Domain 1: Demonstrating Professionalism

1.1. The aspiring educator reflects on instructional practices using state-specific content standards along with knowledge of pedagogical practices.
1.2. The aspiring educator uses a norm-referenced[1] tool to reflect before, during, and after teaching.
1.3. The aspiring educator uses data to set specific goals intended to improve literacy outcomes for all children, including students with disabilities and multilingual learners.
1.4. The aspiring educator uses data to engage in timely collaboration with peers to ensure goal attainment.
1.5. The aspiring educator acknowledges implicit or explicit biases to mitigate an adverse impact on student learning.

Domain 2: Creating A Positive Learning Environment

2.1. The aspiring educator physically organizes classroom materials and resources to ensure safety, maintain order, and promote respectful, nurturing, and welcoming interactions among children, their families, and colleagues.
2.2. The aspiring educator leverages state-based content standards along with high-quality curricular resources to communicate academic expectations and facilitate learning for all children.
2.3. The aspiring educator accesses school and community-based resources to address the social and emotional needs of children.
2.4. The aspiring educator develops and communicates behavioral expectations for children, regarding bullying, harassment, and various forms of intolerance.
2.5. The aspiring educator identifies expectations for classroom interactions to develop classroom routines and procedures and communicates the routines and procedures to children and their families.
2.6. The aspiring educator ensures that the traditional, virtual, or hybrid learning environment promotes quality student engagement, facilitates meaningful learning opportunities, includes timely, relevant feedback, reflects cultural responsiveness, and honors diverse perspectives.

Domain 3: Planning & Designing Instruction

3.1. The aspiring educator designs assessments and plans instruction that reflects core academic content areas and an interconnectedness between literacy instruction and asset-based instructional strategies[2] to promote reading development and comprehension.
3.2. The aspiring educator annotates lessons derived from high-quality instructional materials to design learning experiences that display an understanding of students' academic needs across content areas.
3.3. The aspiring educator plans for instruction that includes but is not limited to, differentiated activities, digital literacy, assistive and instructional technology, core principles for learning design, tiered instruction, peer learning, and culturally responsive, appropriate instructional resources.
3.4. The aspiring educator leverages students' academic plans to design individualized learning experiences reflecting current learning needs while preparing students for future successes.
3.5. The aspiring educator leverages community resources along with collaborative settings and peers to co-design and co-teach lessons that assess students' mastery of grade-level content skills.
3.6. The aspiring educator uses feedback loops to promote academic growth, enhance understanding of content-specific concepts, adjust instructional plans, increase student engagement, and foster ongoing academic conversations between teacher and student.

---

[1] NIET Aspiring Teachers Rubric
[2] Asset-based Teaching: Uncover, Cultivate, and Empower Students' Uniqueness

Domain 4: Utilizing Content-Specific Pedagogical Practices

4.1. The aspiring educator leverages high-quality instructional resources to enhance their ability to facilitate subject-specific learning aligned to state standards to provide differentiated learning experiences that meet the needs of diverse learners.
4.2. The aspiring educator demonstrates understanding of scientific, evidenced based practices to apply various literacy strategies[3] in core content areas to promote literacy learning for all students.
4.3. The aspiring educator embeds academic vocabulary and subject-specific strategies in lesson planning, design, and delivery to ensure all learners acquire subject matter knowledge.
4.4. The aspiring educator demonstrates digital literacy understanding by adhering to technology standards[4] that increase their ability to provide students with frequent opportunities to utilize technology when learning and creating, thereby demonstrating subject matter knowledge while also abiding by copyright laws, fair use guidelines, and internet security.
4.5. The aspiring educator intentionally collaborates with peers and community members to create opportunities for all learners to demonstrate understanding of content-specific subject matter content through various means of written, oral, or visual representation.
4.6. The aspiring educator refers to students' individualized learning plans to tailor learning experiences that ensure all learners meet or exceed their learning goals while accessing subject-specific content matter and receiving differentiated instruction coupled with aligned high-quality curricular resources.
4.7. The aspiring educator understands the intersections of language, literacy, and core knowledge in the content areas and integrates them into instructional practices.

Domain 5: Providing Responsive Instructional Supports

5.1. The aspiring educator demonstrates understanding of how data informs instruction by using ongoing and frequent performance checks, informal, formative, and summative in nature, to gauge student learning and adjust instructional practices.
5.2. The aspiring educator uses assessment data to determine academic proficiency levels for diverse learners.
5.3. The aspiring educator collaborates with peers to internalize student assessment data and determine how assessment data informs instructional decisions.
5.4. The aspiring educator uses assessment data to maintain timely communication with families ensuring they remain aware of children's academic progress.
5.5. The aspiring educator leverages technology to disaggregate data to identify specific areas of students' strengths and opportunities for growth aligned to state-based content standards.
5.6. The aspiring educator uses current assessment data, referencing students' individualized academic plans, to monitor and adjust instruction, ensuring student needs are addressed and instruction is aligned to individualized academic goals.

[3] Content Area and Disciplinary Literacy: Strategies and Frameworks
[4] International Society for Technology in Education (ISTE) Standards

Reach University Teachers College, Undergraduate Division

Pre-service Educator Performance Expectations (P- EPEs)

Introduction

Reach University envisions a world where everyone, everywhere can access fully job-embedded higher education and work-based credentials. To actualize this vision, Reach University is on a mission to turn jobs into degrees. Reach brings higher education into the workplace and inspires deep learning through inquiry, dialogue, collaboration, and on-the-job practice—freeing minds, building careers, and strengthening the workforce. Institutional Learning Outcomes (ILOs) for Reach University candidates, along with aligned dispositions specifically for candidates enrolled in Reach Teachers College, communicate expectations for aspiring educators pursuing teacher licensure.

Institutional Learning Outcomes

ILO 1: Inquiry

Develop and demonstrate a mindset of curiosity in coursework, on the job, and in life; Seek to understand the reasoning behind heterodox perspectives; Openly question theory, practice, and their intersections to deepen understanding.

ILO 2: Dialogue

Explore essential philosophical concepts, such as “equity” and “human dignity,” through dialogue to clarify and deepen individual and group understandings; Apply learnings to job-relevant ethics to address situational and systemic injustice within the field of study and beyond.

ILO 3: Collaboration

Advance relevant research questions by collaborating to increase shared knowledge in the field of study; Collectively interrogate knowledge using open inquiry and constructive disagreement to foster creativity and solve problems.

ILO 4: Practice

Recognize connections between theory and practice while learning on the job and through coursework; Apply and develop theory to continually improve practice; Use practice to understand, inform, and develop theory.

Domain 1: Demonstrating Professionalism

Aspiring educators regularly use data to reflect on their instructional practices. Data obtained in response to formal observations, self-reflections , and peer collaborations provide the aspiring teacher with timely, relevant opportunities to determine how their practices impact learning for all children. Additionally, aspiring teachers reflect to address any implicit or explicit biases regarding children, their families, communities, or peers. Through reflection, the aspiring teacher gains a deeper understanding of an educator's responsibilities to the profession and how to dutifully carry out responsibilities in a professional and ethical manner. Finally, aspiring educators display commitment to the profession by seeking opportunities to collaborate with peers in myriad settings, i.e. school, district, and state-level, centered on instructional best practices in pedagogy, academic content, and cultural responsiveness.

DISPOSITIONS

1.1. The aspiring educator reflects on instructional practices using state-specific content standards along with knowledge of pedagogical practices.
1.2. The aspiring educator uses a norm-referenced[5] tool to reflect before, during, and after teaching.
1.3. The aspiring educator uses data to set specific goals intended to improve literacy outcomes for all children, including students with disabilities and multilingual learners.
1.4. The aspiring educator uses data to engage in timely collaboration with peers to ensure goal attainment.
1.5. The aspiring educator acknowledges implicit or explicit biases to mitigate an adverse impact on student learning.

Domain 2: Creating A Positive Learning Environment

Aspiring educators create inclusive environments, for children and peers, that reflect an understanding of the diverse cultures existing within the school and broader community. Inclusive learning environments demonstrate the aspiring teacher's ability to consider heterodox perspectives when organizing the classroom, developing classroom routines and procedures, in addition to planning and teaching lessons. As a result, aspiring educators seek to enhance their capacity to incorporate the prior knowledge, experiences, cultures, linguistic abilities, and socioeconomic backgrounds of children to

[5] NIET Aspiring Teachers Rubric

minimize conflict and address behaviors as they arise. Moreover, when creating positive learning environments, aspiring educators establish and maintain relationships with key school and community-based stakeholders. Finally, the aspiring educator employs high-quality instructional resources, state-specific content standards, and a variety of instructional modalities to facilitate learning that communicates high expectations for all children while fostering academic success.

DISPOSITIONS

2.1. The aspiring educator physically organizes classroom materials and resources to ensure safety, maintain order, and promote respectful, nurturing, and welcoming interactions among children, their families, and colleagues.
2.2. The aspiring educator leverages state-based content standards along with high-quality curricular resources to communicate academic expectations and facilitate learning for all children.
2.3. The aspiring educator accesses school and community-based resources to address the social and emotional needs of children.
2.4. The aspiring educator develops and communicates behavioral expectations for children, regarding bullying, harassment, and various forms of intolerance.
2.5. The aspiring educator identifies expectations for classroom interactions to develop classroom routines and procedures and communicates the routines and procedures to children and their families.
2.6. The aspiring educator ensures that the traditional, virtual, or hybrid learning environment promotes quality student engagement, facilitates meaningful learning opportunities, includes timely, relevant feedback, reflects cultural responsiveness, and honors diverse perspectives.

Domain 3: Planning & Designing Instruction

Aspiring educators display knowledge of students and leverage state-specific standards to guide their expectations when planning and designing instruction for diverse learners. As such, aspiring educators apply their understanding of best practices in pedagogical planning and design to create lessons that reflect the needs of children who display a range of cognitive abilities. Specifically, aspiring educators access high-quality instructional resources along with available assistive technology, formative and summative assessment data, and individualized academic learning plans, to provide multi-tiered systems of support relative to the academic, linguistic, or behavioral needs of children in order to enhance or accelerate learning in support of mastery of grade-level content standards within instructional settings that incorporate varied modalities.

DISPOSITIONS

3.1. The aspiring educator designs assessments and plans instruction that reflects core academic content areas and an interconnectedness between literacy instruction and asset-based instructional strategies[6] to promote reading development and comprehension.

3.2. The aspiring educator annotates lessons derived from high-quality instructional materials to design learning experiences that display an understanding of students' academic needs across content areas.

3.3. The aspiring educator plans for instruction that includes but is not limited to, differentiated activities, digital literacy, assistive and instructional technology, core principles for learning design, tiered instruction, peer learning, and culturally responsive, appropriate instructional resources.

3.4. The aspiring educator leverages students' academic plans to design individualized learning experiences reflecting current learning needs while preparing students for future successes.

3.5. The aspiring educator leverages community resources along with collaborative settings and peers to co-design and co-teach lessons that assess students' mastery of grade-level content skills.

3.6. The aspiring educator uses feedback loops to promote academic growth, enhance understanding of content-specific concepts, adjust instructional plans, increase student engagement, and foster ongoing academic conversations between teacher and student.

Domain 4: Utilizing Content-Specific Pedagogical Practices

Aspiring educators recognize the importance of understanding, using, and displaying content knowledge[7] in the core areas to plan, teach, and assess the impact of instruction on student learning. Hence, aspiring educators utilize curricular and content-specific pedagogical practices to demonstrate growth in their instructional practices. Thus, aspiring educators afford students multiple opportunities to engage in cross-disciplinary learning experiences that promote reading, writing, analyzing, synthesizing, thinking, and problem-solving. Such experiences incorporate students' academic needs and interests, embed available technology, and reflect relevant, community-based interests that elicit collaboration among myriad stakeholders.

DISPOSITIONS

4.1. The aspiring educator leverages high-quality instructional resources to enhance their ability to facilitate subject-specific learning aligned to state standards to

[6] Asset-based Teaching: Uncover, Cultivate, and Empower Students' Uniqueness
[7] Content Area and Disciplinary Literacy: Strategies and Frameworks

provide differentiated learning experiences that meet the needs of diverse learners.

4.2. The aspiring educator demonstrates understanding of scientific, evidenced based practices to apply various literacy strategies[8] in core content areas to promote literacy learning for all students.

4.3. The aspiring educator embeds academic vocabulary and subject-specific strategies in lesson planning, design, and delivery to ensure all learners acquire subject matter knowledge.

4.4. The aspiring educator demonstrates digital literacy understanding by adhering to technology standards[9] that increase their ability to provide students with frequent opportunities to utilize technology when learning and creating, thereby demonstrating subject matter knowledge while also abiding by copyright laws, fair use guidelines, and internet security.

4.5. The aspiring educator intentionally collaborates with peers and community members to create opportunities for all learners to demonstrate understanding of content-specific subject matter content through various means of written, oral, or visual representation.

4.6. The aspiring educator refers to students' individualized learning plans to tailor learning experiences that ensure all learners meet or exceed their learning goals while accessing subject-specific content matter and receiving differentiated instruction coupled with aligned high-quality curricular resources.

4.7. The aspiring educator understands the intersections of language, literacy, and core knowledge in the content areas and integrates them into instructional practices.

Domain 5: Providing Responsive Instructional Supports

Aspiring educators use assessment data to prioritize providing timely, intentional, and responsive supports to students that address learning gaps or misconceptions. Data are obtained from normed assessments that align to state-based content standards, derive from high-quality curricula resources, and may be formative or summative in design. Data from assessments inform lesson planning, facilitation, interventions, extensions, professional collaborations, and communications with families. Aspiring teachers also use student assessment data to provide students with specific feedback tailored to their academic performance on specific tasks or goals outlined within individualized learning plans.

DISPOSITIONS

5.1. The aspiring educator demonstrates understanding of how data informs instruction by using ongoing and frequent performance checks, informal,

[8] Content Area and Disciplinary Literacy: Strategies and Frameworks
[9] International Society for Technology in Education (ISTE) Standards

formative, and summative in nature, to gauge student learning and adjust instructional practices.

5.2. The aspiring educator uses assessment data to determine academic proficiency levels for diverse learners.

5.3. The aspiring educator collaborates with peers to internalize student assessment data and determine how assessment data informs instructional decisions.

5.4. The aspiring educator uses assessment data to maintain timely communication with families ensuring they remain aware of children's academic progress.

5.5. The aspiring educator leverages technology to disaggregate data to identify specific areas of students' strengths and opportunities for growth aligned to state-based content standards.

5.6. The aspiring educator uses current assessment data, referencing students' individualized academic plans, to monitor and adjust instruction, ensuring student needs are addressed and instruction is aligned to individualized academic goals.