

Learning Progressions - USM Teaching Internship

Intern:

License:

Academic Year:

Mentor:

Supervisor:

OVERVIEW: This rubric is for documenting the USM Teaching Intern's evidence and progress toward achieving proficiency on the professional standards required for an initial teaching license in the state of Maine. Those standards come from the [Interstate Teacher Assessment and Support Consortium \(InTASC\)](#). Nine of the ten standards include a rubric below with progressive steps for tracking developmental growth toward proficiency. Standard 10 is assessed on its own using a different assessment tool. The Intern is not expected to be fully proficient early in the program. Likewise, different interns are on different professional journeys and may be at different levels throughout the program and internship year. The goal is to achieve Mid-year Expectations by the end of fall semester and to meet Exit Expectations by the end of internship. Distinguished ratings are possible but rare and should be viewed as aspirational ideals for future growth. Note that interns in the first year of the two-year program are working toward fulfilling Initial Expectations over the first year and won't need to achieve Mid-year Expectations until their second year.

INSTRUCTIONS: A single Learning Progressions document is used throughout the internship year (for both fall and spring semesters, with a new document for the second year of the two year program). The Intern is responsible for ensuring a completed rubric that is thorough and defensible. The Intern, Mentor, and Supervisor may add evidence, though the Intern is solely responsible for ensuring sufficient evidence gets added throughout the internship year and that it meets expectations for quality and formatting.

TRACKING PROGRESS: The Supervisor will shade or highlight criteria within each of the rubrics to indicate the Intern's current level to guide progress discussions during conferences. The intern will also conduct self-evaluations. There is no required format for this shading/highlighting, though color coding the highlights for different times of the year helps visualize the Intern's growth over time.

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1 and 2 → Promotes Growth and Development for All Learners

InTASC Standard	Initial Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #10: Learner Development: <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i> Standard #2: Learning Differences: <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	The intern shows awareness of differences in learners' development, literacy and language skills, exceptional needs, and learners' background knowledge. The intern supports learners to feel safe discussing personal, family, community and cultural values, experiences and norms. The intern is aware there are legal obligations to the students in their care	And... The intern responds to students in developmentally appropriate ways. The intern can identify specific learning and linguistic needs of individuals and groups of learners and provide examples of strategies that can be used to meet the needs of English language learners and/or students with special learning needs. The intern applies interventions, modifications, and accommodations based on IEPs, 504s, RTI, gifted, English language learners, and/or other legal requirements, by seeking advice and support from specialized support staff and/or families.	And... The intern adjusts instruction for individual needs through pacing, task demands, communication, assessment, response modes, extended learning experiences, individualized supports, and/or flexible groups. The intern applies strategies to respond to the needs of English language learners and others with linguistic learning needs, such as integrating primary language resources, word banks, writing scaffolds, or other supports into instructional materials. The intern uses culturally relevant materials, resources, tools and technologies as appropriate to address multilingual, multiethnic, and exceptional learner needs.	And... The intern integrates or builds multicultural curriculum materials that reflect global diversity and demonstrate global competency. The intern collaborates with English language learners' to better leverage the use of their primary language across subjects and/or activities to facilitate the transfer of language skills and content knowledge from the primary language to the target language.

Evidence of Standards 1 & 2:

3 → Fosters Supportive Learning Environments

InTASC Standard	Initial Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #3: Learning Environments. <i>The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.</i>	The intern notices classroom dynamics and works with the mentor-teacher to establish a positive learning environment. The intern can describe the classroom routines that make the learning environment safe and productive for learning.	And... The intern establishes expectations for a safe, positive, open, mutually respectful, and supportive learning environment. The intern responds thoughtfully and consistently to student engagement and behavior using strategies that do not disrupt the flow of the lesson. The intern regularly uses established classroom routines to make the learning environment safe and productive for learning. The intern increases student engagement by using varied instructional methods and techniques.	And... The intern consistently reinforces expectations for a safe, positive, open, mutually respectful, and supportive learning environment. The intern develops learning experiences that engage learners in collaborative and self-directed learning. The intern actively involves learners in managing the neatness and functionality of the classroom space The intern consistently makes full use of instructional time and enables learners to be self-directed during learning activities.	And... The intern intentionally collaborates with learners to establish, maintain, and revise expectations for a safe, positive, open, mutually respectful, and supportive learning environment. The intern works collaboratively with learners to establish routines where learners regularly demonstrate a capacity to work independently and cooperatively to support each other's learning with minimal reminders.

Evidence of Standard 3:

4 and 5 → Develops Rich Content Knowledge

InTASC Standard	Initial Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #4: Content Knowledge. <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</i> Standard #5: Application of Content. <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</i>	The intern acknowledges their knowledge limitations, conceptual challenges, and/or curricular blind spots. The intern relies exclusively on the mentor's lessons and curriculum materials to implement learning experiences. The intern can articulate some strategies that promote critical thinking, creativity, collaboration and/or effective communication by learners. The intern provides evidence of engagement in all areas of the curriculum (K-6 reading, writing, math, sci, social studies, 6-12 breadth and scope of the content).	And... The intern prepares for lessons in all appropriate content areas to ensure they understand the content necessary to competently lead instruction. The intern anticipates how learners think about subject matter or perform on particular academic tasks and incorporates these ideas into his/her planning and teaching. The intern designs learning experiences appropriate to the content and sequence within the content. The intern creates opportunities for students to learn, practice, and master academic language as appropriate to their grade level and content area.	And... The intern consistently develops and implements lesson plans and curricular units that reinforce the coherence between big ideas of the discipline, multiple representations of ideas in the discipline, and methods of inquiry in the discipline. The intern provides learners with multiple perspectives, models, representations or approaches to mastering academic material. The intern supports learners' authentic use of academic language in communication and collaboration. The intern helps learners build from prior knowledge, revise their understandings and connect classroom learning to the real world and their personal experiences.	And... The intern helps learners see relationships between and across content areas and disciplines. The intern enables learners' opportunities for collaborative problem-solving through authentic learning experiences, projects, and/or inquiries that engage a wider community of stakeholders, caregivers, experts, etc.. The intern goes beyond exposing learners to different perspectives by providing opportunities to examine multiple perspectives, assess the strengths and weaknesses of those perspectives, and make defensible judgments.

Evidence of Standards #4 and #5:

6 → Assesses for Continuous Learning

InTASC Standard	Initial Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #6: Assessment. <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.</i>	The intern exhibits familiarity with common assessment tools and practices. The intern includes assessments within plans that are clearly aligned with lesson objectives. The intern honors all legal obligations with respect to annual standardized testing and FERPA guidelines for sharing assessment information.	And... The intern uses a variety of assessment practices, including checks for understanding and formative assessments of learners' daily or within-unit progress (e.g., exit tickets, handouts, homework packets, etc.). The intern provides learners with objectives and criteria for excellence prior to activities. The intern routinely reviews learners' work to assess and record progress toward learning objectives. The intern provides specific verbal or written feedback to reinforce each learner's strengths and identify critical next steps for growth. The intern implements appropriate summative assessments to determine learners' progress toward learning benchmarks.	And... The intern provides learners with opportunities to examine, revise, and improve work based on clear, targeted, and specific feedback. The intern provides learners with multiple ways to demonstrate mastery using appropriate assessment tools and resources. The intern uses assessment data to identify learners who need additional support and/or acceleration and designs assessments to support their progress. The intern uses appropriate tools for documenting and sharing individual learners' progress with caregivers, administrators, and/or instructional coaches. The intern prepares learners for assessments and supports them through review and practice as needed.	And... The intern routinely provides learners with opportunities for detailed self-evaluation and peer-feedback. The intern applies principles of authentic disciplinary assessment to engage learners in demonstrations of competence aligned with particular professions, disciplines, and/or other real-world contexts.. The intern includes learners in developing, applying, and revising assessment criteria for summative tasks. The intern uses data to guide the design of differentiated individual learning experiences and assessments.

Evidence of Standard #6:

7 → Creates Effective Lesson Plans

InTASC Standard	Initial Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #7: Planning. <i>The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.</i>	The intern uses resources and guidance from mentors and/or other credible sources to plan lessons linked to learning objectives aligned with state learning standards.	And... The intern defines clear, measurable learning objectives within plans based on standards-aligned target knowledge and skills. The intern develops detailed, step-by-step procedures for lesson plans that specify what the teacher will do and what students will do. The intern allocates appropriate time and resources to fulfill the learning objectives. The intern plans transitions between learning activities within a lesson to minimize loss of instructional time and maintain lesson flow. The intern accounts for instructional technologies within plans to ensure appropriate and effective use to fulfill learning objectives.	And... The intern plans multiple, coherent lessons in sequence that demonstrate an understanding of how learning is scaffolded across lessons to achieve the learning objectives. The intern structures time in the plan to work with learners to build prerequisite skills, support steady progress, and extend learning. The intern includes clearly specified and appropriate instructional strategies within plan to effectively support the learning target(s). The intern accounts for learners' cultural, linguistic, and unique learning needs consistently within plans. As appropriate, the intern plans learning experiences that allow for learner agency, choice or varied pathways to the same goal.	And... The intern structures time within plans to work with individual students with a variety of needs, building prerequisite skills, supporting steady progress, and/or extending learning. The intern refines learning objectives based on an understanding of individual student learning progressions and their students' development. The intern enriches student learning by modifying prior, old, and/or stale lessons through the incorporation of novel activities, modes of engagement, and special experiences into lesson plans.

Evidence of Standard #7:

8 → Provides Instruction for Equitable Participation

InTASC Standard	Approaching Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #8: Instructional Strategies. <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.</i>	The intern communicates the learning objectives to learners verbally and in writing (e.g., on the board).. The intern engages directly with individuals and groups of learners during learning activities to support participation. The intern effectively supports and reinforces mentor teacher or co-teacher directives and instructional strategies.	And... The intern activates learner background knowledge and helps learners make connections with the learning objectives. The intern uses strategies to promote focused, on-task participation in learning activities from all learners. The intern uses grouping strategies to promote peer-peer interaction. The intern poses questions that elicit learner thinking about relevant academic content.	And... The intern concludes learning activities by facilitating peer sharing and class discussion to strengthen learning. The intern consistently makes rationales for lesson objectives apparent and compelling for learners. The intern uses open-ended questions and other prompts and tools to promote higher order thinking. The intern develops learners' abilities to participate in respectful, constructive discussions of content. The intern supports learners with using digital tools, online resources and non-linguistic representations, visuals, maps, games, and simulations to enrich learning. The intern models curiosity, compassionate concern, and thoughtful listening to others.	And... The intern supports students in posing extension questions or topics for further investigation to help them anticipate and shape the learning objectives for subsequent lessons. The intern varies their role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction. The intern enables and supports learners to initiate and lead discussions on the content and/or to collaborate in the pursuit of novel investigations into the content.

Evidence of Standard #8:

9 → Upholds Professional Ethics and Responsibilities

InTASC Standard	Approaching Expectations (Proficiency Not Met... Yet)	Meets Mid-year Expectations (Emerging)	Meets Exit Expectations (Proficient)	Exceeds Expectations (Distinguished)
Standard #9: Reflection and Continuous Growth. <i>The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.</i>	The intern meets basic professional expectations by honoring school time commitments; observing mentors to learn about students and learning goals; and participating in formal and informal professional learning opportunities.	And... The intern responds to feedback from coaches to adapt or improve their instructional practice. The intern contributes to classroom and/or school-wide initiatives to reinforce positive behavior, strengthen inclusivity, and/or foster learners' socio- emotional, moral, civic, and/or character development The intern responds appropriately to interpersonal conflict in the classroom and/or school by maintaining their composure and following policies and community codes of conduct. The intern communicates respectfully with learners and caregivers, both in person and digitally, and builds appropriate relationships that enable them to more effectively serve learners.	And... The intern engages with the perspectives and insights of learners, caregivers, and colleagues in culturally responsive ways to develop goals for learners and for their own professional growth. The intern assumes a service- and growth-oriented stance through language and behavior that strengthens learners' identities as caring citizens and critical thinkers. The intern contributes critically and respectfully to the professional growth of peers and colleagues. The intern models the effective, appropriate, and respectful use of digital technologies and online tools and resources for learners.	And... The intern collaborates with colleagues, learners, caregivers, and/or administrators to better understand and address systemic issues and/or problems of practice at the school level. The intern challenges their own deeply held personal narratives, beliefs, or values as a teacher by deepening their understanding of diverse knowledge and backgrounds and/or engaging with difficult theories and ideas about learning, teaching, culture, and/or schooling.

Evidence of Standard #9: