.g., pedagogical content knowledge, content knowledge for teaching, professional dispositions about teaching, learning, and learning to teach). We see this Framework as an important part of a larger body of teacher educator knowledge, skills, and dispositions. Thank you in advance for engaging with these materials, and for your future feedback on these tools.

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<sup>5</sup> Koster, B., Brekelmans, M., Korthagen, F. A. J., & Wubbels, T. (2005). Quality requirements for teacher educators. *Teaching and Teacher Education*, 21(2), 157-176.

**Key:** NT=Novice Teacher | TE=Teacher Educator

# TEACHER EDUCATOR PRACTICE FRAMEWORK

PLAN					
<a href="#"><u>Design Rigorous Learning Experiences</u></a>	<a href="#"><u>Bridge Theory and Practice</u></a>	<a href="#"><u>Assess What Novices Know and are Able to Do</u></a>	<a href="#"><u>Construct Coherent Learning Experiences</u></a>		
IMPLEMENT					
<a href="#"><u>Establish a Productive Learning Environment</u></a>	<a href="#"><u>Communicate and Maintain Rigorous Expectations</u></a>	<a href="#"><u>Make the Work Teachers Do Explicit</u></a>	<a href="#"><u>Provide Multiple Opportunities for Practice</u></a>	<a href="#"><u>Provide Targeted and Continuous Feedback</u></a>	<a href="#"><u>Promote Principles of Diversity, Inclusion, Equity, and Social Justice</u></a>
IMPROVE					
<a href="#"><u>Use Data to Improve Novice Teacher Practice</u></a>			<a href="#"><u>Improve Through Continuous Learning</u></a>		

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## Design Rigorous Learning Experiences

**Definition:** Design and/or select learning experiences that meet novice teachers where they are and engage them in rigorous instruction to ensure they meet programmatic standards and expectations for performance.

**Components:**

1. Ground experience in rigorous outcomes and criteria for success aligned to program standards
2. Apply adult learning theories when designing learning experiences
3. Scaffold instruction to the appropriate developmental stage of NTs current practice
4. Create activities where NTs do the majority of the thinking and the work, not TEs
5. Select appropriate resources to support and extend NT knowledge of content and pedagogy
6. Differentiate instruction for groups of students or individuals when necessary (e.g. leveraging strengths, addressing weaknesses, and adjusting instructional styles or activities)
7. Design individual (and sequences of) learning experiences within units or unifying ideas about teaching and learning
8. Incorporate culturally responsive pedagogy into the design of learning experiences
9. Intentionally select content that provides rich opportunities to explore pressing questions of justice
10. Evaluate how activities and learning experiences might disadvantage students with certain disabilities and design accommodations that use technology and other means to include a wide variety of opportunities for engagement

Mentor	Instructor
<p>My mentor's coaching is grounded in clear outcomes for success that align to the standards for novice teacher performance set by my program.</p> <p>My mentor's coaching supports me to improve on the standards for novice teacher performance set by my program.</p> <p>My mentor understands how adults learn.</p> <p>My mentor provides instructional support and assistance that is tailored to my needs.</p> <p>In our coaching conversations, my mentor provides the support I need to solve instructional challenges on my own (rather than tell me how to solve them)</p> <p>My mentor considers my background and culture when designing learning experiences for me.</p> <p>My mentor models selecting K-12 content that provides rich opportunities for his/her students to explore questions of social justice.</p> <p>My mentor provides me with resources that increase my teaching knowledge.</p>	<p>My instructor grounds learning experiences/course content in clear outcomes for success aligned to the standards for novice teacher performance set by my program.</p> <p>My learning experiences in this course support me to improve on the standards for novice teacher performance set by my program.</p> <p>My instructor understands how adults learn.</p> <p>My instructor ensures that course content matches my current stage of teacher development (i.e. not too hard, not too easy).</p> <p>My instructor provides instructional support and assistance that is tailored to my needs.</p> <p>In class, I, along with my student peers, do the majority of the work, not our instructor.</p> <p>My instructor considers my background and culture when designing learning experiences.</p> <p>My instructor provides me with resources that increase my teaching knowledge.</p> <p>My instructor designs inclusive learning experiences that attend to the ability needs/learning styles of myself and my peers.</p> <p>The learning experiences in my course clearly connect to one another.</p>

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## Design Rigorous Learning Experiences

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<b>FOUNDATIONS:</b> Learning experiences are not grounded in rigorous outcomes for success aligned to program standards	<b>FOUNDATIONS:</b> Learning experiences are loosely grounded in rigorous outcomes for success aligned to program standards	<b>FOUNDATIONS:</b> Learning experiences are somewhat grounded in rigorous outcomes for success aligned to program standards (as seen in lesson plans or communication to NTs)	<b>FOUNDATIONS:</b> Learning experiences are clearly grounded in rigorous outcomes for success aligned to program standards (as seen in lesson plans or communication to NTs)	<b>FOUNDATIONS:</b> Learning experiences are clearly grounded in rigorous outcomes for success aligned to program standards (as seen in lesson plans or communication to NTs). Outcomes are differentiated for groups of students or individuals based on exhibited areas of strength and growth.
<b>RATIO:</b> Learning experiences are not designed so that NTs do the thinking and the work	<b>RATIO:</b> Learning experiences are designed so that TE does the majority of thinking and the work, not NTs	<b>RATIO:</b> Learning experiences are designed so that NTs do some of the thinking and the work	<b>RATIO:</b> Learning experiences are designed so that NTs do the majority of the thinking and the work, not TEs	<b>RATIO:</b> Learning experiences are designed so that NTs are able to take advantage of every possible opportunity to do the thinking and the work, not TEs
<b>SCAFFOLDS:</b> Learning experiences are not scaffolded over time	<b>SCAFFOLDS:</b> Learning experiences are scaffolded over time, but scaffolding is not appropriate to current stage of NTs' practice (e.g., too challenging or too easy)	<b>SCAFFOLDS:</b> Learning experiences are somewhat scaffolded over time for the appropriate stage of NTs' current practice (as seen by NTs feeling challenged but not overwhelmed by the content)	<b>SCAFFOLDS:</b> Learning experiences are scaffolded over time for appropriate stage of NTs' current practice (as seen by NTs feeling challenged but not overwhelmed by the content)	<b>SCAFFOLDS:</b> Learning experience is scaffolded over time for appropriate stage of NTs' current practice. Evaluates how learning experiences might disadvantage students with certain learning styles and makes adaptations to give all students equal access to the content (as seen by NTs feeling challenged but not overwhelmed by the content)
<b>UNIFIES:</b> Does not design learning experiences within units or unifying ideas about teaching and learning	<b>UNIFIES:</b> Learning experiences are loosely tied to units or unifying ideas about teaching and learning	<b>UNIFIES:</b> Learning experiences are somewhat tied to units or unifying ideas about teaching and learning	<b>UNIFIES:</b> Designs individual (and sequence of) learning experiences within units or unifying ideas about teaching and learning	<b>UNIFIES:</b> Designs individual (and sequence of) learning experiences within units or unifying ideas about teaching and learning. Learning experiences are tied to formal conceptual framework(s) or established long-term scope and sequences

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## Bridge Theory and Practice

**Definition:** Make deliberate and explicit connections between theory and P-12 classrooms and students.

**Components:**

1. Connect teaching practice to the theory and/or research that undergirds the practice
2. If not already working in the P-12 space, spend time in P-12 schools and develop strong cross-institutional partnerships and relationships (e.g. with students, parents, teachers, and administrators)
3. Know and understand the historical, political, social, and economic contexts of communities in which NTs learn and work
4. Gain and use knowledge of the organizational and educational context of districts and schools in which NTs teach to inform instruction (e.g. structure of district offices and key personnel, types of P-12 schools in districts served, knowledge of leadership and teacher turnover, standards and assessments being used in schools, and instructional methods)
5. Leverage P-12 student, family, school, and community assets in planning learning experiences
6. Provide clear justifications for practices through a lens of how they advance justice, and make explicit the ways in which enacting the practice poorly could reinforce inequity

This Practice could be observed by looking at a series of lesson plans, or by watching a TE enact this practice with novice teachers over a series of lessons, or by shadowing a TE to understand how s/he spends her time?

Mentor	Instructor
<p>Coaching conversations with my mentor help me leverage the assets of our students, their families, and the community when planning learning experiences.</p> <p>My mentor and I spend time examining strategies for effective student, family, and community engagement in our instruction.</p> <p>My mentor helps me to develop an understanding of the communities where my students live.</p> <p>My mentor helps me to build my knowledge of the organizational structure of the district and school.</p> <p>My mentor is knowledgeable about my program/coursework.</p> <p>My mentor helps me apply what I am learning in my coursework to my classroom practice.</p> <p>My mentor helps me apply the knowledge and skills that I am learning in my coursework in a classroom setting.</p> <p>My mentor models or discusses ways that teaching practices can be used in a classroom setting to advance social justice.</p>	<p>My instructor teaches content that is relevant to my experiences in the P-12 setting.</p> <p>My instructor helps me to connect teaching practices to the theories and/or research that supports the practices.</p> <p>My instructor teaches me how to leverage the assets of my students, their families, and the community when planning learning experiences.</p> <p>My instructor teaches strategies for implementing effective student, family, and community engagement in our instruction.</p> <p>My instructor helps me to develop an understanding of the communities where my students live.</p> <p>My instructor helps me seek, use, and maximize available teaching/instructional resources.</p> <p>My instructor helps me apply the knowledge and skills that I am learning in my program in a classroom setting.</p> <p>My instructor assigns work that requires that I apply what I am learning in the P-12 setting.</p> <p>My instructor is knowledgeable about P-12 instruction.</p> <p>My instructor includes resources from P-12 schools in his/her instruction (e.g. guest speakers, curriculum, videos, community information, district IEP templates, etc.).</p>

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## Bridge Theory and Practice

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<p><b>CONNECTIONS:</b> Does not connect teaching practice being taught to the theory/research that undergirds the practice. If not already working in the P-12 space, does not spend time or build partnerships and relationships with P-12 stakeholders.</p>	<p><b>CONNECTIONS:</b> Attempts to connect teaching practice being taught to the theory/research that undergirds the practice, but connection is superficial. If not already working in the P-12 space, occasionally spends time there without a clear purpose for doing so.</p>	<p><b>CONNECTIONS:</b> Somewhat connects teacher practice being taught to the theory/research that undergirds the practice, but connection could use deepening. Occasionally spends time in the P-12 space to observe novice teacher practice, but does not develop relationships with other stakeholders in that space.</p>	<p><b>CONNECTIONS:</b> Clearly connects teaching practice being taught to the theory/research that undergirds the practice. Spends time in the P-12 space to observe novice teacher practice and makes an effort to develop relationships with other stakeholders in that space.</p>	<p><b>CONNECTIONS:</b> Clearly connects teaching practice being taught to the theory/research that undergirds the practice. Provides additional opportunities/resources for NTs to dig deeper into theory when interested (e.g. annotated bibliographies, access to full articles). Regularly spends time in the P-12 space to observe novice teacher practice and develops strong partnerships and relationships with other stakeholders in that space.</p>
<p><b>STUDENTS, FAMILIES, AND COMMUNITY:</b> Does not leverage P-12 student, family, and community assets when planning learning experiences when appropriate</p>	<p><b>STUDENTS, FAMILIES, AND COMMUNITY:</b> Rarely leverages P-12 student, family, and community assets when planning learning experiences. Many opportunities to connect to students, families, and communities are missed</p>	<p><b>STUDENTS, FAMILIES, AND COMMUNITY:</b> Sometimes leverages P-12 student, family, and community assets when planning learning experiences. A few opportunities to connect to students, families, and communities are missed</p>	<p><b>STUDENTS, FAMILIES, AND COMMUNITY:</b> Consistently leverages P-12 student, family, and community assets when planning learning experiences when appropriate (e.g pictures or examples of P-12 student work, pictures of classrooms and communities, knowledge of student interests, knowledge of students’ families, and community resources)</p>	<p><b>STUDENTS, FAMILIES, AND COMMUNITY:</b> Always leverages P-12 student, family, and community assets when planning learning experiences when appropriate</p>
<p><b>SCHOOLS AND DISTRICTS:</b> Does not leverage knowledge of school and district context when planning learning experiences</p>	<p><b>SCHOOLS AND DISTRICTS:</b> Rarely leverages knowledge of school and district context when planning learning experiences. Many opportunities to connect to schools and districts are missed</p>	<p><b>SCHOOLS AND DISTRICTS:</b> Sometimes leverages knowledge of school and district context when planning learning experiences. A few opportunities to connect to schools and districts are missed</p>	<p><b>SCHOOLS AND DISTRICTS:</b> Consistently leverages knowledge of school and district context when planning learning experiences (e.g. standards and assessments being used in schools, instructional methods, knowledge of school personnel)</p>	<p><b>SCHOOLS AND DISTRICTS:</b> Always leverages knowledge of school and district context when planning learning experiences (e.g. standards and assessments being used in schools, instructional methods, knowledge of school personnel)</p>
<p><b>ADVANCING JUSTICE:</b> Does not provide justification for how teaching practices can advance social justice</p>	<p><b>ADVANCING JUSTICE:</b> Justifications for how teaching practices can advance social justice feel perfunctory or inauthentic</p>	<p><b>ADVANCING JUSTICE:</b> Somewhat justifies how teaching practices being taught can advance social justice, but explanations need deepening</p>	<p><b>ADVANCING JUSTICE:</b> Provides clear justifications for teaching practices being taught through a lens of how they can advance social justice, and discusses ways in which enacting the practice poorly could reinforce inequity</p>	<p><b>ADVANCING JUSTICE:</b> Provides clear and compelling justifications for teaching practices being taught through a lens of how they can advance social justice, and shows examples of ways in which enacting the practice poorly could reinforce inequity</p>

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## Assess what Novices Know and are Able to Do

**Definition:** Assess what novice teachers are able to do through their performance on tasks that mirror the actual work of teaching and the skills they have been taught.

**Components:**

1. Prioritize NT application of skill by aligning assessment type to knowledge or skill being assessed (e.g lesson planning assessed via a lesson plan, questioning strategies assessed via video or observation of NT enacting strategy in front of PK-12 students, mock classroom, or rehearsal)
2. Align assessments to program standards
3. Align assessments to level of rigor in which content/skills were taught
4. Ensure assessments include clear criteria for success including articulated levels of performance
5. Ensure assessments are valid, reliable, efficient, and fair
6. Ensure assessment accommodations and modifications are provided for all NTs who require them

This Practice may be observed by reviewing or observing a set of learning experiences, and evaluating the assessment that accompanies those learning experiences. It is likely to be artifact driven. To observe exemplary enactment of this practice, longitudinal data is needed.

Mentor	Instructor
Not applicable.	My instructor assesses my knowledge through authentic learning experiences. Assessments reflect what I was taught. Assessments include clear criteria for success and scoring guidelines My instructor provides me with appropriate assessment accommodations and/or modifications (if applicable). My instructor is able to identify misconceptions and is able to immediately clarify content. My instructor asks for and acts upon suggestions to improve learning experiences. My instructor knows when the class understands and when they do not. My instructor collects feedback from the students during our course.



## Assess what Novices Know and are Able to Do

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<p><b>TYPE:</b> Assessment type is not related to content/skill being assessed in any way (e.g. writing a paper on learning theory to assess skill of lesson planning)</p>	<p><b>TYPE:</b> Assessment type does not appropriately assess application of content/skill (e.g. journal reflection on lesson planning to assess skill of lesson planning)</p>	<p><b>TYPE:</b> Utilizes somewhat appropriate assessment type for content/skill being assessed (e.g. small portion of lesson plan to assess full lesson planning cycles)</p>	<p><b>TYPE:</b> Utilizes appropriate assessment type for content/skill being assessed (e.g. lesson plan to assess lesson planning)</p>	<p><b>TYPE:</b> Utilizes appropriate assessment type for content/skill being assessed (e.g. lesson plan to assess lesson planning) and (when appropriate) selects additional appropriate assessment types to collect supplementary data to strengthen validity of inference being drawn about NT performance</p>
<p><b>ALIGNMENT:</b> Assessment task does not reflect most important aspects of the content, nor does it align to the full rigor of the content/skill being taught</p>	<p><b>ALIGNMENT:</b> Assessment task loosely reflects most important aspects of the content AND/OR are loosely aligned to full rigor in which the content/skills have been taught</p>	<p><b>ALIGNMENT:</b> Assessment tasks somewhat reflects most important aspects of the content, are mostly aligned to the full level of rigor in which the content/skills have been taught</p>	<p><b>ALIGNMENT:</b> Assessment tasks reflect most important aspects of content, and are aligned to the full level of rigor in which the content/skills have been taught</p>	<p><b>ALIGNMENT:</b> Assessment tasks reflect all aspects of the content, and are aligned to the full level of rigor in which the content skills have been taught. Provides multiple opportunities and ways for NTs to demonstrate proficiency</p>
<p><b>CRITERIA FOR SUCCESS:</b> Scoring guides and/or rubrics do not exist, or do not align to the content and rigor articulated in the program standards being assessed</p>	<p><b>CRITERIA FOR SUCCESS:</b> Scoring guides and/or rubrics loosely align to content and rigor articulated in the program standards being assessed</p>	<p><b>CRITERIA FOR SUCCESS:</b> Scoring guides and/or rubrics mostly align to content and rigor articulated in the program standards being assessed</p>	<p><b>CRITERIA FOR SUCCESS:</b> Scoring guides and/or rubrics align to content and rigor articulated in the program standards being assessed</p>	<p><b>CRITERIA FOR SUCCESS:</b> Scoring guides and/or rubrics align to content and rigor articulated in the program standards being assessed. Anchor work is provided for each scale score for all rubrics</p>
<p><b>VALID, EFFICIENT, RELIABLE, FAIR:</b> Does not provide evidence that the assessment is valid, efficient, reliable, or fair</p>	<p><b>VALID, EFFICIENT, RELIABLE, FAIR:</b> Evidence provided shows that assessment fails to achieve TWO OR MORE of the following attributes: valid, efficient, reliable, and fair</p>	<p><b>VALID, EFFICIENT, RELIABLE, FAIR:</b> Evidence provided shows that assessment fails to achieve ONE of the following attributes: valid, efficient, reliable, and fair</p>	<p><b>VALID, EFFICIENT, RELIABLE, FAIR:</b> Provides evidence that assessment is valid, efficient, reliable, and fair</p>	<p><b>VALID, EFFICIENT, RELIABLE, FAIR:</b> Provides evidence that assessment is valid, efficient, reliable, fair, and that information about NT practice is being collected in as efficient a manner as possible</p>

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## Construct Coherent Learning Experiences

**Definition:** Contribute to a coherent learning experience for novice teachers in order to provide a seamless, integrated and progressive learning trajectory

**Components:**

1. Take time to learn about learning experiences NTs receive within and beyond the program
2. Develop positive working relationships with TEs within and beyond the program
3. Make explicit connections to learning experiences NTs receive within and beyond the program (e.g. vocabulary, concepts, resources)
4. Help NTs draw parallels between their placement, training and coursework experience
5. Collaborate with other TE peers to ensure feedback NTs receive about their practice is consistent
6. Identify clear, common learning objectives for NTs with regard to advancing equity and justice, and attend to the ways in which these objectives are embedded within and across learning experiences

This Practice could be observed by looking at a lesson plan, or a series of lesson plans, or by watching a TE enact this practice with novice teachers over a series of lessons. Observing feedback could be achieved by looking at feedback tools and systems, or by observing a TE provide feedback to a NT.

Mentor	Instructor
<p>My mentor helps me to make connections between my coursework and placement experiences.</p> <p>My mentor gives me feedback that is consistent with my instructors’.</p> <p>My mentor gives me feedback that is consistent with what my peers receive from their own mentors [[too much of a stretch?]]. This might encourage novice teachers to compare feedback and that could possibly lead to novice teachers having unprofessional conversations about mentor feedback without knowing all the facts related to each individual situation.</p> <p>My mentor helps me to synthesize my coursework and placement experiences.</p> <p>After receiving feedback from my mentor, I am clear about what actions I should take to address the feedback.</p>	<p>My instructor connects our coursework to other courses or experiences in our program.</p> <p>My instructor connects the vocabulary, concepts, and resources from our course to other experiences in the program.</p> <p>My instructor helps me to reflect on my experiences from my coursework and placement.</p> <p>My instructor helps me to make connections between my coursework and placement experiences.</p> <p>My instructor gives me feedback that is consistent with my mentor’s.</p>

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## Construct Coherent Learning Experiences

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<p><b>WITHIN PROGRAM:</b> Does not make connections between what NTs are learning with TE, and what they are learning in other aspects of the program</p>	<p><b>WITHIN PROGRAM:</b> Connections between what NTs are learning with TE, and what they are learning in other aspects of the program are mostly lacking and/or are perfunctory</p>	<p><b>WITHIN PROGRAM:</b> Connections between what NTs are learning with TE, and what they are learning in other aspects of the program sometimes exist</p>	<p><b>WITHIN PROGRAM:</b> Consistently and clearly make connections between what NTs are learning with TE, and what they are learning in other aspects of the program (e.g. vocabulary, concepts, pedagogies)</p>	<p><b>WITHIN PROGRAM:</b> Consistently, clearly, and compellingly make connections between what NTs are learning with TE, and what they are learning in other aspects of the program.</p>
<p><b>PARALLELS:</b> Does not help NTs draw parallels between their placement, training, and coursework experience</p>	<p><b>PARALLELS:</b> Parallels drawn between placement, training, and coursework experience are mostly lacking and/or are perfunctory</p>	<p><b>PARALLELS:</b> Parallels drawn between placement, training, and coursework experience sometimes exist but need deepening</p>	<p><b>PARALLELS:</b> Consistently and clearly helps NTs draw parallels between their placement, training, and coursework</p>	<p><b>PARALLELS:</b> Consistently and clearly helps NTs draw parallels between their placement, training, and when areas of misalignment occur, helps NTs make sense of differences and make informed choice about how to proceed</p>
<p><b>FEEDBACK:</b> Does not collaborate with TE peers to ensure feedback NTs receive about their practice is aligned</p>	<p><b>FEEDBACK:</b> Rarely collaborates with TE peers to ensure feedback NTs receive about their practice is aligned; alignment of feedback is mostly left to chance</p>	<p><b>FEEDBACK:</b> Occasionally collaborates with TE peers to ensure feedback NTs receive about their practice is aligned; as a result feedback is somewhat aligned (e.g. emails observation notes to one another)</p>	<p><b>FEEDBACK:</b> Consistently and systematically collaborates with TE peers to ensure feedback NTs receive about their practice is consistently aligned (e.g. uses a shared observation template and/or tracker)</p>	<p><b>FEEDBACK:</b> Consistently and systematically collaborates with TE peers to ensure feedback NTs receive about their practice is consistently aligned. In addition to using shared observation tools, TEs spend time score norming to ensure calibration is aligned in addition to observation content alignment</p>

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## Establish a Productive Learning Environment:

**Definition:** Create and maintain a safe space that supports risk taking, views error-making as part and parcel to the work of learning to teach, challenges ideas, and leads to the development of respectful relationships with and between novice teachers.

**Components:**

1. Establish, model, and reinforce norms and routines that support a productive learning environment in which all members thrive
2. Create a culture that sensitively and respectfully considers differences of identity and perspective among and between NTs and TEs (race, ethnicity, gender, age, sexual orientation, disability status)
3. Ensure nobody is (dis)advantaged as a result of disability status
4. Have asset-based, growth-minded interactions with NTs
5. Be flexible and responsive to the experiences and skillsets of NTs
6. Encourage and model the respectful sharing and challenging of diverse ideas

This practice could be observed by looking at a TE leading a group of NTs over time or by examining how mentor teachers interact with novices on a daily, weekly or monthly basis

Mentor	Instructor
<p>I feel comfortable sharing my ideas with my mentor teacher.                      I feel comfortable taking risks in my mentor teacher’s classroom.                      I am encouraged to ask questions and to participate.                      My mentor teacher pays attention to what I am thinking and feeling.                      I feel comfortable approaching my classroom mentor with questions and concerns.                      My classroom mentor encourages me to develop my individual teaching style.                      My mentor teacher helps me seek, use, and maximize available teaching/instructional resources                      My mentor works with me to identify teaching challenges and possible solutions                      My mentor treats all students with respect.                      My mentor believes that I can learn to teach.                      My mentor supports me to succeed as a novice teacher                      My mentor models a positive perspective about P-12 students and families (i.e. growth mindset).                      My mentor challenges me to grow as a novice teacher.</p>	<p>I feel comfortable sharing my ideas in this class.                      I feel comfortable taking risks in this class.                      I feel comfortable approaching my instructor with questions and concerns                      I am encouraged to ask questions and to participate.                      My instructor pays attention to what all NTs are thinking and feeling.                      My instructor believes all NTs can learn.                      My instructor treats me with respect.                      My instructor models a positive perspective about P-12 students and families (i.e. growth mindset).</p>

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Establish a Productive Learning Environment

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<p><b>NORMS:</b> Does not establish, model, nor reinforce norms and routines that develop an inclusive culture</p>	<p><b>NORMS:</b> Establishes, models, and reinforces norms and routines that support a productive learning environment in which some members thrive</p>	<p><b>NORMS:</b> Establishes, models, and reinforces norms and routines that support productive learning environment in which most members thrive</p>	<p><b>NORMS:</b> Establishes, models, and reinforces norms and routines that develop an inclusive culture and support productive learning environment in which all members thrive</p>	<p><b>NORMS:</b> Establishes, models, and reinforces norms and routines that develop an inclusive culture and support productive learning environment in which all members thrive. Norms evolve based on strengthening of culture over time between TE and NTs</p>
<p><b>GROWTH MINDSET:</b> Does not take an asset-based, growth mindset approach to working with NTs</p>	<p><b>GROWTH MINDSET:</b> Rarely takes an asset-based approach to working with NTs. There are several occasions in which TE questions whether NT(s) can learn and grow.</p>	<p><b>GROWTH MINDSET:</b> Mostly takes and asset-based approach to working with NTs, but there are some occasions in which TE questions whether certain NT(s) can learn and grow</p>	<p><b>GROWTH MINDSET:</b> Takes and asset-based approach to working with NTs and believes that all NTs can learn and grow</p>	<p><b>GROWTH MINDSET:</b> Takes and asset-based approach to working with NTs and believes that all NTs can learn and grow. NTs also show evidence of fostering growth mindset among one another</p>
<p><b>RESPECTFUL:</b> Does not encourage or model the respectful sharing and challenging of diverse ideas</p>	<p><b>RESPECTFUL:</b> Rarely encourages and models the respectful sharing and challenging of diverse ideas. There is evidence that TE promotes a singular perspective about a particular teaching practice, skill or concept.</p>	<p><b>RESPECTFUL:</b> Somewhat encourages and models the respectful sharing and challenging of diverse ideas. There is evidence that TE promotes some, but not all, perspectives about a particular teaching practice, skill or concept.</p>	<p><b>RESPECTFUL:</b> Encourages and models the respectful sharing and challenging of diverse ideas. There is evidence that TE promotes all perspectives about a particular teaching practice, skill or concept. There is room for TE to more regularly encourage or model proactive ways to challenge diverse views and ideas.</p>	<p><b>RESPECTFUL:</b> Encourages and models the respectful sharing and challenging of diverse ideas. There is evidence that TE promotes all perspectives about a particular teaching practice, skill or concept. TE takes advantage of every opportunity to encourage or model proactive ways to challenge diverse views and ideas</p>

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Communicate and Maintain Rigorous Expectations

**Definition:** Assume professional responsibility for novice teacher performance in relation to a set of program standards by clearly communicating about and upholding those standards

**Components:**

1. Internalize program standards
2. Communicate program standards to NTs through multiple means, and at multiple times
3. Set and communicate ambitious goal(s) for NT performance, and monitor performance relative to those goals over time
4. Uphold a high bar for NT success when enacting other practices
5. Hold NTs accountable for mastering essential skills and help them develop ownership for their own learning
6. Constructively push NTs who struggle to meet program standards and celebrate when those standards have been met or exceeded
7. Provide NTs multiple entry points to meet rigorous expectations (e.g. by honoring verbal and nonverbal modes of participation in learning experiences and discussion)

Mentor	Instructor
<p>My mentor knows and understands the standards for novice teacher performance set by my program.</p> <p>My mentor supports me to set ambitious goals to improve my teaching practice in alignment with program standards</p> <p>My mentor monitors my progress towards my goals.</p> <p>My mentor helps me develop realistic plans for achieving my goals.</p> <p>My mentor helps me develop ownership for my own learning and practice.</p> <p>My mentor holds me to a high standard of professionalism.</p> <p>My mentor celebrates my successes while continually challenging me to improve my practice.</p>	<p>My instructor clearly communicates how my course connects to the standards for novice teacher performance set by my program.</p> <p>My instructor supports me to set ambitious goals to improve my teaching practice in alignment with program standards.</p> <p>My instructor monitors my progress towards my goals.</p> <p>My instructor helps me develop realistic plans for achieving my goals.</p> <p>My instructor helps me develop ownership for my own learning and practice.</p> <p>My instructor holds all students to a high standard of professionalism.</p> <p>My instructor models having high expectations for all NTs.</p> <p>My instructor models how to help all NT's meet and/or exceed expectations.</p> <p>My instructor celebrates my successes while continually challenging me to improve my practice.</p>

## Communicate and Maintain Rigorous Expectations

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<b>GOALS:</b> Does not set and communicate goals for NT performance	<b>GOALS:</b> Attempts to set and communicate goals for NT performance, but goals are not clear to NTs	<b>GOALS:</b> Sets and communicates goals for NT performance, however goals are loosely grounded in program standards and/or are not at the nexus of ambitious and feasible	<b>GOALS:</b> Sets and communicates goals for NT performance. Goals are grounded in program standards and are ambitious and feasible	<b>GOALS:</b> Sets, communicates, and invests NTs in goals for NT performance. Goals are grounded in program standards and are ambitious, feasible, and inspiring
<b>ACCOUNTABILITY:</b> Does not monitor progress toward goals	<b>ACCOUNTABILITY:</b> Attempts to monitor progress toward goals, but systems do not provide adequate information about which NTs are or are not mastering essential content/skills	<b>ACCOUNTABILITY:</b> Monitors progress toward goals, but does not hold all NTs accountable for mastering essential content/skills	<b>ACCOUNTABILITY:</b> Monitors progress toward goals and holds all NTs accountable for mastering essential content/skills	<b>ACCOUNTABILITY:</b> Monitors progress toward goals and holds all NTs accountable for mastering essential content/skills. Invests NTs in monitoring their own progress toward goals
<b>HIGH BAR:</b> Does not set a high bar for NT work and participation	<b>HIGH BAR:</b> Rarely holds a high bar for NT work and participation (e.g. incorrect responses are accepted, practice isn't taken seriously, NTs check phone and internet checked during trainings)	<b>HIGH BAR:</b> Occasionally holds high bar for NT work and participation, but there are opportunities when TE lets low to moderate NT effort slide	<b>HIGH BAR:</b> Consistently upholds a high bar for NT work and participation across multiple aspects of training experience (e.g. rigorous practice, strong attendance and participation, right is right)	<b>HIGH BAR:</b> Consistently upholds a high bar for NT work and participation across multiple aspects of training experience. NTs also hold this high bar for one another
<b>CELEBRATE AND PUSH:</b> Does not celebrate when goals, program standards, and session outcomes have been met and does not constructively push when they haven't	<b>CELEBRATE AND PUSH:</b> Rarely celebrates when goals, program standards, and session outcomes have been met by individuals, and rarely push individuals to meet goals and standards when they struggle	<b>CELEBRATE AND PUSH:</b> Occasionally celebrates when goals, program standards, and session outcomes have been met by individuals, and occasionally push individuals to meet goals and standards when they struggle	<b>CELEBRATE AND PUSH:</b> Consistently celebrates when goals, program standards, and session outcomes have been met by individuals, and constructively push individuals to meet goals and standards when they struggle	<b>CELEBRATE AND PUSH:</b> Consistently celebrates when goals, program standards, and session outcomes have been met by individuals and by the group, and constructively push individuals to meet goals and standards when they struggle. Leverage other NTs to help those who are struggling

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Make the Work Teachers Do Explicit

**Definition:** Make the work that teachers do (e.g. enacting practices, using content knowledge, and making in the moment decisions) explicit for novices by naming the work, modeling, and making thinking and decision-making visible.

**Components:**

1. Name and frame the teaching practice or strategy and its alignment to program standards
2. Deconstruct and label the components of a particular teaching practice into manageable parts
3. Model high-quality enactment of teaching practices for NTs
4. Make decision making and thinking about teaching practice visible by surfacing the knowledge, principles, and beliefs that underlie instructional choices
5. Analyze how a particular teaching practice plays out/enacts in multiple teaching settings
6. Explicitly name ways in which a particular teaching practice can disrupt (or entrench) patterns of inequity in classrooms
7. Model and decompose ways of thinking that support NTs to apply an equity lens to their decisions about content, teaching moves or classroom structures, norms and expectations

This Practice may be observed by watching a TE introduce, explain, and model a new teaching content/skill to NTs or by their thinking visible during or after instruction

Mentor	Instructor
<p>My mentor labels teaching practices or strategies in ways that help me make connections to the standards for novice teacher performance set by my program ("program standards").</p> <p>My mentor breaks down teaching practices in ways that allow me to better understand the skills required to enact the practice.</p> <p>My classroom mentor models high-quality instruction.</p> <p>My mentor explains the rationale behind instructional decisions.</p>	<p>My instructor labels components of teaching in ways that help me make connections to the standards for novice teacher performance set by my program ("program standards").</p> <p>My instructor breaks down teaching practices in ways that allow me understand and practice the skills required to enact the practice.</p> <p>My instructor models high-quality instruction.</p> <p>My instructor explains the rationale behind instructional decisions.</p>

Please click [here](#) to access an observation protocol for this teacher educator practice. This protocol aligns with and can be used in conjunction with the perception questions and developmental rubrics on this document to further support teacher educators as they endeavor to Make the Work Teachers Do Explicit.



## Make the Work Teachers Do Explicit

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<b>FRAME:</b> Does not isolate a teaching content/skill nor provide rationale for its use	<b>FRAME:</b> Attempts to isolate and name a teaching content/skill, but what it is and why it should be used is unclear to NTs	<b>FRAME:</b> Isolates and names teaching content/skill but does not provide compelling rationale for why it should be used	<b>FRAME:</b> Isolates and names a teaching content/skill and provides compelling rationale for when and why the practice should be used	<b>FRAME:</b> Isolates and names a content/skill and provides compelling rationale for when and why it should be used. Articulates how teaching content/skill compliments or may be used in conjunction with other teaching content/skills
<b>DECONSTRUCT:</b> Does not break down teaching content/skill into component parts	<b>DECONSTRUCT:</b> Attempts to break down teaching content/skill into component parts, but component parts are inaccurate or explanation is confusing	<b>DECONSTRUCT:</b> Breaks down teaching content/skill into component parts, but explanation could be clearer	<b>DECONSTRUCT:</b> Clearly breaks down teaching content/skill into appropriate component parts including using visual and written descriptions	<b>DECONSTRUCT:</b> Clearly breaks down teaching content/skill into appropriate component parts including using visual and written descriptions and shows how component parts relate to one another
<b>MODEL:</b> Does not model enactment of teaching content/skill	<b>MODEL:</b> Attempts to demonstrate enactment of teaching content/skill, but model does not adequately demonstrate the content/skill	<b>MODEL:</b> Demonstrates enactment of teaching content/skill through at least one method (e.g. role play, think-aloud, video, but enactment could be clearer or more thorough	<b>MODEL:</b> Demonstrates high-quality enactment of teaching content/skill through at least one method (e.g. role play, think-aloud, video)	<b>MODEL:</b> Demonstrates high-quality enactment of teaching content/skill through multiple methods (e.g. role play, think-aloud, video) including non-examples to tease out specific differences between proficient and almost proficient examples of enactment of the content/skill
<b>VISIBLE THINKING:</b> Does not make thinking visible to NTs	<b>VISIBLE THINKING:</b> Isolates and names few decisions that underlie the instructional choices AND/OR is missing rationale for those decisions	<b>VISIBLE THINKING:</b> Isolates and names most decisions that underlie instructional choices and shares some rationale for those instructional choices	<b>VISIBLE THINKING:</b> Isolates and names most decisions that underlie instructional choices and shares compelling rationale for those instructional choices	<b>VISIBLE THINKING:</b> Isolates and names all decisions that underlie instructional choices and shares compelling rationale for those instructional choices. Case is made for how this practice can impact student learning

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Provide Multiple Opportunities for Practice

**Definition:** Facilitate intentional and repeated opportunities for novice teachers to practice teaching in safe and varied learning environments. Practice opportunities increase in complexity and authenticity over time and lead novices to meet programmatic standards and expectations for performance.

**Components:**

1. Isolate skills for NTs to practice, determine criteria for success, and identify possible misconceptions
2. Create and facilitate practice protocols
3. Provide frequent and multiple opportunities for practice
4. Provide concrete, concise feedback based on criteria for success, and give NTs opportunity to practice again and improve
5. Ensure practice opportunities increase in complexity and authenticity over time
6. Ensure opportunities for practice are equitably distributed
7. Build in opportunities to address issues of equity in practice (e.g. in practicing the work of leading a mathematics discussion, provide NTs with opportunities to try out responding to incorrect 'student' solutions)

This practice may be observed by observing a TE lead a practice session with NTs.

Mentor	Instructor
<p>My mentor provides me with opportunities to practice and rehearse elements of teaching.                      My mentor gives me actionable feedback on my practice.                      The feedback my mentor provides aligns to the standards of novice teacher performance set by my program ("program standards")                      The feedback my mentor provides supports me to improve upon program standards.                      My mentor affords me multiple opportunities to act on feedback and improve my instruction.                      My mentor helps me examine how to adapt my practice to meet students' learning needs/styles.</p>	<p>My instructor provides me with opportunities to practice and rehearse elements of teaching.                      My instructor gives me actionable feedback on my practice                      The feedback my instructor provides aligns to the standards of novice teacher performance set by my program ("program standards")                      The feedback my instructor provides supports me to improve upon program standards                      My instructor affords me multiple opportunities to act on feedback and improve my instruction.                      My instructor models success by providing examples, criteria for success, and rubrics.                      My instructor helps me examine how to adapt my practice to meet students' learning needs/styles</p>

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Provide Multiple Opportunities for Practice

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<b>PRIORITIZE:</b> Does not select content for practice	<b>PRIORITIZE:</b> Content selected for practice is not likely to be helpful to participant development	<b>PRIORITIZE:</b> Aspects of content prioritized for practice are appropriate, but it is likely that other or additional content may be more helpful to participant development	<b>PRIORITIZE:</b> Prioritizes appropriate content for practice (e.g. activities that naturally recur, activities that are central to the content/skill,) and at an appropriate grain size	<b>PRIORITIZE:</b> Prioritizes appropriate content for practice (e.g. activities that naturally recur, activities that are central to the content/skill) and at an appropriate grain-size. Data on participant performance also suggests need for prioritization or further development
<b>FRAME:</b> Does not frame content for practice or share criteria for success	<b>FRAME:</b> Provides little rationale for skill/activity and practice type selected. Explanation is unclear as is criteria for success	<b>FRAME:</b> Provides some rationale for skill/activity and practice type selected, however explanation is incomplete; criteria for success is incomplete	<b>FRAME:</b> Provides rationale for skill/activity and practice type selected; communicates criteria for success	<b>FRAME:</b> Provides compelling rationale for skill/activity and practice type selected; communicates and invests participants in meeting criteria for success
<b>PROTOCOL:</b> Does not create protocol for practice	<b>PROTOCOL:</b> Participants may have insufficient time / resources OR the roles, timing, or rotation are unclear	<b>PROTOCOL:</b> Participants have some of the time / resources to be successful in the practice	<b>PROTOCOL:</b> Ensures that the participants have the time / resources to be successful in the practice (e.g., feedback sheets, role cards, instructional materials) and that the roles, timing, and rotation are clear	<b>PROTOCOL:</b> Ensures that the participants have the time/resources and that the roles, timing, and rotation are exceptionally clear such that practice rounds "run themselves"
<b>FEEDBACK:</b> Does not provide NTs feedback on practice	<b>FEEDBACK:</b> Provides feedback that is NOT aligned to the criteria for success AND/OR doesn't translate into improved participant performance in many instances	<b>FEEDBACK:</b> Provides feedback aligned to the criteria for success during and between rounds of practice that translates into improved participant performance in some instances	<b>FEEDBACK:</b> Provides feedback aligned to the criteria for success during and between rounds of practice that translates into improved participant performance in most instances	<b>FEEDBACK:</b> Provides feedback aligned to the criteria for success during and between rounds of practice that translates into improved participant performance in nearly all/all instances

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Provide Targeted and Continuous Feedback

**Definition:** Engage in frequent cycles of concrete, actionable, and timely feedback that clearly communicate novices' strengths and growth areas, that are grounded in programmatic standards and expectations for performance, and that are followed up upon by both teacher educators and novice teachers.

**Components:**

1. Ground feedback in program standards
2. Provide growth-minded feedback to improve NT practice
3. Share strengths in addition to growth areas
4. Ensure feedback is specific, concrete and actionable with clear and manageable next steps
5. Ensure feedback is timely and relevant to promote rapid cycles of improvement
6. Collect and store feedback to monitor NT growth and development
7. Create structures that facilitate follow through on next steps, on behalf of the NT and TE
8. Demonstrate awareness of the ways in which feedback implicitly communicates values, and consider whether those values are universally shared among diverse NTs
9. Maintain awareness of how feedback is delivered with regard to how it might be differently received based on NT (and TE) identity, values and perspective

This Practice may be observed by watching a TE provide written or verbal feedback to NT(s). To observe exemplary enactment of this practice, TE will need to show additional evidence beyond initial feedback instance.

Mentor	Instructor
<p>My mentor provides me with data-based feedback.                      My mentor provides me with feedback grounded in the standards for novice teacher performance set by my program ("program standards").                      The feedback I receive from my mentor is frequent and timely.                      The feedback I receive from my mentor is specific and relevant.                      The feedback I receive from my mentor improves my performance/ability to meet program standards                      After providing feedback, my mentor helps me set clear and targeted goals to improve my practice                      After providing feedback, my mentor supports me to achieve the goals we set</p>	<p>My instructor provides me with feedback grounded in the standards for novice teacher performance set by my program ("program standards").                      The feedback I receive from my instructor is frequent and timely.                      The feedback I receive from my instructor is specific and relevant.                      The feedback I receive from my instructor improves my performance/ability to meet program standards                      After providing feedback, my instructor helps me set clear and targeted goals to improve my practice                      After providing feedback, my instructor supports me to achieve the goals we set</p>

## Provide Targeted and Continuous Feedback

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<p><b>FOUNDATIONS AND PRIORITIZES:</b> Does not ground feedback program standards nor prioritize feedback</p>	<p><b>FOUNDATIONS AND PRIORITIZES:</b> Feedback is somewhat grounded in standards OR an attempt to prioritize feedback has been made</p>	<p><b>FOUNDATIONS AND PRIORITIZES:</b> Feedback is somewhat grounded in program standards and content is prioritized for feedback, however it is likely that content prioritized is not most important for NT improvement</p>	<p><b>FOUNDATIONS AND PRIORITIZES:</b> Feedback is clearly grounded in program standards, and appropriate content for feedback is prioritized</p>	<p><b>FOUNDATIONS AND PRIORITIZES:</b> Feedback is clearly grounded in program standards, and appropriate content for feedback is prioritized. TE communicates clear expectations for future NT performance (and when appropriate to role) P12 student performance</p>
<p><b>STRENGTH AND GROWTH:</b> Does not provide strengths and growth feedback</p>	<p><b>STRENGTH AND GROWTH:</b> Feedback communicating strengths AND growth areas is unclear</p>	<p><b>STRENGTH AND GROWTH:</b> Feedback communicates some strengths and growth areas, but it is unclear if feedback is likely to lead to improvement of NT practice</p>	<p><b>STRENGTH AND GROWTH:</b> Feedback is focused and clearly communicates strengths and growth areas that are likely to lead to improvement of NT practice</p>	<p><b>STRENGTH AND GROWTH:</b> Feedback is focused and clearly communicates strengths and growth areas that are likely to lead to improvement of NT practice. Maintains awareness of how feedback is delivered and how it may be received by NT based on TE and NT identities, values, and perspectives</p>
<p><b>CONCRETE, ACTIONABLE, TIMELY:</b> Feedback is not concrete, actionable, nor timely</p>	<p><b>CONCRETE, ACTIONABLE, TIMELY:</b> Feedback fails to achieve TWO of the following attributes: concrete, actionable, and timely</p>	<p><b>CONCRETE, ACTIONABLE, TIMELY:</b> Feedback fails to achieve ONE of the following attributes: concrete, actionable, and timely</p>	<p><b>CONCRETE, ACTIONABLE, TIMELY:</b> Feedback is concrete, actionable, and timely</p>	<p><b>CONCRETE, ACTIONABLE, TIMELY:</b> Feedback is concrete, actionable, and immediate</p>
<p><b>ACTION STEPS:</b> Feedback does not include action steps</p>	<p><b>ACTION STEPS:</b> Feedback includes action steps that are unclear</p>	<p><b>ACTION STEPS:</b> Feedback includes action steps that are mostly clear, but do not compel follow-up by NT</p>	<p><b>ACTION STEPS:</b> Feedback includes meaningful action steps for NT and TE; TE can articulate how action steps have been followed-up upon by NT and TE</p>	<p><b>ACTION STEPS:</b> Feedback includes concrete action steps for NT and TE; TE can articulate how action steps have been followed-up upon by NT. Following action steps, TE can provide evidence of improvement in NT practice</p>

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Promote Principles of Diversity, Inclusion, Equity, and Social Justice

**Definition:** Actively address patterns of inequity by modeling principles of diversity and inclusion and promoting equity and social justice in the daily work of teacher educating. Use this lens to inform all other practices.

**Components:**

The components for this practice have been intentionally incorporated into every other practice on the Framework. We believe it is imperative to explicitly name promoting the principles of diversity, equity, inclusion, and social justice as a practice that teacher educators enact by realizing the core components of the Framework in their entirety.

## Use Data to Improve Novice Teacher Practice

**Definition:** Gather multiple sources of quantitative and qualitative data about novice teachers' practice and use those data for the purpose of improving their practice at multiple points throughout a course and/or school year.

**Components:**

1. Gather multiple sources of quantitative and qualitative data about NT practice (e.g. performance on assignments, scores on observation rubrics, comments during one-on-one conversations, NT demeanor during class sessions or coaching meetings)
2. Analyze data to identify emerging strengths and weaknesses
3. Identify root causes, and prioritize areas of practice for improvement
4. Create and implement action plans based on data analysis
5. Communicate how data use has impacted TE practice with NTs
6. Disaggregate data and study systematically for patterns of inequity in NT performance; if patterns of inequity emerge, implement strategies to address these results
7. Identify appropriate cycles for data collection and analysis

This Practice may be observed by reviewing a TE data-driven action plan.

Mentor	Instructor
<p>My mentor collects data on my practice (i.e., video, observation notes) when I teach; My mentor and I use data from my practice (i.e., video, observation notes) to set my instructional goals).</p> <p>My mentor teacher and I use student data to inform development of my instructional goals.</p> <p>My mentor models how to collect and use data to inform instructional practice and goal-setting.</p> <p>My mentor uses data on my practice (ie., video, observation notes, student learning) to help me improve my practice.</p>	<p>My instructor uses data to support his/her instruction or class discussions.</p> <p>My course instructor uses my assignment/assessment scores to help me identify goals.</p> <p>My instructor helps me to create action steps to improve my practice.</p>

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Use Data to Improve Novice Teacher Practice

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<b>GATHER:</b> Does not gather data about NT practice	<b>GATHER:</b> Gathers some data about NT practice, but data are insufficient to analyze and plan for meaningfully	<b>GATHER:</b> Gathers quantitative OR qualitative data about NT practice at appropriate intervals that somewhat allows for analysis and action planning	<b>GATHER:</b> Gathers quantitative and qualitative data about NT practice at meaningful intervals that allow for effective analysis and action planning	<b>GATHER:</b> Gathers quantitative and qualitative data about NT practice at meaningful intervals that allow for effective analysis and action planning. Plan for data gathering, with specific dates, is in place from the beginning of school year, course, etc.
<b>ANALYZE:</b> Does not disaggregate data to identify strengths and weaknesses, triangulate data to identify trends, identify root cause(s), nor prioritize area of practice for improvement	<b>ANALYZE:</b> Successfully accomplishes ONE of the following four actions: Disaggregates data to identify strengths and weaknesses, looks across data to identify trends, identifies root cause(s), and prioritizes area of practice for improvement	<b>ANALYZE:</b> Successfully accomplishes TWO of the following four actions: Disaggregates data to identify strengths and weaknesses, looks across data to identify trends, identifies root cause(s), and prioritizes area of practice for improvement	<b>ANALYZE:</b> Successfully accomplishes THREE of the following four actions: Disaggregates data to identify strengths and weaknesses, looks across data to identify trends, identifies root cause(s), and prioritizes area of practice for improvement	<b>ANALYZE:</b> Disaggregated data to identify strengths and weaknesses, looks across data to identify trends, identifies root cause(s)
<b>PLAN:</b> Does not create action plan	<b>PLAN:</b> Action planning is not aligned to data analysis AND is unlikely to lead to improvement in NT practice	<b>PLAN:</b> Action planning somewhat aligns to data analysis and somewhat likely to improve NT practice	<b>PLAN:</b> Action planning directly aligns to data analysis and implementation of plan is likely to lead to improvement in NT practice	<b>PLAN:</b> Action planning directly aligns to data analysis and implementation of plan is likely to lead to improvement in NT practice and P-12 student learning (in applicable contexts)
<b>COMMUNICATE:</b> Fails to communicate how TE practice has changed in response to data model all data use steps AND fails to share how TE practice has changed in response to data	<b>COMMUNICATE:</b> Communication about how TE practice has changed in response to data is unclear or incomplete	<b>COMMUNICATE:</b> Communication about how TE practice has changed in response to data is somewhat unclear and/or incomplete	<b>COMMUNICATE:</b> Clearly communicates how TE practice has changed in response to data	<b>COMMUNICATE:</b> Clearly communicates how TE practice has changed in response to data, and provides example of how NTs can replicate this action with their own P-12 students

**Key:** NT=Novice Teacher | TE=Teacher Educator



## Improve Through Continuous Learning

**Definition:** Use data, research, best practice and professional resources in order to reflect upon, adapt and improve practice.

**Components:**

1. Model a continuous learner mindset for NTs
2. Collect and analyze data from multiple sources in order to identify strength and areas of growth in TE practice (i.e. NT perception data, TE observation feedback, NT assessment data)
3. Use data analysis and reflection to set goals for improvement
4. Find and utilize the resources necessary in order to meet improvement goals
5. Seek out and incorporate learning from current scholarship in the field to improve TE practice on a regular basis
6. Observe and incorporate best practices from colleagues and other effective teacher educators to improve TE practice on a regular basis
7. Actively pursue research and writing that offers different and varied perspectives
8. Apply an equity lens to continuous improvement efforts by interrogating best practices, research and writing in order to support NT and TE success

This Practice may be observed by observing change in NT and TE performance data over time.

Mentor	Instructor
My mentor continually seeks out resources to improve his/her practice. My mentor asks me for feedback on his/her mentoring/coaching	My instructor models a continuous learner mindset. My instructor actively works to improve his/her own practice.

**Key:** NT=Novice Teacher | TE=Teacher Educator

## Improve Through Continuous Learning

Does Not Enact This Practice	Developing	Approaching	Proficient	Exemplary
<b>DATA:</b> Does not collect and analyze data about TE practice	<b>DATA:</b> Relies solely on anecdotal evidence to identify strength and areas of growth in TE practice	<b>DATA:</b> Collects and analyzes data about TE practice from one source in order to identify strengths and areas of growth in TE practice	<b>DATA:</b> Collects and analyzes data from multiple sources in order to identify strengths and areas of growth in TE practice (e.g. NT perception data, NT performance data, TE observation feedback)	<b>COLLECT DATA:</b> Collects and analyzes data from multiple sources in order to identify strengths and areas of growth in TE practice. TE actively encourages peers and advisers to provide feedback on TE practice
<b>SET GOALS:</b> Does not use data analysis and reflection to set goals for improvement in TE practice	<b>SET GOALS:</b> Uses data analysis and reflection to set goals for improvement in TE practice, but goals are perfunctory, and/or are unlikely to lead to improvement in future NT practice or programmatic experience	<b>SET GOALS:</b> Uses data analysis and reflection to set goals for improvement in TE practice, but goals lack precision and/or it isn't clear if goals will lead to improve practice or programmatic experience	<b>SET GOALS:</b> Uses data analysis and reflection to set goals for improvement in TE practice that is likely to lead to improvement in NT practice or programmatic experience	<b>SET GOALS:</b> Uses data analysis and reflection to set goals for improvement in TE practice that is likely to lead to improvement in NT practice or programmatic experience. TE makes goals public to NTs, peers and advisers
<b>RESOURCES:</b> Does not find and utilize resources necessary to meet improvement goals	<b>RESOURCES:</b> Finds some resources related to improvement goals, but doesn't take necessary steps to actually improve practice (e.g. reads about a best practice, but doesn't take time to internalize practice and include it in future teaching)	<b>RESOURCES:</b> Finds and utilizes some resources needed to meet improvement goals, but falls slightly short of making real change in TE practice	<b>RESOURCES:</b> Finds and utilizes all resources needed to meet improvement goals (e.g. reading research/scholarship, attending trainings, observing and integrating best practices from peers and other TEs)	<b>RESOURCES:</b> Does what it takes to find and utilize all resources needed to meet improvement goals (e.g. reading research/scholarship, attending trainings, observing and integrating best practices from peers and other TEs). Shares learning and resources found with peers.
<b>MODELS:</b> Does not model a continuous learning mindset for NTs.	<b>MODELS:</b> May occasionally speak about improving TE practice with NTs, but NTs do not actually see any change in TE practice	<b>MODELS:</b> Occasionally models a continuous learner mindset for NTs and NTs occasionally see a resulting change in TE practice	<b>MODELS:</b> Consistently models a continuous learning mindset for NTs. NTs frequently see a resulting change in TE practice.	<b>MODELS:</b> Consistently models a continuous learning mindset for NTs. NTs frequently see a resulting change in NT practice. NTs begin to incorporate continuous learning mindset in their own practice

**Key:** NT=Novice Teacher | TE=Teacher Educator