

Educator Registered Apprenticeship Program Related Technical Instruction Rubric

Educator RAP RTI Rubric Overview:

The following educator registered apprenticeship program related technical instruction rubric (**educator RAP RTI rubric**) guides local education agencies (LEAs) in assessing progress against the [*Idaho Core Teaching Standards as indicated in the Idaho Standards for Initial Certification of Professional School Personnel*](#). A teacher apprentice must meet the minimum requirements of proficiency as outlined in this rubric, aligning with the verbiage in the highlighted blue numerical column indicating a four (4). Assessment of teacher apprentice learning occurs throughout the educator registered apprenticeship program (educator RAP) during the related technical instruction (RTI) and verified by the local education agency (LEA). The LEA will make consequential decisions regarding teacher apprentice proficiency in the Idaho Core Teaching Standards.

Educator RAP RTI Rubric Directions:

The LEA will use the rubric below at the end of each academic semester to determine the teacher apprentice’s proficiency for each of the Idaho Core Teaching Standards. A zero (0) indicates that the teacher apprentice is below the minimum requirement of proficiency. A one (1), two (2), or three (3) indicates that the teacher apprentice is approaching the minimum requirement of proficiency. A four (4) indicates that the teacher apprentice has met the minimum requirements of proficiency. A five (5) indicates that the teacher apprentice has exceeded the minimum requirements of proficiency. This numerical data will be documented in the progress tracker that is emailed to the LEA every January and May/June of the academic year by the board office.

Idaho Core Teaching Standards

Standard 1: Learner Development					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice is unaware of students’ developmental differences.	The teacher apprentice is aware that students develop differently.	The teacher apprentice can cite developmental theory.	The teacher apprentice recognized patterns of learning development that vary between students.	The teacher apprentice uses understandings of the developmental stages of learners to create and apply meaningful learning experiences. The teacher apprentice 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.	The teacher apprentice incorporates perspectives of the child and their family/community to integrate new resources and strategies for learner development.

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Standard 2: Learning Differences					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not demonstrate value in recognizing commonalities and differences among learners.	The teacher apprentice understands the value of recognizing commonalities and differences among learners.	The teacher apprentice can recognize learners' commonalities and differences.	The teacher apprentice knows how to use understandings of learners' commonalities and differences to design inclusive learning experiences.	The teacher apprentice uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	The teacher apprentice engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth.

Standard 3: Learning Environments					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not reference the value of developmentally appropriate expectations.	The teacher apprentice understands the value of developmentally appropriate expectations.	The teacher apprentice understands how to set developmentally appropriate expectations.	The teacher apprentice sets developmentally appropriate expectations for the learning environment.	The teacher apprentice works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	The teacher apprentice actively involves learners in managing the learning environment to maximize use of instructional time, employs strategies to build learner self-direction and ownership of learning.

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Standard 4: Content Knowledge					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice is unfamiliar with important concepts in the discipline(s).	The teacher apprentice is familiar with important concepts in the discipline(s).	The teacher apprentice is familiar with important concepts in the discipline(s), including some prerequisite relationships.	The teacher apprentice accurately and effectively communicates concepts, processes, and knowledge in the discipline(s) using multiple representations.	The teacher apprentice understands the central concepts, tools of inquiry, and structures of the discipline(s) taught and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	The teacher apprentice seeks out ways to expand or deepen content knowledge and ways of representing it for learners, presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas.

Standard 5: Application of Content					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not understand the value of connecting concepts and using differing perspectives to engage learners.	The teacher apprentice understands the value of connecting concepts and using differing perspectives to engage learners.	The teacher apprentice develops lessons with a recognizable structure.	The teacher apprentice develops plans likely to engage learners in applying content knowledge and skills in authentic contexts.	The teacher apprentice understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The teacher apprentice collaborates with colleagues in other discipline(s) to create interdisciplinary learning experiences.

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Standard 6: Assessment					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not understand the value of formative and summative assessment.	The teacher apprentice understands the value of formative and summative assessment.	The teacher apprentice recognizes effective assessment strategies.	The teacher apprentice uses assessment to monitor learner progress and guide decision making.	The teacher apprentice understands and uses multiple methods of assessment to monitor learner progress, and to guide the teacher apprentice's and learner's decision making.	The teacher apprentice engages learners in monitoring their own growth and uses that information to make instructional decisions.

Standard 7: Planning for Instruction					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not understand the value of and can recognize concepts of flexible and accommodating learning environments.	The teacher apprentice understands the value of and can recognize concepts of flexible and accommodating learning environments.	The teacher apprentice can use concepts of flexible and accommodating learning environments in the development of lessons.	The teacher apprentice plans relevant learning experiences for all learners linked to the appropriate learning objectives.	The teacher apprentice plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The teacher apprentice works collaboratively with families to plan ways to meet the needs of learners, incorporating assets of the family and community.

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Standard 8: Instructional Strategies					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not recognize the multiple strategies and tools to develop learner understanding of the content.	The teacher apprentice recognizes the multiple strategies and tools to develop learner understanding of the content.	The teacher apprentice knows a variety of sources and tools to access information related to the content and its delivery.	The teacher apprentice directs learning experiences through instructional strategies linked to learning objectives.	The teacher apprentice 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 apply knowledge in meaningful ways.	The teacher apprentice engages learners in identifying their strengths and specific needs for support and uses this information to adapt instruction.

Standard 9: Professional Learning and Ethical Practice					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not recognize the value of ongoing professional learning.	The teacher apprentice recognizes the value of ongoing professional learning.	The teacher apprentice knows how to access resources to perpetuate professional learning and ethical practice.	The teacher apprentice can employ a variety of data to evaluate the outcomes of teaching to adapt planning and practice.	The teacher apprentice engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The teacher apprentice collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.

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Standard 10: Leadership and Collaboration					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not understand the need to use research in advancing instructional capacity.	The teacher apprentice understands the need to use research in advancing instructional capacity.	The teacher apprentice knows where to find meaningful research regarding content and pedagogy in the discipline(s).	The teacher apprentice uses meaningful educational research in the development of learning progressions.	The teacher apprentice seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	The teacher apprentice works with families to develop mutual expectations for learner performance and growth and how to support it.

Standard 11: American Indian Tribes in Idaho					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not know about the unique status of American Indian tribes and tribal sovereignty.	The teacher apprentice knows about the unique status of American Indian tribes and tribal sovereignty.	The teacher apprentice can reference resources available in tribal communities in support of indigenous learners.	The teacher apprentice incorporates knowledge of indigenous resources in planning and delivery of lessons.	The teacher apprentice should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher apprentice build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.	The teacher apprentice engages tribal communities and cultural resources of American Indian students in support of instruction.

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Standard 12: Code of Ethics for Idaho Professional Educators					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice is not aware of the existence of a code of ethics governing the practice of professional educators in Idaho.	The teacher apprentice is aware of the existence of a code of ethics governing the practice of professional educators in Idaho.	The teacher apprentice understands the central tenets of the Code of Ethics for Professional Educators.	The teacher apprentice can cite the value of the Code of Ethics for Professional Educators in maintaining the integrity of the profession.	The teacher apprentice understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.	The teacher apprentice seeks additional opportunities to understand and implement ethical practice.

Standard 13: Digital Technology and Online Learning					
Below Minimum Requirement of Proficiency	Teacher Apprentice is Approaching Minimum Requirement of Proficiency			Minimum Requirement of Proficiency	Exceeds Minimum Requirement of Proficiency
0	1	2	3	4	5
The teacher apprentice does not use digital technology in facilitation of instruction.	The teacher apprentice conveys the value of the use of digital technology in facilitation of instruction.	The teacher apprentice understands the tools available for incorporating digital technology into instruction.	The teacher apprentice incorporates digital technology into lesson plans/ instruction.	The teacher apprentice knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.	The teacher apprentice engages learners in the creation of instruction and assessment in support of enhanced learning.