

# *PACE*

*Pathways for Accelerated Certification and Endorsement*

## *ELEMENTARY TEACHER EDUCATION* **Handbook and Policy Manual**

***“Preparing Caring Professionals  
Who Teach for Understanding  
In Communities of Learning”***



*Revised: Fall 2017*

This material is subject to change without prior notice  
and should not be considered a binding contract between  
Lewis-Clark State College and the students.

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**Division of Teacher Education  
Lewis-Clark State College  
Lewiston, Idaho 83501**

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## **GENERAL INFORMATION**

### **PURPOSE OF THE HANDBOOK**

This handbook has been prepared by the Elementary Education Program Team in The Division of Teacher Education as a guide to the requirements for the entire program and specifying the details of the professional internship semesters for elementary education majors in the PACE Elementary Teacher Education Program at Lewis-Clark State College. This handbook is intended to:

- Offer a brief description of The PACE Elementary Teacher Education Program.
- Provide information about the internship experience for teacher candidates (interns), On-site Teacher Educators (OSTE), college faculty, supervisors (college mentors), and school administrators.
- Describe the qualifications, roles, and responsibilities of teacher interns, OSTE, college faculty, supervisors, and school principal.
- Explain the policies, procedures, and criteria for successful completion of internship.
- Provide samples of different forms used during the internship experience.

Quality field experiences are the cornerstone of LCSC's Elementary Teacher Education Program. Teacher candidates participate in multiple school-based experiences with teachers who demonstrate “best practices.” These experiences provide teacher candidates with opportunities to explore the connection between theory and practice and to work with students from exceptional and culturally diverse populations. Students gain confidence through reflective practice and competence through frequent interaction with a community of skilled practitioners. Candidates are expected to provide evidence through performances that they have developed the necessary knowledge, skills and dispositions based on Idaho State and LCSC’s Teacher Education Standards. LCSC’s Teacher Education Standards include: dedicated and knowledgeable professionals, culturally responsive educator, content specialists, competent educational designers, capable educational facilitators, insightful educational evaluators, and thought provoking reflective professional practices before being recommended for teacher certification. Teacher certification is based on having met the necessary requirements for subject endorsement(s).

## The Conceptual Framework for Teacher Education

The Conceptual Framework is a construct that systematically relates how the physical, natural, social, and human realities of the Teacher Education Program are aligned into a coherent whole. The Conceptual Framework reflects current research about individual development, cognition, and best practice that meets the anticipated needs of the 21st Century.

The conceptual framework's goal is "**Preparing caring professionals who teach for understanding in communities of learning.**" This means that we attempt to prepare individuals who care deeply about children and youth. We seek to develop professionals — individuals who have mastered a body of specialized knowledge and skills and who adhere to a professional code of ethics. We strive to provide instruction that results in teachers and learners who operate at higher levels in the cognitive, affective, and psychomotor domains. We acknowledge the social dimension of teaching and learning and value opportunities to collaborate in ever expanding environments that value learning.

To prepare effective teachers requires that we address fundamental objectives organized around knowledge, skill, and dispositions. The successful teacher must possess general, as well as, pedagogical knowledge, the skills to apply this knowledge effectively, and the dedication to care for the well-being of students, to maintain professional standards, and to work diligently to help students achieve educational goals.

Our integrative themes include technology, and alternative pathways. We integrate technology throughout our program. We model for our candidates and, in turn, encourage them to value and respond appropriately to intellectual, physical, and ethno-cultural diversity.

The Elementary PACE (Pathways for Accelerated Certification and Endorsement) Program has been designed as an alternative pathway to elementary teacher certification and endorsement(s). Candidates who have had significant experience working in elementary schools, such as being a paraprofessional or substitute, may qualify for entrance into the PACE Program where a significant amount of the coursework can be completed on-line and during two subsequent summer sessions.

The Elementary Teacher Education Program is performance-based. Candidates must demonstrate through course work, products, performances, portfolios, and formal program interviews, the knowledge, skills, and dispositions specified in the eight program standards. Our evaluation model operates throughout the four phases of teacher education at the course, program, and division levels. See the Appendix for a graphical summary of the Conceptual Framework including the Teacher Education Program Standards.

# **SECTION 1 - THE *PACE* ELEMENTARY TEACHER EDUCATION PROGRAM**

## ***PACE and Nontraditional Students***

*PACE* is intended for highly skilled and motivated individuals who desire to earn Elementary (Grades K-8) Teaching Certification and other Endorsement(s). These individuals are unable to regularly attend classes on campus due to restraints of time, location, employment, etc. These individuals are typically contemplating career changes and have acquired significant life experiences that may be valuable in the teaching profession. Their programs of study may include opportunities for qualified individuals to accelerate by petitioning certain requirements and successfully challenging courses based on documented life experiences and demonstrated performance.

Certification is a license to teach specified grade levels in the public schools such as grades K-8. Endorsement is authorization to teach specified subjects like Literacy, Mathematics, English, or Social Studies through grade nine. In some cases, such as: Physical Education, and Special Education the endorsement may be extended to teach grade levels (K-12) when an secondary methods course is added.

## **Technology Requirements**

### **Required Technologies for All Students in Teacher Education Programs of Study**

Technologies are important as both academic tools and professional subjects of study in teacher education programs at Lewis-Clark State College. As academic tools, technologies serve learning and communication functions to help students to perform well in coursework. And, as important tools for the teaching profession, technologies are also the focus of instruction in program coursework. Therefore, to be both a successful student and teacher candidate, full access to certain technologies is essential.

In order to be successful in meeting course and program requirements in the LCSC Elementary and Secondary Teacher Education programs, all students are required to have full access to the following hardware, software, and services.

Each student is responsible for attaining the following specified hardware, software, and services by the time she/he starts any of the courses of the teacher education programs of study. The absence of required technology is not an acceptable reason for the inability of a candidate to obtain, complete, and submit assignments and/or meet program or course requirements.

Beginning Fall 2016, LCSC will no longer loan computer equipment to students outside of the classroom environment. Students will be required to provide their own equipment and it must meet the following specifications:

## Hardware:

Students should have continual/regular access\* to the following hardware:

- Portable, personal computer with a minimum:
  - 2.0 GHz processor (faster is always better)
  - 4 GB of RAM (more is always better)
  - 100 GB hard drive (with at least 20 GB free space)
  - USB connectivity
  - A web camera and microphone
  - High speed, WiFi Internet access capability
  - Optical CD/DVD drive, recommended, but not required
  - CD/DVD burner, recommended, but not required

OR

- Apple iPad tablet computer with a minimum:
  - 16 GB of storage
  - running iOS 8 or newer
- Printer (or a means to print any document upon the instructor's request)
- Digital still image camera (or a means to shoot and save photographs; does not need to be a dedicated, single function device)
- Digital video recording device (video camcorder) (or a means to shoot and save digital videos; does not need to be a dedicated, single function device)
- A web camera with proper connectivity to the computer (if not built into the computer)
- Headphones or earphones (for private listening of audio).

\*Teacher candidates may be expected to bring their computer to class meetings and field experience sites in order to perform many of the required tasks of a course. Therefore, the computer described here should be a portable (notebook, laptop, or tablet) computer. While some individuals do not find using a tablet computer as effective as using a notebook computer, some do and may consider the tablet computer as a substitute for all necessary course tasks. As both a learning tool and the object of study, the iPad tablet computer is a required device once a student is formally admitted into the teacher education program and begins ED 224 Technologies for a Digital World and ED 424 Media & Technologies for Teaching, K-12. Details of this requirement are provided below in the section, Required Technologies for Students Admitted to Teacher Education Programs of Study.



## **Software:**

Students should have one of the software titles from each of the following categories. Please note that versions listed below represent the minimum acceptable version.

Computer operating system:

1. MacOS X 10.7.5® or newer, OR
  - Windows 7 ® or newer, OR
  - iOS 8 or newer.

## **Possible Video Conferencing Software:**

- The Adobe Connect 9 Meeting Add-in or App
  - <https://lewis-clark.adobeconnect.com>  
(A specific link for individual courses will be provided by your course instructor)
- Skype™
  - <http://www.Skype.com>
- FaceTime

## **Productivity software (one or more titles from each of the following categories):**

- Word processing software: Microsoft® Word® or Apple® Pages®  
[Note: Word processed assignments should be submitted in .doc, .docx, .pages, or .rtf format, as specified by the instructor.]
- Spreadsheet software: Microsoft® Excel® or Apple® Numbers®
- Presentation/slide software: Microsoft® PowerPoint® or Apple® Keynote®
- Graphic/image editing software (e.g., Adobe Photoshop Elements) will be helpful but not required.

[Note: The Microsoft Office 365 suite is available to students free of charge. Click on the link below. Then click on the Logo for Microsoft Office and follow directions provided.

<https://www.lcsc.edu/it/for-students>

## **Video editing software (one or more of the following):**

- iMovie for MacOS X, OR
- Movie Maker for Windows

## **Internet browser software (one or more of the following; all freeware):**

- Mozilla Firefox®, OR
- Apple Safari™, OR
- Google Chrome

[Note: Microsoft Windows® Internet Explorer 8® is not recommended. **Microsoft no longer supports Internet Explorer.**]

**PDF (Portable Document Format) software:**

1. Adobe® Acrobat® Reader to read PDF files
2. PrimoPDF® (freeware) to create PDF files in Windows® operating systems

QuickTime® Player

**Internet Access:**

- High speed Internet access (Cable, DSL, or better) with minimum download and upload speeds of 5mps (the higher, the better.)
- 

[Note: Internet connection speed can be tested at <http://www.speakeasy.net/speedtest>. Click on "SEATTLE, WA" to begin the test.]

**E-mail:**

All LCSC students are required to utilize their LCMail E-mail account (e.g., [us\\_er@lcmail.lcsc.edu](mailto:us_er@lcmail.lcsc.edu)), assigned upon enrollment at LCSC, for all LCSC electronic correspondence. This is the ONLY APPROVED e-mail communication method. Please make it a habit of checking your LCSC E-Mail Account regularly.

[Note: Faculty email addresses are different from student email addresses, e.g. [faculty@lcsc.edu](mailto:faculty@lcsc.edu) vs. [student@lcmail.lcsc.edu](mailto:student@lcmail.lcsc.edu).]

If you have questions about any of the required specifications shown here, please contact the Technologies for Teaching & Learning (TT&L) staff of the LCSC Division of Education & Kinesiology.

Note: To remain current with the most appropriate instructional technologies (and their support systems), these specifications may change with each catalog year but will not be modified for a student once the student is formally admitted into a teacher education program.

## Instructions for creating your Professional Portfolio in Google Sites (Using the template provided)

### Please Note:

You will be setting up your Portfolio template when you take:  
ED 424 Media & Technologies for Teaching, K-12

- 1. Open a browser on the Internet (e.g., *Safari, Chrome, FireFox*, etc.) 2. Go to **sites.google.com**
- a. Sign in using your **username@lcmail.lcsc.edu** account b. Select **CREATE**
- • Select **Browse the gallery for more** • Select **eFolio\_Template**
- • Press **Select**
- • For **Name your site**: type **Professional Portfolio: #####** (where ##### is your first and last names, e.g., **Professional Portfolio: Clark Kent**)
- • For **Site location**: type **efolio-#####** (where ##### is your username from your **username@lcmail.lcsc.edu** account, e.g., **efolio-cjkent**)
- • Select **CREATE**
- If you are **not** seeking an endorsement in Special Education, follow these steps to **remove** the section, **Special Education Endorsement Documents** from the sidebar of your efolio:
  - 1. While viewing the Home page, pull down the menu (**More Actions**) in the upper right portion of the screen
  - 2. Drag down and select **Edit site layout**
    - a. Hover over the **Special Education Endorsement Documents** section of the sidebar until **NAVIGATION** appears. b. Select .
  - 3. Select **Close**.

### Internet Access

- High speed Internet access (Cable, DSL, or better) with minimum download and upload speeds of 5mps (the higher, the better.)

Internet connection speed can be tested at <http://www.speakeasy.net/speedtest>. Click on "SEATTLE, WA" to begin the test.

### E-mail

E-mail (Individuals will also be **Required to utilize the LCMail E-mail** account assigned to them upon enrollment at LCSC. This is the **ONLY APPROVED** e-mail communication method.) **Please make it a habit of checking your LCSC E-Mail Account regularly, at least twice a day during internships, and at least 3 times a week during other times during the year.**

- **Please note faculty email addresses are different from student email addresses, e.g. [damassaro@lcsc.edu](mailto:damassaro@lcsc.edu) vs. [astudent@lcmail.lcsc.edu](mailto:astudent@lcmail.lcsc.edu). Please edit out old content and use updated subject boxes.**

# **Admission, Retention, and Exiting**

## ***The PACE Elementary Teacher Education Program***

### **Transcript Evaluation**

Before individuals apply for admission to *PACE*, they should have submitted for review unofficial copies (official preferred) of their transcripts from all institutions of higher education attended together with the Transcript Credit Evaluation Request form is available at <http://www.lcsc.edu/education/student-resources>. Choose the link that is appropriate. A completed Request form must be submitted with the transcripts

The form, transcripts, and check should be sent to:

*PACE* Transcript Evaluation  
Division of Education and Kinesiology  
Lewis-Clark State College  
500 Eighth Avenue  
Lewiston, ID 83501

Transcript evaluation cannot be completed until all transcripts have been received. After the transcripts have been evaluated, individuals will receive a report from the Education Division and advising information from the *PACE* Administrative Assistant or *PACE* Coordinator. An E-mail account is necessary to receive this evaluation.

### **Application for Admission to Lewis-Clark State College**

After individuals have received their transcript evaluations and communicated with the *PACE* coordinator, they should apply first for admission to Lewis-Clark State College. An application can be found at [www.lcsc.edu/Admissions](http://www.lcsc.edu/Admissions). Official transcripts (a set in addition to those you have already provided)

### **Application for Admission to the *PACE* Elementary Teacher Education Program**

After admission to LCSC, the candidate should access the Teacher Education Application at <http://www.lcsc.edu/education/teacher-education/program-application>.

To complete the application procedure, the individual must print out all required forms including the Statement of Release and Academic Program Information Form, provide the requested information and signatures, and mail them together with official transcripts.

The materials should be sent to:

Teacher Education Application  
Division of Education and Kinesiology  
PACE Program  
C/O Lori Ruddell  
Lewis-Clark State College  
500 Eighth Avenue  
Lewiston, ID 83501

### **Requirements for Full Admission to *PACE* Elementary Teacher Education**

Full admission may be awarded to teacher candidates who meet all the following requirements.

- Satisfactory completion of all Phase I and II coursework.
- A minimum 3.00 grade point average for all LCSC coursework.
- Passing the Program Admission Entrance Interview including an extemporaneous essay.
- Evidence of potential to succeed working with children.
- Transcripts from all higher education institutions attended other than LCSC.
- Submission of the completed application, signed statement of release and payment of fees.
- Passage of all three components of The Idaho Comprehensive Literacy Exam (ICLA)
- Passage of Praxis II {[Multiple Subjects (5001 Series)] and Passage of Endorsement Area}.

Admission is based in part upon the availability of program slots. Slots open as candidates complete and leave the program or new faculty are added. Qualified applicants are processed on a first come, first served basis from January through November 1<sup>st</sup> for Spring Semester.

Deadline for receiving applications to the teacher education program is February 15<sup>th</sup>. Entrance interviews will occur Late March/Early April to determine admission to the program. Detractors from a successful application include but are not limited to patterns of course withdrawals, patterns of course incompletes, and moral turpitude. Late applicants will be admitted beginning with the highest rankings until all available slots are filled. Late applicants who cannot be admitted will be placed on a waiting list in case an opening should occur. If an opening does not occur in the late applicants' cohort, the qualified applicants will be added to the list of those admitted for the following cohort.

Applicants will be admitted for enrollment in the *PACE* Elementary Teacher Education Program with a specific starting date and timeline. Applicants typically have four years to complete the program. Excluding summer sessions, *PACE* candidates are required to enroll in at least one class each semester until they have completed the program unless special circumstances arise in which case the *PACE* advisor will so note the change from normal practices. Failure to successfully progress through the program may be cause for the candidate to reapply to the program.

## *Plan of Study*

When candidates have completed their applications for admission to the *PACE* Elementary Teacher Education Program, They should complete their Plan of Study available through the Registrar's Site.

Candidate should use their best judgment in entering information about when they plan to complete the various program requirements and phases of their studies. In the comment sections for each phase, they should note if they plan to ask permission to challenge specific courses and where they plan to complete their internships. It is the candidate's responsibility to maintain a current and accurate Plan of Study and to notify the *PACE* coordinator when changes are made to their plans.

**It is the candidate's responsibility to keep the Education & Kinesiology Division and *PACE* Coordinator informed of any changes in surname, address, employment status, telephone number(s) and LCSC E-Mail address.**

## *Undertaking PACE Course Work Prior to Receiving Provisional or Full Admission*

Individuals may undertake Phase I & II *PACE* coursework at their own discretion and with the approval of the *PACE* Coordinator before they have received provisional or full admission to the *PACE* Elementary Teacher Education Program. This may be appropriate in cases where the individual is completing required courses in Phase I courses in anticipation of applying for admission to the program and attending the required summer orientation and workshop. **Completion of courses associated with Phase I & II is no guarantee that the individual will be admitted to the *PACE* Elementary Teacher Education Program.**

## *Undertaking PACE Course Work with Provisional Admission*

Candidates may undertake Phase I and Phase II *PACE* coursework with provisional admission. Provisional admission is awarded in cases where candidates have not met all the requirements for full admission. Full admission may be denied, for example, because the candidate is on academic probation or has not completed all Phase I coursework.

## *Admission to Phase III Coursework*

Admission to Phase III course work requires full admission to the *PACE* Elementary Teacher Education Program and the recommendation of the Elementary Teacher Education Instructional Team based on a successful Program Progress Evaluation of the candidate. A successful evaluation will require in part that the candidate have:

- ❑ Removed any cause(s) for provisional admission to the *PACE* Elementary Teacher Education Program, e.g. receives full admission to the *PACE* Elementary Teacher Education Program;
- ❑ Obtained passing scores on the Praxis II (5001 Series) and Idaho Comprehensive Literacy Exam (ICLA);

- ❑ Completed all Phase I and Phase II course work and received a positive Internship I evaluation (Special circumstances will be considered due to unique situations beyond the students control); and
- ❑ Demonstrated progress toward completion of her/his Professional Portfolio.

### ***Admission to Phase IV Internship II and Coursework***

Admission to Phase IV coursework requires full admission to the *PACE* Elementary Teacher Education Program and the recommendation of the Elementary Teacher Education Instructional Team based on a successful Program Progress Evaluation of the candidate. A successful evaluation will require in part that the candidate have:

- ❑ Successful completion of Phase III coursework
- ❑ Obtained passing scores on the Praxis II exams for Endorsement Areas.

### ***Recommendation for Teacher Certification***

In order to be recommended by the LCSC Division of Education for teacher certification, the intern must complete all program requirements. These requirements include the following:

- ❑ Successful completion of Phase IV coursework
- ❑ An approved Professional Portfolio; and
- ❑ A successful Program Exit Interview.
- ❑ Completion of The Individualized Professional Learning Plan (IPLP)
- ❑ Completion of Common Summative Assessment

**CANDIDATES MUST MEET ALL LCSC TEACHER EDUCATION PROGRAM AND STATE OF IDAHO CERTIFICATION REQUIREMENTS IN ORDER TO BE RECOMMENDED FOR CERTIFICATION EVEN IF CANDIDATES DO NOT SEEK STATE OF IDAHO CERTIFICATION.**

**All individuals seeking the Elementary Education degree and certification shall also complete the requirements for a subject area endorsement; i.e. a second content area, allowing the teaching of that subject through grade nine (9), or, if applicable, through grade twelve (12) in certain subjects.**

**SECTION 2 – PACE PROGRAM PHASES**

The *PACE* Elementary Teacher Education Program is organized into four phases. Individuals may undertake Phase I course work without admission to the *PACE* Elementary Teacher Education Program. Provisional admission is required to undertake Phase II and III course work. Full admission is required to undertake Phase IV course work.

***Phase I: Pre-Professional Course Work***

It is expected that candidates will have completed all Phase I course work prior to beginning the Summer/Distance Learning Program which is designed for completion of Phase II and Phase III components of the Elementary Education Program. Students who are missing a limited number of courses from Phase I may be considered for admission if evidence is provided that they will be able to complete those courses prior to the second summer session.

No grade lower than a "C" will be accepted in any Phase I course as well as ID 300.

**General Education Core** (Some flexibility is given for transfer credits.)

ENGL 101	English Composition	3
ENGL 102	English Composition	3
Comm 204	Public Speaking	3
Engl 150	Intro. to Literature <b>or</b>	
Engl 257	World Classics <b>or</b>	3
Engl 258	International Literature	
PHYS 171	Physical Science for Elem Education	4
NS 174	Natural Science for Elem Education	4
MATH 257	Math for Elem Teachers II	3
PSYC 205	Developmental Psychology	3
Choose One of the following Courses Listed Below		3
Art 100	Survey of Art <b>or</b>	
HUM 150	Intro. to Fine Arts <b>or</b>	
THEA 101	Survey of Theater <b>or</b>	
Music 101	Survey of Music	



## Social & Behavioral Ways of Knowing

PSYCH 205	Developmental Psychology	3
Choose One of the following Courses Listed Below		3
HIST 111	U.S. History or	
HIST 112	U.S. History or	
POLS 101	American National Gov't.	

## Diversity

GEOG 102	Intro to Geography	3
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## Pre-Professional Education Courses

ED 310 P60	Professional Foundation to Education	3
HLTH 215 P60	Health Science	3
RE 217 P60	Children's Lit. & Storytelling	3
ED/KIN 216	Physical Ed. for Teachers (K-8)	2
Math 157 P60	Math for Elementary Teachers I	3
ED 224 P60	Technologies for a Digital World	2

## ***Phase II: Professional Studies***

No grade lower than a “B-“ will be accepted in any of the following courses.

## Foundations and Strategies

Registration into the following courses requires provisional admission to the *PACE* \Elementary Teacher Education Program.

Registration into these courses requires admission to the Elementary Teacher Education Program. Candidates must earn grades of "B-" or better in all Phase II and III Education Division (ED, SE, RE, PSYC) courses.

## **Summer I**

RE 319	Field Experience in Ed.	1
RE/SE 320	Understanding Literacy Process	3
RE/SE 324	Assessment: Literacy. Development	3
RE/SE 325	Field Experience in ED. II	1
RE 401	Phonemic Awareness/Phonics	1
ED 424	Media & Technologies for Teaching (K-12)	2
ED 425	Methods & Management (K-8 )	

## Fall and Spring Web Courses

ED/PSYC 318 P60	Assessment of Learning	3
ED/PSYC 321 P60	Educational Psychology	3
SE 322 P60	Inclusion Strategies	3
ED 345 P60	Culturally Relevant Teaching	3
ID 300	Integrative Seminar in Ethics & Values	3

**Endorsement Coursework Should also be taken during this time**

### *Phase III: Professional Internship I*

Registration for these courses requires satisfactory completion of Phase II courses.

#### **Summer II**

ED 328	Mathematics Methods (K-8)	3
ED 426	Prof. Internship in Ed (K-8)	14
ED 427	Prof. Seminar: Issues in Ed. I	1
ED 428	Adaptive Teaching (K-8) I	1

### *Phase IV: Professional Internship II*

**Fall or Spring At Full Time Status OR Fall/Spring At Half Time Status**

ED 429	Prof. Internship in Ed. (K-8) II	14
ED 430	Prof. Seminar: Issues in Ed. II	1
SE 431	Adaptive Teaching (K-8) II	1

## Required Account for All

### **“TASKSTREAM”**

The Education and Kinesiology Division has adopted “Taskstream” as a tool to better assess our Education and Kinesiology Programs. You will need an account with “Taskstream” to submit certain assignments in various courses throughout your program. Instructions will come from your instructor when it is time for you to create an account. If you have already been accepted into the Teacher Education Program, you will not need to purchase a subscription for the 2016-2017 academic year. The cost of a subscription is \$44.00 per year at the present time and is paid by The Education and Kinesiology Division.

## Section 3 – PROCEDURAL ISSUES

Qualified candidates have opportunities to accelerate through *PACE* by petitioning program and course requirements and challenging courses. Successful petitioning and challenging requires documented life experience and demonstrated teaching skills.

### *Petitioning*

Candidates may petition a specific program requirement or a requirement of a course. A successful petition must document equivalent course work and/or relevant life experiences. Candidates should secure Education Division Petition forms in the Division Office or on line at <http://edudiv.lcsc.edu/forms>. The form should be completed and submitted with supporting material to the *PACE* coordinator who will route it to the appropriate individuals who have to approve or deny the petition. The Division will inform the candidate in writing of the status of the petition. There is no fee to submit a Division of Education petition.

A candidate who has recent teaching experience might consider petitioning to have the 20 hour practicum component of ED 214 or ED 310 Professional Foundations of Teaching waived.

### **Challenging**

Challenging a course involves providing documentation of teaching knowledge and skills that are the focus of the course content. It may be appropriate for individuals with prior teaching experience to challenge a course rather than enrolling in it. The process of challenging begins with a conference between the candidate and the course instructor. The instructor must give permission for the student to challenge. If the permission is forthcoming, Petition to Challenge forms may be secured from the LCSC Registrar's Office or on line at [www.lcsc.edu/Registrar](http://www.lcsc.edu/Registrar) (follow the links to Forms and to Challenge form). The candidate will complete the form and pay the required amount. The form is given to the instructor to be held until all requirements for a successful challenge are met.

The syllabi for many *PACE* courses can be accessed at the Elementary Teacher Education web site – [www.lcsc.edu/education/elementary](http://www.lcsc.edu/education/elementary). Some syllabi include links to information about challenging the course. In cases where there is no information, candidates should contact the instructor directly.

Candidates should obtain the course challenge requirements form and complete it indicating how the candidate has met the requirements. The completed form and all supporting evidence should be placed in a large envelope. The outside of the envelope should contain the candidate's Name and LC ID#, the Title "Challenge Packet," and the number and name of the course being challenged. Packets must be submitted at least four weeks prior to the end of a semester to allow for time to evaluate the contents. Packets submitted later than this may not be evaluated in time for a grade to be posted in the current semester.

Candidates need to be aware that LCSC policy requires that a candidate be enrolled in an LC course at the time they are challenging another course. Candidates cannot challenge a course in which they are enrolled.

The fee to challenge at the time of this printing is \$35.00 per course plus \$5.00 per credit. A three-semester credit course would cost \$50.00 to challenge.

There is no guarantee that a candidate who challenges a course will be successful, and there is no refund if the candidate is unsuccessful.

Certain courses in the *PACE* Program may not be challenged. These include ED 323 Professional Strategies – Teaching K – 8, ED 427 Professional Seminar I, ED 430 Professional Seminar II, ED 428 Adaptive I, ED 431 Adaptive II, ED 426 Professional Internship I K-8 and ED 429 Professional Internship II K-8.

### **LCMail.lcsc.edu and Blackboard v. 9 (Blackboard Learn)**

Students enrolled in LCSC courses are required to use [lcmail.lcsc.edu](mailto:lcmail.lcsc.edu) for all college-related communications. Students should make a habit of regularly checking their [lcmail.lcsc.edu](mailto:lcmail.lcsc.edu) accounts. Failure to check and use [lcmail.lcsc.edu](mailto:lcmail.lcsc.edu) may result in students being unaware of assignments, notices, changes in policies, etc. for which students will be held accountable.

Students may open their [lcmail.lcsc.edu](mailto:lcmail.lcsc.edu) accounts by going to the LCSC home page ([www.lcsc.edu](http://www.lcsc.edu)) and selecting [lcmail.lcsc.edu](mailto:lcmail.lcsc.edu). Directions are provided for first-time users.

Many *PACE* courses are delivered utilizing Internet **Blackboard Learn**. Students need [lcmail.lcsc.edu](mailto:lcmail.lcsc.edu) accounts to access **Blackboard Learn**. Information about Distance Learning and **Blackboard Learn** may be accessed at [www.lcsc.edu/e-learning/students](http://www.lcsc.edu/e-learning/students). This site provides links to information about registering on line, the schedule of courses, **Blackboard Learn**, how to get help, and more.

When you first open your **Blackboard Learn Course**, take time to read the information provided on using **Blackboard Learn**. This will save otherwise waste time later. Remember that **Blackboard Learn** is active during the scheduled dates for fall, spring, and summer sessions. You will not be able to access **Blackboard Learn** when the college is not in session. If you are given an Incomplete, you may look for your course identified by the previous session when **Blackboard Learn** is again active. Your instructor will ask Distance Learning to permit access so you can complete the course. Be aware that a grade of Incomplete is automatically changed to a grade of F unless you have completed the course during the additional semester or summer session. **Please contact your E-Learning Instructor to know when the deadline is for your specific incomplete. You should know this before you end the course in which it was offered**

## Section 4 – INTERNSHIPS

### Two Semesters of Internships

Elementary internship experiences are scheduled over one summer and one semester. Internship I requires approximately 160 hours and Internship II approximately 640 hours in the schools. Internship I will be completed during the second summer at a designated field site. Your Course Instructor, PACE Advisor and/or LCSC Supervisor, and an OSTE in the partnership school to which you are assigned will supervise you. All Summer II interns will be scheduled together at a school site. Candidates have flexibility in the *PACE* Program to seek out a site for their Internship II as personal circumstances dictate. Final arrangements are made by the *PACE* Coordinator and/or Faculty Supervisor

During the second semester, interns are assigned to a school ideally five days a week for either sixteen or thirty-two week sessions. Internship II can be completed full or part time as long as the arrangements are approved by the *PACE* Coordinator and/or Faculty Supervisor for the requisite requirement.

**Please Note: Before You Start Internship II You Must Pass All Necessary Praxis II Exams Relevant to Your Teaching, and The Education Division Must Have ETS Evidence that You Have Indeed Passed All Necessary Areas of Certification and Endorsement.**

This LCSC approach to field experiences attempts to link theory with practice. The intern learns about the theory and then is given the opportunity to apply the theory in the classroom. The classroom students' benefit from the presence of two adults (Teachers) helping all class members attains the stated goals and objectives. As the internship progresses, the intern will form an instructional team with his/her OSTE who will serve as the lead teacher on most occasions, but with ample opportunities for the intern to assume instructional leadership during the internship. The internship model will continue to be refined as college supervisors and OSTEs collaborate and share ideas for the most effective ways to prepare future teachers.

#### *Securing Internship II Sites*

*PACE* candidates have the responsibility for identifying potential Internship II Sites. The usual procedure is for the candidate to select a school, obtain contact information from designated school district representative and notify the *PACE* Coordinator and/or Faculty Supervisor. The *PACE* Coordinator and/or Faculty Supervisor will contact the appropriate school district personnel and discuss the possibility of placing the candidate in the school under qualified supervision for the internship. The *PACE* Coordinator and/or Faculty Supervisor will notify the candidate if the placement is viable or if another site should be considered. **Despite any previous conversations between the candidate and the school district personnel, no placement can be considered final until the *PACE* Coordinator and/or Faculty Supervisor, superintendent, personnel director and/or principal have discussed the internship and finalized the internship with the internship agreement between The Named School District and LCSC.**

Please note the site must have the capabilities and willingness to support IP IVC Camera Technology or Internet Video Conferencing capabilities. The minimum bandwidth is a T-1 Line. The computer within the classroom to be used for IP IVC Camera Technology or Internet Video Conferencing capabilities must have a clock speed equal to 2.0 Ghz and RAM of 2.0 GB. If the School district does not have this capability and willingness to partner with LCSC in this endeavor, an alternative site will be found for Internship II or the intern may request to pay any addition expense incurred for a supervisor to be hired for frequent onsite supervision.

### **Internship Supervision Expenses**

The *PACE* coordinator or a colleague will personally visit with the candidate, OSTE, and principal prior to the beginning of Internship II. When possible, communication will be facilitated by an IVC camera or WebCam connection between the site and LCSC. Additional meetings may be scheduled during the remainder of Internship II. MAC computers with Internet videoconferencing capabilities (**Adobe Connect**) are presently provided to the candidates free of charge.

During Internship II The *PACE* Coordinator and/or Faculty Supervisor will act as supervisor/mentor for the candidate if possible. If this is not possible, the college will contract with a qualified individual to act as college supervisor. The average fee for contracting a college supervisor is approximately \$400. **In the event additional fees above the average must be paid to contract a supervisor, the candidate will be responsible to pay the difference.**

In situations where the candidate is already employed by the school district, a school administrator may agree to serve as supervisor. Whether an individual is contracted to supervise or a school administrator supervises, The *PACE* Coordinator and/or Faculty Supervisor will attempt to visit throughout the Internship II experience and utilize videoconferencing technology to observe teaching.

Travel expenses to visit internship sites average about \$1200, sometimes more and occasionally less. Expenses for a candidate that exceed this amount are the responsibility of the candidate. The Education Division will seek to use the most efficient and economical means of transportation for internship visits. In the event additional fees above the average must be paid for internship visits, the candidate will be responsible to pay the difference.

Any additional supervision and/or internship travel expenses above the averages must be paid to the college by the candidate before final recommendation for teaching certification can be issued on the candidate's behalf.

Interns may be absent no more than four days during Internship II if they are interning full time. The intern will be required to extend internship for any missed days beyond the four days. Attendance at job fairs count against the four days. **Interns must secure permission in advance from their On-Site Teacher Educators and College Supervisors to be absent from Internship I or II.**

The intern will begin the second semester of field experience on the first day that the internship school is open. Interns will observe the holidays of the internship school, not the college. Interns will conclude their field experiences by the end of the college semester unless an extension is deemed necessary by the *PACE* coordinator in collaboration with the Elementary Teacher Education Instructional Team.

### ***Resolving Difficulties During the Internship***

One of the major functions of the internship is to ascertain whether or not the intern is suited by temperament, education, or experience to a career in teaching. If the on-site teacher educator and college supervisor/*PACE* Advisor believe the intern demonstrates serious deficiencies that raise the question about the suitability of the intern to enter the teaching profession, they will inform the *PACE* Coordinator and/or Faculty Supervisor will schedule and chair a conference with the intern, the on-site teacher educator, the college supervisor, principal and possibly other educators. The committee will discuss the deficiencies with the intern and suggest possible remedies. The nature of the problem and suggested solutions will be communicated in writing to the intern and a specific time frame identified during which the intern should attempt to overcome the deficiencies. Additional teachers and college supervisors may be asked to observe the intern and make suggestions. If the deficiency is not resolved by the end of the time frame, the *PACE* Coordinator and/or Faculty Supervisor will reconvene the group and discuss possible actions to be taken. These include extending the internship, placement of the intern at another site, removal of the intern from internship in order that the intern can have an opportunity to remediate the deficiencies, or permanent removal of the intern from internship and advising the intern about alternative career choices. Interns who are removed from internship must wait at least one full semester before they are permitted to apply for another internship placement. Before an intern will be assigned to a second internship, the intern must demonstrate to the satisfaction of the Elementary Education Instructional Team that all deficiencies have been removed. In the event that irreconcilable difficulties arise during the second placement, interns will not be assigned to a third internship. Appeal of the committee's decision may be made first to the Education Division chair and secondly to the Education Division at a regularly scheduled division meeting.

### ***The Intern***

#### ***Responsibilities of the Intern During Phase III & IV: Professional Internship I & II***

As you move from the first to the second internship, you will be expected to become a valued member of the teaching team. At times, following the lead of the on-site teacher educator and for several extended periods during the second semester, you will assume the lead role in planning, organizing, managing, teaching, and evaluating instruction. You are expected to participate in faculty professional and social functions.

On-site Teacher Educators (OSTEs) have a right to expect interns who are enthusiastic, responsive, and well prepared. You should remember that it is a privilege extended by the

teacher and the school to serve as an intern. Throughout both internships, you will have the responsibility to:

2. Comply with school district requirements for criminal background checks and/or fingerprinting;
3. Dress in a professional manner and maintain good personal hygiene;
4. Report absences to your on-site teacher educator and to college supervisors and PACE Coordinator prior to the absence; failure to report an absence may be sufficient cause for removal from the internship;
5. Keep at least the same hours as the on-site teacher educators;
6. Conference with the on-site teacher educator and college mentor on a regular basis;
7. As directed by the on-site teacher educator, assist in classroom functions and routine procedures, including grading papers, constructing bulletin boards and other resources, tutoring individuals and small groups, mirror teaching, team teaching, delivering micro-teaching lessons, and attending meetings and conferences;
8. Acquire pertinent information about students and keep it confidential;
9. Take initiative in seeking help from the on-site teacher educators;
10. Become acquainted with school personnel and their functions (communications disorder specialist, resource room teacher, social worker, school psychologist, etc.);
11. Learn and carry out school policies and procedures (see district/school handbook for school employees);
12. Keep outside involvement to a minimum;
13. Develop professional relationships.

During the internship, you are expected to fulfill responsibilities both on campus using Blackboard Learn, Adobe Connect, Skype, and/or IVC camera/WebCam and at your assigned school site. You are to complete college course assignments as well as duties assigned at your school. You should perform professionally according to public school policies and procedures. Failure to successfully progress through the internship may result in an extended internship, inability to continue the internship, or withdrawal from the Teacher Education Program. Internship involves a total commitment for the entire two semesters. For this reason, only under extreme circumstances will the Field Experience Committee approve additional course work other than Professional Seminar and Adaptive Teaching. Outside employment during internship is strongly discouraged.

### ***Expectations During the First Internship, Phase III***

The following activities are required for interns during the first semester of internship.

1. Maintain a lucid and thoughtful reflective journal about the internship and associated course work with no less than three entries per week.
2. Work with the PACE Coordinator or a designee, OSTE and college mentor to plan appropriate teaching opportunities.
3. Be formally and informally observed and evaluated during participation in classroom activities.



4. Compile a record using the **Evidence of Professional Competence** of ability to meet program performance standards for knowledge, skills, and dispositions. You will include no less than thirty-five entries. A variety of educational professionals may initialize the entries for you. The college supervisor will sign the Demonstration of Knowledge, Skills, and Dispositions Summary Sheet when s/he believes that the competencies have been sufficiently demonstrated on a regular basis.
5. Be evaluated during the summer term. The Instructor of Record, College Mentors and OSTE will complete at least four evaluations during the summer term.<sup>1</sup> You will complete two self-evaluations during the semester.
6. Receive successful mid-term and end-of-summer term evaluations from the on-site teacher educator and college mentors.
7. Compile evidence of attainment of program performance objectives for use in the portfolio. At the conclusion of the summer term, you will be expected to have no less than one piece of evidence for each of the program standards.
8. Develop and present a cooperative unit that meets all specifications with particular emphasis on providing for multicultural teaching/learning.
9. Begin to develop a professional resource file that will be evaluate during Intern II.
10. Compile evidence using the Competencies Performance Record of ability to meet program performance standards for knowledge, skills, and dispositions.
11. Successfully complete an end-of-the summer term conference at which your progress in academic work and internship as well as in gathering evidence for the portfolio will be discussed.
12. Complete all other college course work assignments, activities, and projects as assigned by faculty and mentors.
13. Be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform you and your On-Site Teacher Educator of such obligations as far in advance as possible. A tentative calendar will be available at the beginning of the summer session to assist in planning.

### **Required Activities During the Second Internship Semester, Phase IV**

The following activities are required for interns during internship II.

1. Maintain a lucid and thoughtful reflective journal about the internship and associated course work with no less than two entries per week until mid-semester or at the discretion of the PACE coordinator.
2. Plan and develop a twenty-hour unit appropriate to your classroom setting and according to specifications with particular emphasis on adaptations and accommodations for individual diversity. You are expected to take the lead as a member of an instructional team in the delivery and evaluation of a minimum of ten hours of material from this unit. This unit requirement may be altered if you are engaged in special education endorsement assignments during a portion of the internship. Gradually take over responsibilities for planning, delivering, and evaluating instruction with the OSTE acting as support. While team teaching will continue to benefit the students in the classroom, you will provide the instruction on your own for a minimum of two weeks during the semester.

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<sup>1</sup> School mentors will complete at least four formal evaluations during the semester.

3. Be observed no less than six times by the college mentor/supervisor and be formally evaluated no less than six times during the semester. IP IVC or Internet Video Conferencing Technology (Adobe Connect, Skype, FaceTime or etc.) will be used in this process to observe the candidate and participate in the Associated Seminar.
4. Be formally evaluated by The On-Site Teacher Educator no less than six times.
5. Complete and present a portfolio. At the conclusion of the semester, you will be expected to have no less than two pieces of evidence for each of the eight program standard categories. You will address the program standard relating to Reflective Professional by citing in writing at least two examples of attainment of this standard throughout the first seven sections of the portfolio. One example may include The Reflective Journal. See the section of this handbook that deals with the portfolio.
6. Receive successful mid-term and end-of-semester evaluations from the school and college mentors. Complete at least two self-evaluations.
7. Successfully complete an end-of-the semester Exit Conference that includes you, the On-Site Teacher Educator, the college faculty supervisor, one other representative from the Division of Education, and the Principal of the school if possible
8. Complete all college course work assignments, activities, and projects as assigned by faculty and mentors.
9. Be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform you and your on-site teacher educator of such obligation as far in advance as possible. A tentative calendar will be available at the beginning of the semester to assist in planning.

#### Minimum Hours Required for Internship

The minimum total hours of internship for elementary candidates during the first semester (Phase III) is no less than 160 hours; during the second semester (Phase IV), no less than 640 hours during the 16 weeks.

You may be absent no more than four days each semester of internship, and will be required to extend internship for any missed days beyond the four days.<sup>2</sup> You must secure permission in advance from your school and college mentors to be absent from internship to attend job fairs or other professional activities.

Internship I occurs during Summer II of the defined PACE Program. You will conclude the internship according to the college calendar. You will begin internship II on the first day that your OSTE is expected to be at the school or a date agreed upon between you and your OSTE to prepare the room for the opening of school. You will conclude your internship based on a date determined by your PACE advisor/mentor unless an extension is deemed necessary by the college supervisor and the PACE Coordinator or The Director of Field Experiences.

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<sup>2</sup> Reasons for absences must be reported to your college mentor and any professionals expecting to see you that day (OSTE, college faculty, etc.) A phone call is expected before the absence occurs.

## **Difficulties During the Internship**

One of the major functions of the internship is to ascertain whether or not an intern is suited by temperament, education, and experience to a career in teaching. If school and college mentors believe that you demonstrate serious deficiencies that raise the question about your suitability to enter the teaching profession, they will inform the Elementary Program Coordinator or the Director of Field Experience. A meeting will be scheduled with you, your school and college mentors, and possibly other educators. The committee will discuss the deficiencies with you and suggest possible remedies. The nature of the problem and suggested solutions will be communicated to you in writing, and a specific time frame identified during which you should attempt to overcome the deficiencies. Additional teachers and college supervisors may be asked to observe you and make suggestions. If the deficiency is not resolved by the end of the time frame, the *PACE* Coordinator and/or Faculty Supervisor will reconvene the group and discuss possible actions to be taken. These include extending the internship, placement at another site, removal from internship to give you the opportunity to remedy the deficiencies, or permanent removal from internship and advising you about alternative career choices. If you are removed from internship, you must wait at least one full semester before applying for another internship placement. In the event that irreconcilable difficulties arise during the second placement, you will not be assigned to a third internship. Before assignment to a second internship, you must demonstrate to the satisfaction of the Field Experience Committee that all deficiencies have been removed. Appeal of the committee's decision may be made first to The Education Division Chair and secondly to the Division at a regularly scheduled meeting.

## **Professionalism: Etiquette and Ethics**

Interns are expected to be on time and positive and productive in both on-campus and classroom settings. Observe the same attendance requirements (for sick, personal, bereavement, and emergency leave) that cooperating teachers observe. Stay for the duration of both on-campus and at-school days.

Give respectful attention to speakers and professors at LCSC. Engage in all activities, taking notes and asking questions whenever appropriate. Be sensitive to cooperating teachers' needs – both for assistance with all duties related to teaching and for “space” to think and work without having to attend to interns at all times.

Develop positive relationships with peers, (OSTEs) cooperating teachers, and LCSC faculty members. Holding conversations about others to a minimum and keeping the tone of them positive is very important. If, in the course of working together, difficulties or irritations arise, handle them professionally as outlined below.

Before taking any action regarding the behavior of another, ask the following questions:

1. Are children being harmed?
2. Am I being kept from performing my own duties?

If the answer to both of these questions were negative, the best course of action would be to ignore the situation unless your feelings are so strong that you deem it necessary to speak directly to the other person her/himself. In any case, civility and kindness are absolutely necessary.

If the answer to at least one of these questions is yes, you will need to talk with The PACE Coordinator or designated Supervisor as soon as is possible. If the situation isn't resolved (meaning that either children are continuing to be harmed or you are still being prevented from performing your duties), you will need to speak to your supervisor or The PACE Coordinator. It is important to remember that your mentor is likely to have access to information that s/he cannot share with you.

Professional educators, as do people in many other fields, operate under the assumption that there is an appropriate "chain of command." If, after speaking with the Elementary PACE Coordinator, the problem persists – you should make an appointment to speak with the Division Chair. The importance of making certain that the situation warrants these actions cannot be overstated. Calling your own professionalism into question is the likely result of questioning the professionalism of another without substantial reason. Differences in philosophy or perceptions about fairness do not qualify as substantial reasons.

The goal of the internship is to prepare professional future teachers by providing appropriate experiences and support for each LCSC intern. Experiences will differ for each intern and cadre.

### ***On-Site Teacher Educators: The School Mentors***

#### **Model and Mentor**

On-site teacher educators, OSTE, interns, and college supervisors work as a team over the course of the internship. On-site teacher educators play an important and invaluable role in helping their interns to begin the transition toward becoming professionals. These teachers allow the interns to slowly gain teaching experience that will enable the intern to take major responsibility for instruction during extended periods in their second internship. Potential on-site teacher educators have opportunities to interview the interns before making a commitment to work with them. As a result, an OSTE may accept or decline to work with an intern without being asked to provide a cause or explanation. This permits applicants for internships to be considered individually and compatibility factors are allowed to influence placement.

The on-site teacher educator, OSTE, is both model and mentor to the intern. As a model, the experienced teacher displays those teaching behaviors that demonstrate to the intern effective ways of interacting with pupils. As a mentor, the OSTE will take personal responsibility for the intern's success, acting as guide, facilitator, and encourager through the internship experience. On-site teacher educators influence the teaching confidence of the interns they supervise, and gaining confidence is a prerequisite for a successful internship experience, according to Cruickshank and Kennedy (1977).

A broad definition of the on-site teacher educator's job, suggested by Copas (1984) states, "The job of (the on-site teacher educator) is to help the intern develop a deep and meaningful concept of teaching, to help the intern analyze the many facets of teaching, to provide the intern with sources and resources, and to encourage the intern's unique teaching behavior."

### **Selection**

Qualified, capable teachers, who wish to assume the responsibilities of guiding an intern, are selected based on recommendations from administrators, peers, and college Education Division faculty. On-site teacher educators meet the following selection criteria.

- ❑ They have at least three years of successful teaching experience, are up-to-date in their teaching field, and are committed to career-long professional development.
- ❑ They are recognized as teachers who demonstrate "best practices" and can serve as role models for dealing with both content and students.
- ❑ They are interested in working with an individual intern and with the college's *PACE* Elementary Teacher Education Program and see it as another arena for teaching.
- ❑ They have the interpersonal skills to communicate effectively with interns and college supervisors in offering evaluation and support.
- ❑ They are willing to share information and materials, to team teach, and to allow the intern to assume the role of lead teacher for a minimum of four to eight weeks during the second internship semester.
- ❑ They are willing to assist their interns in identifying a question and completing an action research project related to that question during the internships.
- ❑ They are interested in collaborating with other educators involved in teacher education and agree to meet as necessary for effective program functioning.

### **Responsibilities of the On-Site Teacher Educator Summer II**

On-site teacher educators are most helpful to the intern when they accomplish the following during the first semester.

- ❑ Make time to talk with the intern sharing the course plans for the summer and discussing weekly and daily activities.
- ❑ Introduce the intern to fellow educators and help them become familiar with school operations and rules.
- ❑ Permit the intern to work as a team member sharing and participating in the instructional activities. In addition to their work grading and filing, interns can tutor individual students and work with small groups.

- ❑ Internship I occurs during Summer II. All interns will be working at a school in the Clarkston School District or The Post Falls School District. Interns will be teaching every morning throughout the Summer Term. At least one college faculty member and one onsite-teacher educator will be monitoring intern progress. Lessons will be developed, taught, and assessed based on school district and state standards. College faculty will be helping students use best practice techniques as they instruct the interns on various instructional strategies and meaningful teaching methods in afternoon sessions.
- ❑ Complete an Internship I Evaluation of the intern.
- ❑ Maintain open communication channels with the college supervisor.

### **Overview of the Internship**

The on-site teacher educator (OSTE) should orient and prepare his/her students for the arrival of the intern. A desk or workspace for the intern equipped with appropriate curriculum guides, materials and supplies is important. During the first week, the intern needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, for example: where to park; where to eat lunch; which rest room teachers use; where to make copies; where to locate books and supplies; etc.

Students need to know that they are expected to treat the intern as they would treat their classroom teacher, and that under the law, interns assume the same legal responsibilities and are entitled to the same privileges as are licensed teachers.

It is helpful to the intern to have some information on the community, staff, and students. Access to cumulative records and other student data should be discussed. The intern should be introduced to other faculty and building personnel. Activities, such as faculty meetings, P.T.A. functions, parent conferences and in-service events can be scheduled into the intern's calendar. Approaching the internship experience as a team-teaching effort is suggested for inducting the intern into the life of the classroom. This provides a less stressful transition for the OSTE, the intern, and their students. Interns are meant to be an asset to their on-site teacher educators. Students should benefit from the presence of two adults in the classroom. The intern, for example, can free the OSTE to work with smaller groups or to give more attention to individuals who need special help. Interns can tutor students, grade and record assignments, help develop instructional materials, mirror teach, team teach, or provide instruction for small and large groups.

As with induction into the classroom, planning should begin as a cooperative venture. Initially, the OSTE will share instructional plans with the intern, pointing out the sequences of instruction and explaining routines of each day and week. The intern will teach more often as the internship progresses. Interns need to be team members who know how to follow and how to lead when asked. They need to feel comfortable questioning their OSTE about why they do certain things, but interns also need to understand that they are the novices. It is entirely inappropriate for an intern to challenge the authority, experience, or expertise of an OSTE. Interns should always discuss their plans well in advance with their OSTEs and should react positively to the suggestions and advice they receive. They need to follow the directions given them by their OSTEs. The OSTE has a right to expect detailed lesson planning from interns. All plans should

be submitted to their OSTEs at least one day in advance of teaching.

### **Responsibilities of the On-Site Teacher Educator During the Second Semester (Phase IV)**

On-site teacher educators are most helpful to the intern when they accomplish the following during the second semester.

- ❑ Schedule a regular time to talk with the intern to discuss weekly and daily activities. Maintain a current calendar that shows what different units or activities are scheduled and when and what units or activities the intern is expected to plan, develop, deliver, and assess.
- ❑ If there is one subject preparation, formulate a schedule that permits the interns to assume primary leadership for teaching for eight weeks during the semester. If there is more than one subject preparation, formulate a schedule that permits the intern to assume primary leadership for teaching two weeks for each preparation.
- ❑ Permit the intern to work as a team member sharing and participating in the instructional activities. In addition to their work grading and filing, interns can tutor individual students and work with small groups. Interns can mirror teach or team-teach. After several weeks, on-site teacher educators will begin to leave the room or area for short periods and eventually for longer periods in order for the intern to gain confidence in her/his ability to manage the students.
- ❑ Formally evaluate in writing at least four to six lessons taught by the intern and schedule evaluation conferences to discuss each lesson. Make sure that the intern has thoroughly discussed the lesson(s) they plan to teach in detail in advance and that for each day s/he teaches a correct lesson plan is provided.
- ❑ Complete a Mid Term Internship II Evaluation and a Final Semester Internship II Evaluation of the intern.
- ❑ Participate in an Exit Interview with the intern, college supervisor, and one other member of the Elementary Education Instructional Team.
- ❑ Maintain open communication channels with the college supervisor.

### **Sample Plan for Internship I**

The following represents an ideal situation, but there is flexibility in the *PACE* Elementary Teacher Education Program to accommodate the particular needs of candidates with the approval of the *PACE* Coordinator.

Internship I occurs during Summer II. All interns will be working at a school in The Clarkston School District or The Post Falls School District. Interns will be teaching every morning throughout the Summer Term. At least one college faculty member and one onsite-teacher educator will be monitoring intern progress. Lessons will be developed, taught, and assessed based on school district and state standards. College faculty will be helping students use best practice techniques as they instruct the interns on various instructional strategies and meaningful teaching methods in afternoon sessions.

## **“When Should the Intern Assume Responsibility in the Classroom?”**

These guidelines should provide adequate suggestions that remain flexible enough to accommodate individual differences. The PACE Elementary Teacher Education Program is flexible and encourages diversity and adaptation relative to the unique experience and situation of each intern.

Interns should start assuming responsibilities immediately. However, the intern should be given responsibilities only when his/her OSTE is convinced that the intern is ready. Giving an intern total responsibility when he or she lacks the skills necessary for success may lead to problems. Internship is meant to be a cooperative team effort; the “sink or swim” theory does not apply.

### **The Importance of Lesson Plans and Learning Objectives**

Experienced teachers differ in the amount of formal planning and preparation they undertake. Some write daily lesson plans and many do not. Inexperienced teachers, the interns, need to plan more thoroughly. The OSTE can help the intern by reviewing weekly and daily lesson plans emphasizing learning objectives. If lesson plans are not available or do not include learning objectives, then the intern can write the learning objectives for the lesson after observing the OSTE teach the lesson. Discussing the intern’s perception of the learning objectives later is extremely valuable. In the end, the intern must gain experience in deciding specifically what is most important for a student to know and be able to do as a result of a lesson, and what activities are most appropriate for achieving these ends. Some interns have difficulty predicting how much time each activity will take and as a result, over plan or under plan for a lesson. Interns often confuse activity descriptions with learning objectives. Whenever interns teach, no matter if it is only a portion of a class or an entire class, they should have prepared a written lesson plan with observable learning objectives and a plan for assessment.

#### Some Generic Suggestions

- While the intern is observing at the beginning of the internship, focus the observation: “I want you to look for...” New interns may look without seeing. On different days, the OSTE can emphasize different things interns should observe.
- Have the intern work with individual students (help during lessons, one-to-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).
- It is suggested that the intern have several “one-shot” lesson experiences before being given the responsibility for a class or subject. These could begin with the microteaching lessons that the intern is required to deliver during the first semester.
- Prior to the intern teaching her/his own lesson:
  - The intern and OSTE should plan the lesson together.
  - The intern should be given help specifying the learning objectives, activities, and assessment.
  - The intern should prepare for the lesson securing necessary materials in advance.
- The OSTE should observe the intern teach the lesson.



- The intern and OSTE should follow up with an evaluation conference even if brief.

It is important not to make too many assumptions regarding the intern's beginning knowledge and skills. Some interns are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. OSTE's will find themselves adjusting to the different needs and abilities of their interns just as they do to the students in their classes. If, however, the intern is not taking hold as the OSTE think s/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the intern, OSTE, and PACE Program Coordinator or College Supervisor so they can be identified, worked on, and improvement demonstrated. If the internship is to be extended so that the intern can improve in some area or demonstrate certain knowledge, skills or dispositions, this should be determined well before the last week of internship and should come as no surprise to the intern.

The PACE Coordinator is the third member of the team and is as supportive of the intern as is the OSTE. S/he serves as facilitator and a second source of evaluation for the intern, so please do not hesitate to call the college supervisor between visits if necessary. College supervisors will do frequent observations and conferences during the internship. However, it is the OSTE feedback that is going to be most important to the intern because the OSTE represents "the real world." Interns need praise when they deserve it, just as they need clear discussion and suggestion in areas in which they need to improve.

We believe that the longer an intern is able to operate as a full time member of the teaching team, the better. The overall goal of Lewis-Clark State College's Internship Program is to provide a chance for the intern to observe, practice, and finally to demonstrate the role of an effective classroom teacher.

### **Suggestions for an Elementary Teacher Intern**

The following are suggestions on how to involve the intern in the classroom. These are only suggestions. Each intern will differ in her/his confidence, abilities, and knowledge. You, the intern, and the college mentor will work together to provide an experience that will benefit the children in the classroom, assist you, and support the development of the intern.

### **Second Semester of Internship**

#### *Weeks 1 - 2*

The intern with the help of the OSTE needs to become familiar with the school - its students, policies, and procedures. The intern and on-site teacher educator(s) need to agree upon the schedule of classes to teach and possible extracurricular activities. The intern will begin planning for their teaching units. They should assist their OSTE(s) in grading and record keeping, small group work and discussions, and tutoring. This is also the time for interns to observe some classes of other teachers in the school and to conference with administrators, librarians, counselors, and others.

### *Weeks 3 – 4*

The intern and on-site teacher educator(s) should form a teaching team. Team teaching is encouraged and is characterized by cooperative planning, mutual support when the team members are together, shared supervision of students, shared presentation, discussion, coaching, and monitoring of student work, and cooperative evaluation of the effectiveness of classroom instruction upon student learning. Students should benefit from the presence of both OSTE and intern in the classroom. Interns should observe their on-site teacher educator present lessons and then the intern should mirror teach the lessons to another class.

### *Weeks 5 – 13*

Interns should be given responsibility to be the lead teacher in several classes. This means that the intern takes responsibility to plan instruction; prepare materials including study guides, handouts, quizzes and exams; gather resources; and deliver and assess instruction assisted by the on-site teacher educator. If the intern has a single subject preparation, the intern should be given responsibility for all the classes for eight weeks. If the intern has several different subject preparations, the intern can begin with one or two classes and then add the remaining classes after one or two weeks. When there are multiple subject preparations, the intern should be allowed to have the responsibility of lead teacher for two to three weeks in each preparation. In addition, the intern will participate in all school activities and meetings that the on-site teacher educator must attend. The intern may assist in extracurricular activities as well. Team teaching should continue.

### *Weeks 14 – 16*

While team-teaching for the benefit of students is a major objective of the internship, the intern should be allowed some time as the sole instructor in the classroom during the final phase of the experience. In most situations, the goal is two weeks as the sole teacher in the environment. After the solo experience, you will return and team-teaching will continue. You will begin to take on the responsibilities for planning, delivering, and assessing in the classroom. The intern will evaluate both you and the college supervisor, and submit her/his portfolio for examination. During the final weeks of the experience, as you resume responsibility, the intern may wish to observe in other classrooms

## **Assessment**

During the entire experience you will give the intern continuous informal oral and written feedback, and will complete four or more formal lesson evaluations during the semester. The intern will complete at least two standards based self-evaluations during the semester. Please complete two standards based evaluations also during the semester, one half way through the semester and one at the end of the internship. S/he will continue to keep a journal and develop his/her portfolio. An exit conference will be scheduled during the final weeks of the semester, which will conclude her/his internship experience. It is expected that you will participate in the exit interview.

## **Sample Plan for a Special Education Intern**

Special education internship is a seven to eight week field experience.

### **Week 1**

Familiarization with the school and room - Together, you and the intern will put together a tentative schedule. S/he will observe lessons being taught, read the Individualized Education Plan (IEP) of each student, and learn names. S/he will begin working with students individually or in small groups using materials prepared by you. The intern will meet with the college supervisor, explore any individual objectives specific to the particular intern.

### **Week 2**

The intern assists in planning work for individual students in compliance with IEP, and works with individual students.

### **Week 3**

Drawing from IEP information, the intern will assist in planning work for all students who come to the Resource Room. S/he will visit regular classrooms to observe students' functioning in that setting. The intern will make note of any suggestions for helping the regular classroom teacher, and share those suggestions with the on-site special education teacher educator before discussing them with the regular teacher.

### **Weeks 4 - 5**

The intern will be involved in planning and teaching lessons for all students. S/he will sit in on any parent conferences possible, and will sit in on building referral meetings as appropriate. S/he will plan special remedial games or activities to meet needs of individual students and discuss her/his ideas with the on-site special education teacher educator before implementing them.

### **Week 6**

The Intern will continue planning lessons and teaching as many of the students as possible, individually or in groups. Plan evaluation procedures with the on-site special education teacher educator to determine intern teaching effectiveness of methods being used. Assume total program responsibility with on-site special education teacher educator as observer, or with the on-site special education teacher educator carrying out individual plans designed by the intern. The intern may be left alone for significant periods of time. The intern is to be in firm control of lessons and classroom behavior.

### **Weeks 7 – 8**

The intern will begin to return responsibilities to on-site special education teacher educator.

## **Honorarium**

OSTEs receive an honorarium for Internship II as a token of appreciation for their assistance to the intern. In order to process the honorarium, the OSTE needs to have a W-9 form on file with the Education Division.

## **The College Supervisors**

### **Critique, Advise, Support**

College supervisors are faculty members of the Lewis-Clark State College's Division of Education. In some cases, the Education Division will contract with qualified individuals to supervise interns at distant internship sites. College supervisors objectively critique the performance of interns, advise them on strategies and tactics that will help them attain the Elementary Teacher Education Program standards, and support them in their development toward becoming highly capable professional educators.

The college supervisor is responsible to the intern and on-site teacher educator in helping to facilitate the internship experience. The college supervisor is an advocate for the intern and a resource for both the intern and the on-site teacher educator.

### **Qualifications**

College supervisors should meet the following qualifications. Under unique situations adjustment may be made with the approval of The *PACE* Coordinator and/or Faculty Supervisor and The Education Division Chair.

- ❑ Have earned a Master's Degree or higher.
- ❑ Have at least five years experience in the elementary or secondary schools as a certified teacher or administrator and course work or experience in instructional supervision.
- ❑ Have the interpersonal skills to communicate effectively with interns and on-site teacher educators in offering evaluation and support.
- ❑ Has obtained Certification on The Danielson Framework for Teaching Proficiency Test
- ❑ Are willing to share information and materials and to participate occasionally as functioning members of the classroom instructional team.
- ❑ Are interested in collaborating with other educators as a member of a professional development group and agree to meet as necessary for effective program functioning.

## **Responsibilities**

The Contracted College Supervisor is expected to accomplish the following:

- ❑ Work to nurture a professional cadre in a community of learning so that all members may experience personal success and professional growth.
- ❑ Prior to the internship experience, conference with the intern and on-site teacher educator to review the roles and responsibilities of the team and establish a preliminary calendar.
- ❑ During the first semester observe and/or conference with the intern and on-site teacher educator at least four at the internship site. During the second semester observe and/or conference with the intern and on-site teacher educator at least six times at the internship site.
- ❑ Complete a written Internship I Evaluation, a written Mid Term Internship II Evaluation, and a written Final Internship II Evaluation.
- ❑ Participate in the Exit Interview together with the intern, on-site teacher educator, and one other representative of the Elementary Education Instructional Team.
- ❑ Be available to the intern and on-site teacher educator should problems in communication or instruction occurs. Share any serious problems or concerns with the *PACE* Coordinator and/or Faculty Supervisor.

## **The Principal**

### **Orientating the Intern**

The principal or administrator appointed to place interns plays a vital role in orienting the intern to the profession. A sense of awe for the “administrative role” is pervasive in the attitudes of interns. This feeling often produces anxiety if the administrator fails to point out the professional role of the intern. The awareness that interns are accepted as professionals reinforces the maturity and responsibility necessary to perform adequately.

### **Responsibilities**

An adequate orientation to the building and district would include informing the intern about school routines, requirements, faculty meetings, support services for students, and extra-curricular involvements. Copies of building and district handbooks are helpful in orienting the intern to the school environment.

Observing the intern on both a formal and informal basis is helpful, especially if constructive feedback helps the intern progress. If time allows one observation using the school district’s teacher evaluation format (Based on The Danielson Model). If several interns are placed in the same building, occasional meetings with the group are helpful for purposes of morale building and sharing of mutual concerns. Principals are perceived as being crucial to the intern’s success, and a word of encouragement from this influential observer is highly prized. Often, interns will request formal written recommendations by the principal for their placement file. The principal communicates his or her perception of the intern’s progress to the on-site teacher educator on a regular basis. Problems should be reported directly to the college supervisor.

## **Section 5 – OTHER ACTIVITIES ASSOCIATED WITH INTERNSHIPS**

### *Professional Seminars*

All interns are required to participate in the professional seminars. Activities include problems encountered in the intern role, review of classroom management strategies, discussion of current issues in education, introduction to action research and development of candidate work samples/interdisciplinary units. The seminar also provides a forum for the discussion of alternative teaching strategies (Henry & Beasley, 1980). Interns will complete seminars using Internet based conferencing techniques (Adobe Connect).

### *Methods Course, Wong and Wong Checklist, Candidate Work Sample Project and ICLA*

Most candidates will undertake Internship I together in ED 426. This course includes specific methods course assignments to be completed during the internship. The Wong and Wong checklist assignment is completed during Internship II when the intern is working closely with an OSTE. The candidate should also complete a Diversity Project during Internship I, and if not already completed, pass the ICLA.

### *The Portfolio*

The portfolio is a record of rubric-based performance assessments that requires interns to demonstrate that they have the knowledge, skills, and dispositions needed to be an effective classroom teacher. Development of the portfolio is a two-semester endeavor. Ideally, one-half of your portfolio will be completed by the end of Internship I. In this portfolio the interns collect and display evidence (artifacts) that they are able to meet the set of seven principles and standards required for completion of the Lewis-Clark State College Teacher Education Program. The seven principles are titled:

- Dedicated Professional
- Knowledgeable Professional
- Culturally Responsive Educator
- Content Specialist
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Reflective Professional

## Instructions for The Electronic Portfolio

### *Procedure*

The Portfolio shall be submitted in an acceptable electronic format. Using The LCSC Teacher Education Division portfolio template using **Google Sites** is the standard. An intern may choose to develop their own electronic portfolio format, but it must include all items listed below. **A final copy of The Portfolio shall be presented to the Education Division for archival purposes.**

Interns will divide their portfolios into the following sections.

- ❑ Title page with intern's name and photo.
- ❑ Table of contents
- ❑ Résumé
- ❑ Philosophy or belief statement describing thoughts about education and how children learn.
- ❑ Performance Competencies Record sheet(s) for each principle
- ❑ Separate labeled sections for the seven standards.
- ❑ Provide the definition for each standard. (LCSC Definition & Personal Definition)
- ❑ Provide at least two pieces of evidence (artifacts) for each of the eight standards. For each piece of evidence, interns will provide a specific explanation about why they believe that the evidence demonstrates their ability to meet that standard.
- ❑
  - Dedicated Professional
  - Knowledgeable Professional
  - Culturally Responsive Educator
  - Content Specialist
  - Educational Designer
  - Educational Facilitator
  - Educational Evaluator
  - Reflective Professional
- ❑ If a Candidate is seeking an endorsement in Special Education, there are additional requirements to be met. Information will be available from your special education advisor
- ❑ Appendices
  - ICLA & Praxis II Results
  - Awards, Certificates & Commendations
  - Any other pertinent information pertinent to Internships and Teaching Experiences that the Teacher Candidate would like to share.

Interns should maintain a separate hard copy file folder of all evaluations from both Internship I and II and present this file when they submit their portfolios. Any one piece of evidence (artifact) may be used only once. For example, a lesson plan cannot be used as evidence for more than one standard.

Other items that may be of value should be placed into the appendix. It is important that interns demonstrate the ability to meet the knowledge, skills, and dispositions more than once and on a regular basis. Therefore, there should be multiple rubric-based references to the various

knowledge, skills, and dispositions. As the semester progresses, interns should regularly look through their materials to decide if they are using the strongest items of evidence. Replace weak items with the newer and stronger items.

Items that the intern would like to use for evidence should be placed into the appropriate section for each principle. Other items that may be of value should be placed into the Appendix.

### **An Optional Recommendation:**

As you continue through the second semester of internship, you should review the Performance Competencies Record sheets on a weekly basis. You should make a written entry on the appropriate sheet each time you believe you have demonstrated a knowledge, skill, or disposition and have credible evidence. When you finish adding entries, you should ask yourself where it might fit in your portfolio.

It is important that interns demonstrate the ability to meet the knowledge, skills, and dispositions more than once and on a regular basis. Therefore, there should be multiple references to the various knowledge, skills, and dispositions.

### **Evaluation of The Electronic Portfolio**

The intern's portfolio will be assessed by their college supervisor or the *PACE* coordinator and one other member of the Elementary Education Instructional Team before being voted upon by the Education Division. The intern will submit an electronic portfolio. After the portfolio has been approved or has been reviewed by the *PACE* Coordinator and another Faculty member, the intern will present the portfolio or the key elements of the portfolio at his/her exit interview. If the portfolio has not been approved by the *PACE* Coordinator and one other member of the Elementary Education Instructional Team at the time of the exit interview, the exit interview may take place, but the exiting process for internship II is not considered complete until the portfolio has been approved. This process is used because of simple logistics.

To be considered acceptable, the portfolio should be complete, professional in appearance, and free of errors. If these items do not meet the acceptable criteria, the portfolio will be returned to the intern for corrections and/or additions. Interns should be extra careful that there are no spelling or grammar errors. Each piece of evidence for a standard will be assessed using the following rating scale:

- 4 = exceptional evidence of accomplishment
- 3 = evidence of proficient competence
- 2 = developing evidence of competence, needs improvement
- 1 = inadequate

The following serve as criteria in assessing each standard's section:

- Two pieces (artifacts) of evidence in each standard's section.
- Relevance and validity of samples provided for the standard.
- Thoroughness of explanation for each sample provided.



- Overall presentation (neatness, organization, grammar, spelling, etc).

A rating of “Less than 3” is unacceptable and cause for the portfolio to be returned. A third faculty member will assess portfolios with one or more ratings of “Less than 3”. If the portfolio receives an additional rating of “Less than 3,” the portfolio will be returned to the intern for revision. Interns may appeal the portfolio rating first to the Education Division Chair and secondly to the entire Education Division at a regularly scheduled division meeting.

**A second reminder: A final copy of The Portfolio shall be presented to the Teacher Education Division for archival purposes.** Exams and Interviews Associated with the Internships

### **Idaho Comprehensive Literacy Assessment**

The state of Idaho has implemented a mandatory reading assessment for pre-service teachers. It will be required for anyone graduating after September 2002. Any specific questions related to the test can be directed to Dr. Meleah McCulley.

### **Program Progress Evaluation Conference**

Near the end of Internship I the intern will meet with the *PACE* coordinator. The purpose of the conference is to determine if the intern has met all the requirements to progress to Internship II. The intern should be prepared to show progress in compilation of the Portfolio. A successful conference will require in part that the intern have:

- ❑ Completed all core, major, minor, elective, endorsement areas, and Phase I and II course work;
- ❑ Obtained passing scores on the Praxis Exams;
- ❑ Received a positive Internship I evaluation;
- ❑ Received full admission to the Elementary Teacher Education Program.

### **Exit Interview Process**

A formal exit interview process is required of all interns at the completion of their program. The Exit Interview Committee will consist of the *PACE* Elementary Education Coordinator or Site Supervisor, a faculty member of the Division of Education, the college supervisor, and the on-site teacher educator (OSTE), and if possible the principal of the school. The *PACE* Coordinator and/or Faculty Site Supervisor is the chair of the Exit Interview Committee. Approximately four weeks before the end of the internship experience, if both the on-site teacher educator and *PACE* Coordinator agree that the intern is demonstrating the competencies expected for beginning teachers, the exit interview process will proceed in the following manner. Candidates shall not bring recording devices or prompts other than the printed or electronic portfolios to the interview.

- ❑ The intern’s portfolio will be assessed by their college supervisor or the *PACE* Coordinator and/or Faculty Supervisor and one other member of the Elementary Education Instructional Team before being voted upon by the Education Division. The intern will submit a printed

or electronic portfolio. After the portfolio has been approved or has been reviewed by the *PACE* Coordinator and/or Faculty Supervisor, the intern will present the portfolio or the key elements of the portfolio at his/her exit interview. If the portfolio has not been approved by the *PACE* Coordinator and/or Faculty Supervisor and one other member of the Elementary Education Instructional Team at the time of the exit interview, the exit interview may take place, but the exiting process for internship II is not considered complete until the portfolio is approved. This process is used because of the difficulty in arranging mutual meeting dates after the Internship II teaching has been completed.

- Exit interview questions will relate to the internship experience, the content of the portfolio, general questions about theorists and methods, action research, and typical job interview questions as well as other pertinent content as deemed appropriate by the committee.
- The intern will present herself/himself for the exit interview at the time and place agreed upon, answer questions honestly and to the best of her/his ability, and then be excused from the interview room for a short period. The committee members will review the intern's responses and vote on whether or not the intern has been successful in the interview.
- Interns will be invited to return to the room and will be informed of the committee's decision. Interns will then receive a critique by committee members to assist them in future exit or job interviews.
- The interview committee may vote to pass, fail, reschedule the interview, or to extend the internship. The committee's decision to fail the intern may be appealed first to the Education Division Chair and secondly to the entire Education Division at a regularly scheduled division meeting.

## ***Study Guide For The Exit Interview***

### **Goals of the Exit Interview**

- To evaluate the intern's ability to meet the conceptual framework and eight standards of the Lewis-Clark State College Teacher Education Program.
- To evaluate the internship experience itself in order to provide the Education Division with information to consider for program revisions.
- To evaluate the candidates ability to communicate effectively in an interview.
- To provide the intern with experience in responding to questions typically asked during job interviews.
- To determine if the candidate can be recommended for teacher licensure and endorsement.

## Possible Examples of Exit Interview Questions

3. What are the eight principles of the Teacher Education program?
4. How would you summarize the LCSC Conceptual Framework for the Teacher Education program?
5. What program standard caused you the most difficulty in obtaining evidence and why?
6. What is the section or item in your portfolio about which you are proudest and why? Please share that selection.
7. Explain why the evidence in any section of your portfolio demonstrates your ability to meet the particular program standard.
8. What was the highlight of your internship experience? Why?
9. What caused you greatest concern during the internship? Why?
10. What one or two students with whom you worked as an intern stand out in your memory? Why?
11. Can you describe an instance in which you effectively dealt with multiculturalism or individual diversity during the internship? Explain.
12. With the experience gained from your internship, do you still want to be a teacher and why?
13. Explain your philosophy about classroom management and effective teaching.
14. Describe the main components of an effective reading program.
15. Explain your philosophy about what is most important for students to know and be able to do.
16. What qualities do you possess that help make you an effective teacher?
17. Discuss a highly successful instance in which you collaborated with your on-site teacher educator to provide your students with an effective learning experience.
18. Aside from your classroom teaching responsibilities, in what other ways might you be able to contribute to our school if you were hired?
19. What technological skills will you bring to this school?
20. How are you prepared to be a caring professional who teaches for understanding in communities of learning?
21. Describe several constructivist methods or strategies you have used in your teaching.
22. What might set you apart from the other three individuals whom we are interviewing for this position?
23. What qualities or characteristics of your OSTE do you most admire and why?
24. What are the four domains of the Danielson Teaching Framework? How did you incorporate them into your planning?

25. Explain why the following individual(s) is/are important in the field of education.

Adler, Mortimer	Ausubel, David
Bacon, Francis	Bandura, Albert
Bransford, John	Bloom, Benjamin
Bruner, Jerome S.	Brophy, Jere
Canter, Lee	Clay, Marie
Dale, Edgar	Darling-Hammond, Linda
Dewey, John	Eisner, Elliot
Flavell, John	Erikson, Erik
Gardner, Howard	Gagne, Robert M.
Giroux, Henry	Greene, Maxine
Glaser, Robert	Goldman, Daniel
Goodman, Kenneth & Yetta	Goodlad, John
Hutcheons, Robert	James, William
Kohlberg, Lawrence	Maslow, Abraham H.
Montessori, Maria	Noddings, Nel
Pappert, Seymore	Pestalozzi, Johann Heinrich
Piaget, Jean	Renzulli, Joseph S.
Skinner, B.F.	Slavin, Robert E.
Sternberg, Robert J.	Van de Walle, John
Vygotsky, Lev	Warner, Sylvia-Ashton

## Exit Interview Scoring Rubric

	4 Exceptional Performance	3 Proficient Performance	2 Developing Performance	1 Inadequate Performance
<p><b>Communication Skills:</b></p> <p>Speaking, Listening and Confidence</p>	<ul style="list-style-type: none"> <li>• Strong command of oral English</li> <li>• Maintains effective eye contact</li> <li>• Active listening skills with effective response to questions</li> <li>• Innovative and interesting examples and illustrations to questions</li> <li>• Clear and convincing evidence of confidence and poise</li> </ul>	<ul style="list-style-type: none"> <li>• Command of oral English with minimal errors</li> <li>• Maintains appropriate eye contact</li> <li>• Listening skills with appropriate responses to questions</li> <li>• Clear and interesting examples and illustrations to questions</li> <li>• Clear evidence of confidence and poise</li> </ul>	<ul style="list-style-type: none"> <li>• Oral English errors</li> <li>• Some difficulties with eye contact</li> <li>• Poor listening skills with inappropriate responses to questions</li> <li>• Confusing examples and illustrations</li> <li>• Minimal evidence of confidence and poise</li> </ul>	<ul style="list-style-type: none"> <li>• Serious errors in oral English</li> <li>• No eye contact</li> <li>• Inappropriate responses to questions which show no listening skills</li> <li>• None or few examples or illustrations</li> <li>• No evidence of confidence and poise</li> </ul>
<p><b>Dedicated Professional:</b></p> <p>Care and Concern</p> <p>Commitment to Profession</p> <p>High Ethical Standards</p> <p>Fosters Relationships</p>	<p>Clear and convincing evidence:</p> <ul style="list-style-type: none"> <li>• Shows care and concern for children and learning</li> <li>• Shows commitment to the profession</li> <li>• Exhibits high ethical and professional standards</li> <li>• Fosters relationships with colleagues and parents</li> </ul>	<p>Clear evidence:</p> <ul style="list-style-type: none"> <li>• Shows care and concern for children and learning</li> <li>• Shows commitment to the profession</li> <li>• Exhibits high ethical and professional standards</li> <li>• Fosters relationships with colleagues and parents</li> </ul>	<p>Minimal evidence:</p> <ul style="list-style-type: none"> <li>• Shows care and concern for children and learning</li> <li>• Shows commitment to the profession</li> <li>• Exhibits high ethical and professional standards</li> <li>• Fosters relationships with colleagues and parents</li> </ul>	<p>Negative or no evidence:</p> <ul style="list-style-type: none"> <li>• Shows care and concern for children and learning</li> <li>• Shows commitment to the profession</li> <li>• Exhibits high ethical and professional standards</li> <li>• Fosters relationships with colleagues and parents</li> </ul>
<p><b>Culturally Responsive Educator</b></p> <p>Interest in Social Justice</p> <p>Fosters Cultural Identity</p>	<p>Clear and convincing evidence:</p> <ul style="list-style-type: none"> <li>• Promote social justice and understanding of democratic ideals</li> <li>• Reinforces the students' sense of cultural identity and place in the world</li> </ul>	<p>Clear evidence:</p> <ul style="list-style-type: none"> <li>• Promote social justice and understanding of democratic ideals</li> <li>• Reinforces the students' sense of cultural identity and place in the world</li> </ul>	<p>Minimal evidence:</p> <ul style="list-style-type: none"> <li>• Promote social justice and understanding of democratic ideals</li> <li>• Reinforces the students' sense of cultural identity and place in the world</li> </ul>	<p>Negative or no evidence:</p> <ul style="list-style-type: none"> <li>• Promote social justice and understanding of democratic ideals</li> <li>• Reinforces the students' sense of cultural identity and place in the world</li> </ul>

Elementary Teacher Education Internship Handbook

<p>Knowledgeable Professional: Understands How Children Learn, Develop and Behave/ Understands Learning Environments</p>	<p>Clear and convincing evidence:</p> <ul style="list-style-type: none"> <li>• Understands how children learn, develop, behave, and are motivated.</li> <li>• Understands learning environments to support learning</li> </ul>	<p>Clear evidence:</p> <ul style="list-style-type: none"> <li>• Understands how children learn, develop, behave, and are motivated.</li> <li>• Understands learning environments to support learning</li> </ul>	<p>Minimal evidence:</p> <ul style="list-style-type: none"> <li>• Understands how children learn, develop, behave, and are motivated.</li> <li>• Understands learning environments to support learning</li> </ul>	<p>Negative or no evidence:</p> <ul style="list-style-type: none"> <li>• Understands how children learn, develop, behave, and are motivated.</li> <li>• Understands learning environments to support learning</li> </ul>
<p>Content Specialist: Structure of Discipline(s)/ Knowledge of Content</p>	<p>Clear and convincing evidence:</p> <ul style="list-style-type: none"> <li>• Understands concepts, tools, and structure of discipline(s)</li> <li>• Maintains currency of content area and skills of discipline(s)</li> </ul>	<p>Clear evidence:</p> <ul style="list-style-type: none"> <li>• Understands concepts, tools, and structure of discipline(s)</li> <li>• Maintains currency of content area and skills of discipline(s)</li> </ul>	<p>Minimal evidence:</p> <ul style="list-style-type: none"> <li>• Understands concepts, tools, and structure of discipline(s)</li> <li>• Maintains currency of content area and skills of discipline(s)</li> </ul>	<p>Negative or no evidence:</p> <ul style="list-style-type: none"> <li>• Understands concepts, tools, and structure of discipline(s)</li> <li>• Maintains currency of content area and skills of discipline(s)</li> </ul>
<p>Educational Designer: Plans Learning Experiences/ Develops Strategies and Resources/ Adapts Learning</p>	<p>Clear and convincing evidence:</p> <ul style="list-style-type: none"> <li>• Plans meaningful learning experiences</li> <li>• Develops well-selected strategies and resources</li> <li>• Adapts learning opportunities to diverse learners</li> </ul>	<p>Clear evidence:</p> <ul style="list-style-type: none"> <li>• Plans meaningful learning experiences</li> <li>• Utilizes well-selected strategies and resources</li> <li>• Adapts learning opportunities to diverse learners</li> </ul>	<p>Minimal evidence:</p> <ul style="list-style-type: none"> <li>• Plans meaningful learning experiences</li> <li>• Utilizes well-selected strategies and resources</li> <li>• Adapts learning opportunities to diverse learners</li> </ul>	<p>Negative or no evidence:</p> <ul style="list-style-type: none"> <li>• Plans meaningful learning experiences</li> <li>• Utilizes well-selected strategies and resources</li> <li>• Adapts learning opportunities to diverse learners</li> </ul>

Elementary Teacher Education Internship Handbook

<p>Educational Facilitator: Uses Varied Strategies/ Uses Effective Communication and Media/ Fosters Active Inquiry/ Creates Positive Environment</p>	<p>Clear and convincing evidence:  <ul style="list-style-type: none"> <li>Utilizes varied strategies and resources</li> <li>Utilizes effective communication and media</li> <li>Fosters active inquiry and collaboration</li> <li>Creates learning environment that encourages positive social interaction and self-motivation</li> </ul> </p>	<p>Clear evidence:  <ul style="list-style-type: none"> <li>Utilizes varied strategies and resources</li> <li>Utilizes effective communication and media</li> <li>Fosters active inquiry and collaboration</li> <li>Creates learning environment that encourages positive social interaction and self-motivation</li> </ul> </p>	<p>Minimal evidence:  <ul style="list-style-type: none"> <li>Utilizes varied strategies and resources</li> <li>Utilizes effective communication and media</li> <li>Fosters active inquiry and collaboration</li> <li>Creates learning environment that encourages positive social interaction and self-motivation</li> </ul> </p>	<p>Negative or no evidence:  <ul style="list-style-type: none"> <li>Utilizes varied strategies and resources</li> <li>Utilizes effective communication and media</li> <li>Fosters active inquiry and collaboration</li> <li>Creates learning environment that encourages positive social interaction and self-motivation</li> </ul> </p>
<p>Educational Evaluator: Uses Appropriate Assessment Strategies/ Performs Comprehensive Evaluation/ Adjusts Instruction</p>	<p>Clear and convincing evidence:  <ul style="list-style-type: none"> <li>Understands and uses appropriate assessment strategies</li> <li>Performs comprehensive assessments and evaluation</li> <li>Adjusts and refines instruction</li> </ul> </p>	<p>Clear evidence:  <ul style="list-style-type: none"> <li>Understands and uses appropriate assessment strategies</li> <li>Performs comprehensive assessments and evaluation</li> <li>Adjusts and refines instruction</li> </ul> </p>	<p>Minimal evidence:  <ul style="list-style-type: none"> <li>Understands and uses appropriate assessment strategies</li> <li>Performs comprehensive assessments and evaluation</li> <li>Adjusts and refines instruction</li> </ul> </p>	<p>Negative or no evidence:  <ul style="list-style-type: none"> <li>Understands and uses appropriate assessment strategies</li> <li>Performs comprehensive assessments and evaluation</li> <li>Adjusts and refines instruction</li> </ul> </p>
<p>Reflective Practitioner: Continually Evaluates/ Seeks Opportunities to Grow/ Maintains Wellness</p>	<p>Clear and convincing evidence:  <ul style="list-style-type: none"> <li>Continually evaluates effects and actions</li> <li>Actively seeks out opportunities to grow professionally</li> <li>Maintains wellness</li> </ul> </p>	<p>Clear evidence:  <ul style="list-style-type: none"> <li>Continually evaluates effects and actions</li> <li>Actively seeks out opportunities to grow professionally</li> <li>Maintains wellness</li> </ul> </p>	<p>Minimal evidence:  <ul style="list-style-type: none"> <li>Continually evaluates effects and actions</li> <li>Actively seeks out opportunities to grow professionally</li> <li>Maintains wellness</li> </ul> </p>	<p>Negative or no evidence:  <ul style="list-style-type: none"> <li>Continually evaluates effects and actions</li> <li>Actively seeks out opportunities to grow professionally</li> <li>Maintains wellness</li> </ul> </p>

## SECTION 6 – REFERENCE SECTION

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### *Of Potential Interest to the On-Site Teacher Educator*

#### **Overview of the Internship**

The on-site teacher educator should orient and prepare his/her students for the arrival of the intern. A desk or workspace for the intern equipped with appropriate curriculum guides, materials and supplies is important. During the first week, the intern needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, for example: where to park; where to eat lunch; which rest room teachers use; where to make copies; where to locate books and supplies; etc.

Students need to know that they are expected to treat the intern as they would treat their classroom teacher and that under the law, interns assume the same legal responsibilities and are entitled to the same privileges as are licensed teachers.

It is helpful to the intern to have some information on the community, staff, and students. Access to cumulative records and other student data should be discussed. The intern should be introduced to other faculty and building personnel. Activities, such as faculty meetings, P.T.A. functions, parent conferences and inservice events can be scheduled into the intern's calendar. Approaching the internship experience as a team-teaching effort is suggested for inducting the intern into the life of the classroom. This provides a less stressful transition for the OSTE, the intern, and their students. Interns are meant to be an asset to their on-site teacher educators. Students should benefit from the presence of two adults in the classroom. The intern, for example, can free the OSTE to work with smaller groups or to give more attention to individuals who need special help. Interns can tutor students, grade and record assignments, help develop instructional materials, mirror teach, team teach, or provide instruction for small and large groups.

As with induction into the classroom, planning should begin as a cooperative venture. Initially, the OSTE will share instructional plans with the intern, pointing out the sequences of instruction and explaining routines of each day and week. The intern will teach more often as the internship progresses. Interns need to be team members who know how to follow and how to lead when asked. They need to feel comfortable questioning their OSTE about why they do certain things, but interns also need to understand that they are the novices. It is entirely inappropriate for an intern to challenge the authority, experience, or expertise of an OSTE. Interns should always discuss their plans well in advance with their OSTEs and should react positively to the suggestions and advice they receive. They need to follow the directions given them by their OSTEs. The OSTE has a right to expect detailed lesson planning from interns. All plans should be submitted to their OSTEs at least one day in advance of teaching.



OSTEs should acquaint their intern with yearly plans, review material that was presented prior to the arrival of the intern as well as discussing units to be developed after the intern leaves. By the second semester of internship, the weekly plan book should be a cooperative planning activity. Occasionally the intern will be given responsibility to take the lead in planning, developing, delivering, and evaluating instruction from four to eight weeks during the internship.

### **“When Should the Intern Assume Responsibility in the Classroom?”**

These guidelines should provide adequate suggestions that remain flexible enough to accommodate individual differences. The *PACE* Elementary Teacher Education Program is flexible and encourages diversity and adaptation relative to the unique experience and situation of each intern.

Interns should start assuming some responsibilities as soon as possible. However, the intern should be given responsibilities only when his/her OSTE is convinced that the intern is ready. Giving an intern total responsibility when he or she lacks the skills necessary for success may lead to problems. Internship is meant to be a cooperative team effort; the “sink or swim” theory does not apply.

### **The Importance of Lesson Plans and Learning Objectives**

Experienced teachers differ in the amount of formal planning and preparation they undertake. Some write daily lesson plans and many do not. Inexperienced teachers, the interns, need to plan more thoroughly. The OSTE can help the intern by reviewing weekly and daily lesson plans emphasizing learning objectives. If lesson plans are not available or do not include learning objectives, then the intern can write the learning objectives for the lesson after observing the OSTE teach the lesson. Discussing the intern’s perception of the learning objectives later is extremely valuable. In the end, the intern must gain experience in deciding specifically what is most important for a student to know and be able to do as a result of a lesson, and what activities are most appropriate for achieving these ends. Some interns have difficulty predicting how much time each activity will take and as a result, over plan or under plan for a lesson. Interns often confuse activity descriptions with learning objectives. Whenever interns teach, no matter if it is only a portion of a class or an entire class, they should have prepared a written lesson plan with observable learning objectives.

### **Some Generic Suggestions**

- ✓ While the intern is observing at the beginning of the internship, focus the observation: “ I want you to look for...” New interns may look without seeing. On different days, the OSTE can emphasize different things interns should observe.
- ✓ Have the intern work with individual students (help during lessons, one-to-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).
- ✓ It is suggested that the intern have several “one-shot” lesson experiences before being given the responsibility for a class or subject. These could begin with the microteaching lessons that the intern is required to deliver during the first semester.

- ✓ Prior to the intern teaching her/his own lesson:
  - The intern and OSTE should plan the lesson together.
  - The intern should be given help specifying the learning objectives, activities, and assessment.
  - The intern should prepare for the lesson securing necessary materials in advance.
- ✓ The OSTE should observe the intern teach the lesson.
- ✓ The intern and OSTE should follow up with an evaluation conference even if brief.

It is important not to make too many assumptions regarding the intern's beginning knowledge and skills. Some interns are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. OSTE's will find themselves adjusting to the different needs and abilities of their interns just as they do to the students in their classes. If, however, the intern is not taking hold as the OSTE think s/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the intern, OSTE, and PACE Program Coordinator or College Supervisor so they can be identified, worked on, and improvement demonstrated.

The PACE Coordinator is the third member of the team and is as supportive of the intern as is the OSTE. S/he serves as facilitator and a second source of evaluation for the intern, so please do not hesitate to call the college supervisor between visits if necessary. College supervisors will do frequent observations and conferences during the internship. **However, it is the OSTE feedback that is going to be most important to the intern because the OSTE represents "the real world."** Interns need praise when they deserve it, just as they need clear discussion and suggestion in areas in which they need to improve.

We believe that the longer an intern is able to operate as a full time member of the teaching team, the better. The overall goal of Lewis-Clark State College's Internship Program is to provide a chance for the intern to observe, practice, and finally to demonstrate the role of an effective classroom teacher.

### **Alternating Responsibilities During the Second Semester**

The intern and OSTE should operate as a functioning instructional team, especially during the second semester. If there is one subject preparation, then the OSTE and the intern can alternate in taking the lead for the planning, delivery, and assessment of instruction. Toward the beginning of the second semester the intern might take the lead for only a few days or a week working with material from a unit that the OSTE has already planned. The OSTE will leave the intern alone in the classroom for short periods of time so the intern can gain confidence in his/her classroom management skills. Later the intern can take the lead for longer periods of time being given responsibility for the complete planning, delivery, and assessment of an entire unit or two. The OSTE will probably decide to leave the intern alone for several days at a time.

As the intern approaches the end of the internship experience, s/he should be given a decreased instructional role. The intern will be preparing for the review of his/her portfolio, the exit conference, and completing resumes, job applications, and documents for teacher certification.

The OSTE, the college supervisor, and the intern should be conferencing and collaborating during the entire semester so that any problems or concerns are quickly identified and appropriate action taken. Major weaknesses should be addressed well before the end of the internship. If the internship is to be extended so that the intern can improve in some area or demonstrate certain knowledge, skills or dispositions, this should be determined well before the last week of internship and should come as no surprise to the intern.

## *Of Potential Interest to the Intern*

### **Introduction to the Internship**

Internship will probably be the highlight of the intern's *PACE* Elementary Teacher Education Program experiences. There is no doubt in anyone's mind that the intern will be required to work very hard. In working hard, the intern should work smart. Interns should keep a daily planner book in which they carefully note their classes, activities, and assignments. Interns should schedule carefully; do the most important things first. Whenever it is possible, interns should work ahead of assignments and projects. They should not let personal business or part time work interfere with their internships. Interns should always maintain high expectations and standards. Interns' work should always be of the highest quality. Internship requires total commitment.

OSTEs have volunteered to work with their interns. OSTEs are not required to do this; no matter how much help interns provide, it is still additional work for on-site teacher educators to work with interns. And while the on-site teacher educator is concerned with helping his/her intern become a good teacher, the OSTE's first loyalty and concern is with his/her students. Likewise, the intern's first concern should not be self, but the welfare of the students with whom s/he works.

Interns should develop a rapport with their on-site teacher educator so that they feel comfortable questioning about why things are done certain ways, but interns also need to understand that they are the novices. It is entirely inappropriate for interns to challenge the authority, experience, or expertise of their OSTEs. Interns should always discuss their plans well in advance with their on-site teacher educators and should react positively to the suggestions and advice they receive. Interns should practice listening skills; OSTEs should not have to tell interns something twice. Interns should follow the directions given by their OSTEs.

### **Observation**

The primary purpose of observation is to improve the intern's instructional capacities. Observation and analysis of the on-site teacher educator's techniques as well as other school faculty is critical if interns are to develop a basis for their own teaching strategies. Another purpose for observation is to discern the varying forms of student behaviors, when they occur, and how they enhance or distract learning (i.e. when students get restless, tired, active, etc.).

Individual students may be studied for their reactions and responses. Interns can learn a great deal from watching an experienced teacher work. The following questions will help put what interns observe into sharper focus so that they can profit from this valuable opportunity.

#### *The Purpose of the Lesson*

- What is the teacher attempting to accomplish; what are the learning objectives?
- Is the purpose of the lesson clear to the students?
- Is it possible to discriminate between activity descriptions and learning objectives?

#### *Review*

- In what way did the teacher find out what the students already knew?

#### *Motivation*

- What was the motivation for the lesson?
- Did it appear effective in challenging the students? In what way?

#### *Questioning*

- What were some examples of questions that elicited information from the students, made them think through a problem or question, see a relationship?

#### *Problem-Solving/Constructivist Approach*

Where in the lesson was/were:

- problem-solving/constructivist approach(es) utilized?
- a problem or question raised?
- a hypotheses offered?
- facts collected to support a hypotheses or answer a question?
- summaries provided?
- an application of what was learned?
- information told to students that could have been elicited from them by good questions – helping them to recall what they already knew or had experienced – an experiment or use of the discovery method?

#### *Media/Technology*

- Was use made of media or technology?
- In what ways were they effective teaching aids?

#### *Rapport*

- What evidence was there that the teacher was really communicating with the students?

#### *Summary*

- Was there a good summary of what students had learned at the end of the lesson?
- Did the teacher attempt to evaluate with the students what they still did not understand?

#### *Lead-On/Follow-Up/Closure*

- What did the teacher give the students to anticipate in the next lesson?
- Did s/he suggest any follow-up activities?

#### *Evaluation*

- Had the intern taught this lesson, would s/he have felt satisfied or dissatisfied?
- Why?
- What might have been done more effectively? How?

This outline could be used by the intern in evaluating her/his own teaching.

## Planning

On-site teacher educators can expect their interns to plan both long-range goals and daily lesson plans. Adequate planning is essential if teaching time is to be maximized. Each activity and instructional segment for which the intern is responsible must be based on a formal, intentionally prepared plan. While the Education Division does not subscribe to any one specific plan format, its faculty does believe that all lesson plans will include observable learning objectives, appropriate activities for teacher and students, materials, evaluation, and periodic review. Specific requirements may vary, as they will reflect the individual needs of the intern, on-site teacher educator, and college supervisor. No instruction should be permitted for which adequate pre-planning is not in evidence. Whenever the intern teaches, whether for part of a class or for the entire class period, s/he needs to have a lesson plan that clearly identifies learning objectives.

Interns need appropriate input from their on-site teacher educators for advance planning to be comprehensive. Interns need to know when they are expected to teach specific lessons and must be informed about the content (scope and sequence) to be addressed. It is helpful if interns are aware of the resources available in the school and community to enrich the learning experiences. Interns can then be expected to take initiative in planning creative lessons for their classes.

Effective planning will be:

- purposeful rather than incidental;
- pre-planned rather than last minute;
- cognizant of instructional and safety interests;
- a basis for analysis and evaluation of instruction; and
- consistent with the intern's philosophy of learning.

Basic components of lesson plans include the following elements.

- Identification of subject, grade level, and subject of the lesson.
- Learning objectives that state in an observable and measurable way what is to be accomplished by the student by the end of the lesson and an explanation about how the students will be assessed to determine if they can meet the objective.
- Provision for literacy strategies.
- List of activities that support the learning objectives, outline the content to be taught and how it is to be taught (chronological order and time allocation).
- List of materials needed by teacher and by students.

## Teaching

Induction into instruction is best accomplished by using the team approach. This gradual assumption of responsibility, while sharing instruction and management with the on-site teacher educator, provides a smooth transition for both intern and the students. Initially, interns may

imitate the teaching style of their on-site teacher educator; however, eventually personal preferences for practices and procedures will emerge. Interns set very high standards for their instruction and become discouraged when their attempts are not successful. Gradual improvement and analysis of instruction are the goals here, not expertise. As inferred by McIntyre (cited in *Encyclopedia of Educational Research, 5<sup>th</sup> edition*), interns do not become good teachers by merely teaching. While acquiring teaching skills, interns must have opportunities to develop personal perspectives on teaching without becoming replicas of their on-site teacher educators. They must step back from their teaching and analyze its effectiveness; otherwise they become technicians, unconsciously imitating other's teaching behaviors.

**Interns should not leave the methods and strategies they learned in their *PACE* courses at the school house door. Interns need to make a conscious effort to apply what they have been taught. Some methods and strategies may be new to on-site teacher educators, and they will be curious to see what their interns are doing.**

## **Evaluation**

Informal evaluations should be continuous and specific. If growth is to take place, interns need to know their strengths and weaknesses. Formal evaluation occurs near the end of Internship I and mid-way through and near the end of Internship II. The interns' on-site teacher educators and their college supervisors complete the forms used for evaluations. The completed evaluation forms serve as the basis for a conference between interns, their on-site teacher educators, and their college supervisors. These forms are then placed in the interns' Education Division files. First semester interns receive a letter grade and second semester interns are graded on a Pass/Fail basis.

# *Appendices*

## *Establishing A Credential File*

Interns should meet with a Career Development Services Professional during their internship experience. At that time, strategies for a successful job search will be explained including credential files, resume writing, and interviewing. A Credential File (sometimes called Placement File or Reference File) is a file maintained by Career Development Services that contains letters of recommendation from interns' college supervisors, on-site teacher educators, faculty, former employers, and other relevant references. At the intern's written request, the file can be copied and provided to potential employers or graduate/professional schools.

The file contains a Candidate Information Form completed and updated by the intern. This form provides LCSC (and potential employers/graduate schools) with current information about the intern and their references. It also contains recommendations. Interns are allowed up to five at any one time. Note: Transcripts and resumes are not part of the Credential File. Many employers (& virtually all school districts) require a file containing current reference letters as part of the application process. This is a convenient manner by which to submit letters without having to ask references to write new recommendations for every application. Files can be sent to any *bona fide* employer as part of the employment application process and may also be used in applying for admission to graduate school. For more process and policy details regarding credential files at Lewis-Clark State College, please visit the following web address:

<http://www.lcsc.edu/cas/>

## *Idaho Teacher Certification*

Interns who satisfactorily complete a Teacher Education Program at Lewis-Clark State College are eligible to apply for one of the following State of Idaho teaching certificates: (1) Standard Elementary K-8; (2) Standard Secondary 6-12, and/or (3) Exceptional Child K-12. K-12 teaching field endorsements such as Physical Education can be added to these standard certificates. These certificates are issued by the State of Idaho Department of Education and are recognized in 34 member states of the Interstate Certification Compact. Teacher certification requirements vary among all states and applicants should address any questions concerning teacher certification requirements to state teacher certification agencies.

Application for teacher certification is the sole responsibility of the graduate. Idaho certification procedures and forms will be provided following internship. To obtain an official LCSC Institutional Recommendation for the State of Idaho indicating completion of an approved

Teacher Education Program, the applicant must submit the following to the LCSC Education Division after all requirements/courses are completed.

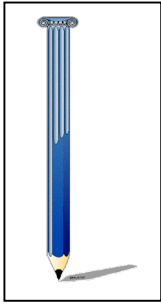
1. A completed “Application for an Idaho Professional Education Credential” form;
2. Official transcripts from ALL higher education institutions attended except LCSC;
3. A check or money order for the appropriate State of Idaho application fee;
4. Completed State of Idaho fingerprint cards; and,
5. Any additional documents required by the Idaho State Department of Education Teacher Certification Office.

The Education Division will process, endorse, and mail to the Idaho State Board of Education Teacher Certification Office completed applications only. Incomplete applications will be returned to the applicant. The applicant must supply all data requested on the application form(s).

Note:

Official LCSC Institutional Recommendations are available for other states upon attaining Idaho Certification.. Please follow that state certification agency’s procedures.





# Professional Standards for the K-12 Teacher Teacher Education Programs

Lewis-Clark State College, Division of Education, Lewiston, Idaho

**GOAL:** The goal of the Teacher Education programs is to prepare caring professionals who teach for understanding in communities of learning.

**PHILOSOPHY:** The philosophy embodied by the Teacher Education programs, while sufficiently robust to include eclectic elements that, at once, reflect both the diversity and the combined wisdom of the faculty, is essentially grounded in a Pragmatic approach to metaphysical, epistemological, and axiological systems, a Progressive orientation to education, and a child-centered, Constructivist approach to teaching and learning.

**OBJECTIVES:** Each teacher candidate will demonstrate:

## Knowledge

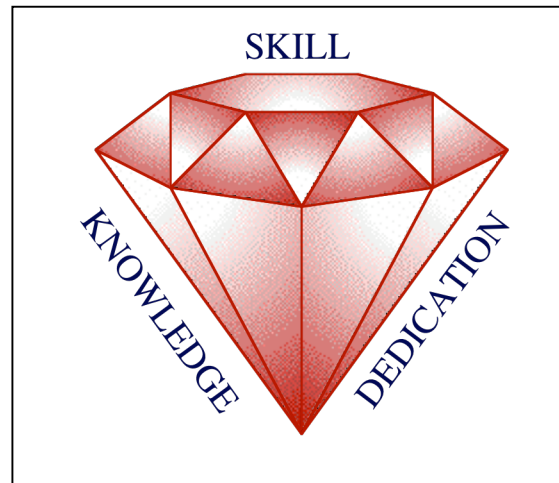
- Of the Nature of Learning
- Of Effective Ways of Teaching
- Of All Subjects Taught

## Skill

- As an Educational Designer
- As an Educational Facilitator
- As an Educational Evaluator

## Dedication

- To the Well-Being of Children
- To the Profession of Education
- To Individual Differences & Special Needs
- To Diversity
- To Reflective Practice



**Integrative Themes:**

**Diversity**

**Technology**

**Alternative Pathways**

**PERFORMANCE STANDARDS:** In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher performs a variety of roles. In serving these roles, teachers demonstrate knowledge, skills, and dispositions related to **eight** main areas of professional competence.

Successful teachers consistently exhibit:

Appropriate conduct as a professional who

- Has knowledge of the foundations of the profession,
- **Understands and embraces the ideals of cultural consciousness, equity and human dignity**
- Expertise in all subjects taught
- Skills as an educational designer,
- Skills as an educational facilitator,
- Skills as an educational evaluator, and
- Capacity for reflective practice.

# *Principles and Standards for the LCSC Teacher Education Program*

## Professional Principles & Standards For the K-12 Teacher

Lewis-Clark State College, Division of Education, Lewiston, Idaho

### **STANDARDS AS INDICATORS OF PROFESSIONAL COMPETENCE**

In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher performs a variety of roles. In serving these roles, teachers demonstrate knowledge, skills, and dispositions related to **eight** main areas of professional competence.

Successful teachers consistently exhibit:

- Appropriate conduct as a professional,
- Knowledge of the foundations of the profession,
- An understanding of and embraces the ideals of cultural consciousness, equity and human dignity,
- Expertise in all subjects taught,
- Skills as an educational designer,
- Skills as an educational facilitator,
- Skills as an educational evaluator, and
- Capacity for reflective practice.

Through participation in each of the teacher education programs at Lewis-Clark State College, teacher candidates have opportunities to develop their professional competence in each of these areas. Activities within the programs support development, nurture, and successful demonstration of all of the indicators that support each of the seven standards.

### **STANDARD A. APPROPRIATE CONDUCT AS A PROFESSIONAL**

***The Dedicated Professional:*** The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.

***Indicators of The Dedicated Professional:***

1. The teacher conducts herself/himself in a manner that shows care and concern for children and learning.
2. The teacher conducts herself/himself in a manner that shows commitment to the profession of education.
3. The teacher exhibits high ethical and professional standards.

4. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## **STANDARD B. KNOWLEDGE OF THE FOUNDATIONS OF THE PROFESSION**

***The Knowledgeable Professional:*** The successful teacher candidate is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

### ***Indicators of The Knowledgeable Professional:***

1. The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
2. The teacher understands a variety of instructional strategies to create learning opportunities that
  - Support the intellectual, social, and personal development of learners,
  - Encourage positive social interaction, active engagement in learning, and self-motivation, and
  - Encourage students' development of critical thinking, problem solving, and performance skills.
3. The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
4. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

## **STANDARD C. THE CULTURALLY RESPONSIVE EDUCATOR**

***The Culturally Responsive Educator:*** The successful teacher candidate is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences. The teacher candidate values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice (***a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all.***)

### ***Indicators of The Culturally Responsive Educator:***

1. The culturally responsive educator is aware of and understands his/her own bias and prejudices. He/She is actively engaged in personal examination to confront her/his limitations and transform himself/herself in the interest of social justice within her/his classroom, school and community.
2. The culturally responsive educator promotes cultural understanding within his/her students and colleagues.

3. The culturally responsive educator incorporates local/ regional ways of knowing and teaching in her/his work and values various ways of demonstrating knowledge.
4. The culturally responsive educator participates in community events and activities in an appropriate and supportive way.
5. The culturally responsive educator works closely with parents, family and community members to achieve a high level of complimentary educational expectations between home and school.

#### **STANDARD D. EXPERTISE IN SUBJECT(S) TAUGHT**

*The Content Specialist:* The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

*Indicators of The Content Specialist:*

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches.
2. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

#### **STANDARD E. SKILLS AS AN EDUCATIONAL DESIGNER**

*The Educational Designer:* The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.

*Indicators of The Educational Designer:*

1. The teacher plans and creates effective learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
2. The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.
3. The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.

## STANDARD F. SKILLS AS AN EDUCATIONAL FACILITATOR

***The Educational Facilitator:*** The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.

### ***Indicators of The Educational Facilitator:***

1. The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
2. The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
3. The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

## STANDARD G. SKILLS AS AN EDUCATIONAL EVALUATOR

***The Educational Evaluator:*** The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.

### ***Indicators of The Educational Evaluator:***

1. The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
2. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
3. The teacher adjusts and refines instruction based upon informed analysis.

## STANDARD H. CAPACITY FOR REFLECTIVE PRACTICE

***The Reflective Professional:*** The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

### ***Indicators of The Reflective Professional:***

1. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
2. The teacher actively seeks out opportunities to grow professionally.

## *Exhibiting Appropriate Conduct as a Professional:*

### **THE DEDICATED PROFESSIONAL**

#### **The Principle**

The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.

#### **Key Attribute**

The teacher conducts herself/himself in a manner that shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

#### **Indicators of Performance**

1. The teacher conducts herself/himself in a manner that shows care and concern for children and learning.

- The teacher demonstrates care and concern for children and acts as an advocate for students. (D, S)
- The teacher believes that all children can learn at high levels and persists in helping all children achieve success. (D, K)
- The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. (D, K)
- The teacher is committed to helping students develop self-confidence and competence. (D, S)
- The teacher respects students as individuals with differing backgrounds, skills, talents, and interests and creates a learning community in which individual differences are respected and valued. (D, K, S)
- The teacher persists in helping all students achieve success. (D, S)
- The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress). (D, K, S)

2. The teacher conducts herself/himself in a manner that shows commitment to the profession of education.

- The teacher can list the advantages and disadvantages of the teaching profession as a life-long career and engages in personal discovery and transition toward professionalism. (K, D)
- The teacher shows a commitment to the profession. (D)
- The teacher has enthusiasm for learning and the discipline taught. (D, K)
- The teacher maintains her/his own well-being by practicing behaviors of mental and physical health. (D, S)
- The teacher demonstrates insight into his/her individual personality characteristics and is aware of the personal characteristics associated with successful teachers. (D, K, S)
- The teacher exercises appropriate etiquette and decorum and exhibits a positive work ethic (e.g., punctuality, grooming, etc.) (K, S)

3. The teacher exhibits high ethical and professional standards.

- The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. (D, K, S)
- The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings. (K, S)
- The teacher respects the privacy of students and confidentiality of information. (D, K)
- The teacher recognizes the importance of the relationship between school and community. (K, D)
- The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (D, K, S)
- The teacher is sensitive to issues of diversity and multiculturalism and acts in a reasonable manner in situations regarding these issues. (K, S, D)
- The teacher encourages students to see, question, and interpret ideas from diverse perspectives. (S, K)
- The teacher knows and practices The Code of Ethics of the Idaho Teaching Profession. (K, D)

4. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations. (K, S)
- The teacher effectively uses communication techniques (reads, writes, listens, speaks) with parents, colleagues, and other professional and community partners. (K, S)
- The teacher consults with other adults regarding the education and well-being of his/her students and works with other professionals to improve the overall learning environment for students. (K, S, D)
- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being. (K, S, D)
- The teacher uses information about students and links with community resources to meet student needs. (K, S)
- The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning. (K, S)

## ***Knowledgeable of the Foundations of the Profession:*** **THE KNOWLEDGEABLE PROFESSIONAL**

### **The Principle**

The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

### **Key Attribute**

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

### **Indicators of Performance:**

1. The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.

- The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning through different learning styles, multiple intelligences, and performance modes. (K, S)
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others. (K, S)
- The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. (K, S)
- The teacher understands how individual experiences, talents, and prior learning, as well as language, culture, family and community values, influence students' learning. (K, S, D)
- The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. (D, K)
- The teacher understands how social groups function and influence people, and how people influence groups. (K, D)
- The teacher understands communication theory, language development, and the role of language in learning as well as recognizes the importance of nonverbal as well as verbal communication. (K, S, D)
- The teacher understands how diversity affects communication in the classroom. (K, D)
- The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. (K, S, D)
- The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning. (K)
- The teacher recognizes his or her responsibility in ensuring that all students learn and is open to expertise that supports student learning (e.g., the school counselor and community professionals). (K, S, D)
- The teacher recognizes that teacher expectations influence student learning. (K, D)



2. The teacher understands a variety of instructional strategies to create learning opportunities that: support the intellectual, social, and personal development of learners, encourage positive social interaction with active engagement in learning and self-motivation, and encourage students' development of critical thinking, problem solving, and performance skills.

- The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English). (K, S)
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings and values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. (K, S, D)
- The teacher understands the principles of effective classroom management to promote positive relationships, cooperation, and purposeful learning in the classroom as part of best practices for effective instruction. (K, S, D)
- The teacher understands basic technology operations and concepts.
- The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology. (K, S)
- The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning. (D, K)

3. The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.

- The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (K)
- The teacher appreciates individual variation within each domain of development.(K, D)
- The teacher respects the diverse talents of students. (D)

## **THE CULTURALLY RESPONSIVE EDUCATOR**

**The Principle:** The successful teacher candidate is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences. The teacher candidate values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice (*a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all*).

**Key Attributes:** The teacher candidate is knowledgeable of how culture and diverse experience impact student learning and behavior, family and community dynamics, and the mission of social justice. The culturally responsive educator (candidate) understands and embraces this mission while seeking to become more culturally conscious in meeting the needs of all students.

**1:** The culturally responsive educator is aware of and understands his/her own bias and prejudices. He/She is actively engaged in personal examination to confront her/his limitations and transform himself/herself in the interest of social justice within her/his classroom, school and community.

**Related Competencies--The teacher candidate consistently:**

- Demonstrates a willingness to actively engage in reflective self-examination and discovery of his/her own areas of bias, prejudice and limited knowledge with regard to people and groups of differing backgrounds. (S, D)
- Acknowledges that social justice and democratic ideals are often times overwhelmed by prejudice and discriminatory practices in schools and accepts his/her role as a social change agent. (K, S, D)
- Actively seeks out opportunities to move beyond cultural tolerance to culturally consciousness and understands the value of becoming a cultural broker or resource for students. (K, S, D)
- Provides opportunity for students to engage in self-examination and discovery to promote social justice and understanding of democratic ideals. (S, D)
- Develops a clearer sense of her/his own cultural and ethnic identities (S, D)

**2:** The culturally responsive educator promotes cultural understanding within his/her students and colleagues.

**Related Competencies--The teacher candidate consistently:**

- Demonstrates a recognition of cultural differences as positive attributes around which to build appropriate educational experiences (K)
- Provides learning opportunities that help students recognize the integrity of the knowledge they bring with them and uses that knowledge as a springboard to new understandings (K, S, D)
- Reinforces the students' sense of cultural identity and place in the world (S, D)
- Acquaints students with the world beyond their home community in ways that expand their horizons while strengthening their own identities. (K, S)
- Demonstrates the recognition for the need of all people to understand the importance of learning about other ethnicities/cultures and appreciating what each has to offer. (K, S, D)
- Demonstrates a recognition that not everyone within a culture has had the same experiences and that those individual differences strengthen cultural identity. (K, D)

**3:** The culturally responsive educator incorporates local/regional ways of knowing and teaching in her/his work and values various ways of demonstrating knowledge

**Related Competencies--The teacher candidate consistently:**

- Engages students in appropriate projects and experiential learning activities in the surrounding environment
- Provides integrated learning activities organized around themes of related diverse groups, places and events. (K, S, D)
- Demonstrates knowledge in areas of diverse groups and experiences related to that which is traditional, historical and/or contemporary and how they apply in the classroom. (K, S)
- Seeks to ground teaching in a constructive process built upon the background of his/her students. (K, S, D)

**4:** The culturally responsive educator participates in community events and activities in an appropriate and supportive way.

**Related Competencies--The teacher candidate consistently:**

- Participates as an active member of the diverse community in which she/he teaches and makes positive and culturally appropriate contribution to the well-being of that community. (K, S, D)
- Exercises professional responsibilities in the context of the community's traditions. (K, D)
- Maintains a close working relationship with and makes appropriate use of the ethnic and professional expertise of his/her co-workers from the local community. (K, S, D)
- Evaluates and understands the needs of the community he/she serves and the impact of his/her involvement from the community's perspective. (K, S, D)

**5:** The culturally responsive educator works closely with parents, family and community members to achieve a high level of complimentary educational expectations between home and school.

**Related Competencies--The teacher candidate consistently:**

- Promotes extensive parental interaction and involvement in her/his children's education. (S, D)
- Seeks to continually learn about and build upon the diverse experiences and knowledge that students bring with them from their homes and community. (K, D)
- Seeks to learn other languages demonstrated within the community and to promote their use in instruction. (K, D)

**Possible Definitions:**

"Culture" is defined as the belief systems and value orientations that influence customs, norms, practices, lifestyles and social institutions, including psychological processes (language, care taking practices, media, educational systems) and organizations (media, educational systems; Fiske, Kitayama, Markus, & Nisbett, 1998). Inherent in this definition is the acknowledgement that all individuals are cultural beings and have a cultural, ethnic, familial, spiritual and racial heritage. It also encompasses a way of living informed by the historical, economic, ecological, and political forces on a group. These definitions suggest that culture is fluid and dynamic, and that there are both cultural universal phenomena as well as culturally specific or relative constructs. (*American Psychology Association*)

Culture is defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions and beliefs that characterize a particular group of people at a particular time. Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world and it influences how we process learning, solve problems, and teach. (*NWREL*)

## ***Exhibiting Expertise in Subject(s) Taught:*** **THE CONTENT SPECIALIST**

**The Principle**

The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

**Key Attribute**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

**Indicators of Performance**

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

- The teacher understands and is skilled in the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (K, S)

- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. (K, S)
- The teacher is knowledgeable in content related to the health, safety, and well-being of children. (K)
- The teacher understands the role of the discipline in preparing students for the global community of the future. (K, D)
- The teacher understands the relationship of disciplinary knowledge to other subject areas, recognizes the interconnectedness of the disciplines, and sees connections to everyday life. (K, S, D)
- The teacher has enthusiasm for the discipline(s) s/he teaches and realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving. (K, D)
- The teacher is skilled in the tools of inquiry for each discipline of the content area(s) that she/he teaches. (K, S)
- The teacher uses differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter to present information that is accurate and relevant. (K, S)
- The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts. (K, S)
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. (K, S)

2. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. (D, K)
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline. (D, K)
- The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field. (D, K)

### *Demonstrating Skills as an Educational Designer:* **THE EDUCATIONAL DESIGNER**

**The Principle:**

The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.

**Key Attribute:**

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

1. The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals and the continuous development of individual students' abilities. (K, D)
  - The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. (K, S)
  - The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in both long term and short term planning instruction that creates an effective bridge between curriculum goals and students' experiences. (K, S, D)
  - The teacher knows how to plan and design effective learning environments and experiences supported by technology. (K, S)
  - The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning. (K, S, D)
  - The teacher values planning as a collegial activity. (D)
  - The teacher recognizes the importance of the development of students' critical and creative thinking, problem solving, and performance capabilities. (D, K)
  - The teacher implements flexibility and reciprocity in the teaching process as necessary for adapting and modifying instruction to student responses, ideas, and needs. (K, S, D)
  - The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, needs and background. (K, S)
  - The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures). (K, S, D)
  - The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives. (K, S)
  - The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate, choosing teaching strategies, materials, and technologies to meet instructional purposes and student needs. (K, S)
  - The teacher designs activities that promote a positive classroom climate of openness, mutual respect, support, and inquiry. (K, S)
  - The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs. (K, S)
2. The teacher designs and develops learning opportunities, which utilize well-selected instructional strategies and learning resources.
- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources). (K, S)
  - The teacher understands and knows how to identify differences in approaches to learning and performance (e.g., learning styles, multiple intelligences, and performance modes) and designs instruction that helps use students' strengths as a basis for growth. (K, S)
  - The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning. (K, S)
  - The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors. (K, S)

- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking. (K, S)
- The teacher evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (K, S)
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals. (K, S, D)

3. The teacher designs and develops learning opportunities, which are appropriately adapted to diverse learners.

- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners, making adaptations and/or modifications as necessary to help each progress. (S, K)
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. (K, S)
- The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities. (K, S, D)

### ***Demonstrating Skills as an Educational Facilitator:*** **THE EDUCATIONAL FACILITATOR**

#### **The Principle:**

The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.

#### **Key Attribute:**

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective, classroom organization skills, and effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### **Indicators of Performance**

1. The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

- The teacher knows how to use technology to enhance productivity and professionalism and implements curriculum plans that include those methods and strategies to maximize student learning. (K, S)
- The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities. (K, S, D)
- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings and is adept at "thinking on

her/his feet” (i.e., capable of making necessary adjustments to the planned learning experience).(K, S)

- The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts. (K, S)
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. (K, S)
- The teacher constantly monitors and adjusts strategies in response to learner feedback using multiple teaching and learning strategies to engage students in active learning. (K, S)
- The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing and uses a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities. (K, S)
- The teacher integrates multiple perspectives into discussions of subject matter, including attention to students' personal, family, and community experiences and cultural norms. (K, S, D)
- The teacher helps students assume responsibility for identifying and using learning resources. (K, S)

2. The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

- The teacher understands and exhibits the principles of effective classroom management and strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning. (K, S)
- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole. (K, S)
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs while creating a positive learning environment where students develop self-worth. (K, S, D)
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. (K, S)
- The teacher maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives. (K, S)

3. The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques and tools including audio-visual technology, computers, and the Internet, to enrich learning opportunities. (K, S)
- The teacher is a thoughtful and responsive listener. (K, S, D)
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. (K, D)
- The teacher appreciates the ways in which people seek to communicate and recognizes the power of language for fostering self-expression, identity development, and learning. (K, D)
- The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. (K, S)
- The teacher effectively uses verbal (reads, writes, listens, speaks), nonverbal, and media communication techniques with students to foster active inquiry, collaboration, and supportive interaction in the classroom. (K,S)

- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received). (K,S)
- The teacher supports and expands learner expression in speaking, writing, and other media. (K, S, D)
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. (K, S)

4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

- The teacher understands how participation, structure, and leadership promote democratic values in the classroom and understands strategies that make students feel valued in the classroom and the community. (K, S)
- The teacher understands how social groups function and influence individuals, and how individuals influence groups. (K, S)
- The teacher understands the principles of human motivation and behavior, both extrinsic and intrinsic and recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. (K, S, D)
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. (D)
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other. (K, S, D)
- The teacher recognizes the importance of leadership and understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. (K, S, D)
- The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning and is committed to the continuous development of individual students' abilities and considers how different strategies encourage self-motivation. (K, S, D)
- The teacher recognizes that plans must always be open to adjustment and revision based on student needs and changing circumstances. (K, D)
- The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. (K, S, D)
- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them. (K, S)
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. (K, S)
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry. (K, S, D)
- The teacher uses a range of effective classroom management strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. (K, S)
- The teacher exhibits a respectful regard for the needs and success of each student and acts as an advocate for students. (K, S, D)
- The teacher maintains a caring and supportive relationship with students with objectivity, fairness, and respect. (K, S, D)
- The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole. (K, S, D)



## ***Demonstrating Skills as an Educational Evaluator:*** **THE EDUCATIONAL EVALUATOR**

### **The Principle:**

The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.

### **Key Attributes:**

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

### **Indicators of Performance:**

1. The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- The teacher understands the characteristics, design, purposes, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. (K)
- The teacher knows how to select, construct and uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) appropriate to the learning outcomes and to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies. (K, S)
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring. (K)
- The teacher understands the purposes of formative and summative assessment and evaluation. (K)
- The teacher realizes the need to use multiple strategies to assess individual student progress. (K, D)
- The teacher understands the role of assessment in designing and modifying instruction and the need for ongoing assessment as essential to the instructional process. (K, S)
- The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others. (K, S)
- The teacher understands and applies technology to facilitate effective assessment and evaluation strategies. (K, S)
- The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning and is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities. (K, S, D)
- The teacher respects the ethical issues related to assessment (e.g., confidentiality, labeling, and use of assessment results). (K, D)
- The teacher appreciates input from parents/guardians and others knowledgeable about the student. (D)
- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves. (S)

- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. (K, S)
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. (K, S)
- The teacher assesses the capabilities and performance of individuals and groups in order to inform the design of instruction that meets all students' needs (cognitive, social, emotional, moral, and physical). (K, S)
- The teacher establishes student assessments that align with curriculum goals and objectives and adjusts instructional plans to improve student learning. (K)
- The teacher uses multiple assessment strategies to determine students' entry skills and establish appropriate curriculum goals and objectives in order to design instruction that meets learners' current needs in each domain and that leads to the next level of development. (K, S)
- The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
- The teacher uses a variety of sources for evaluating teaching and learning outcomes (e.g., classroom observation, information from parents and students, and research). (S)

2. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests). (K, S)
- The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies. (K, S, D)
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, adapting and modifying plans and instructional approaches accordingly. (K, S, D)

3. The teacher adjusts and refines instruction based upon informed analysis.

- The teacher continually monitors and knows when and how to adjust plans based on student responses and other contingencies. (K, S)
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly. (K, S, D)
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (K, S, D)
- The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning. (K, S)
- The teacher and adjusts strategies in response to student feedback. (K, S, D)

## ***Demonstrating Capacity for Reflective Practice:*** **THE REFLECTIVE PROFESSIONAL**

### **The Principle:**

The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

### **Key Attribute:**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

### **Indicators of Performance**

1. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).

- The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them. (K)
- The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching and is committed to reflection, assessment, and learning as an ongoing process. (K, S, D)
- The teacher is aware of the personal biases that affect teaching and values critical thinking and self-directed learning as habits of mind. (K, D)
- The teacher engages in professional discourse about subject matter knowledge and pedagogy and is committed to seeking out, developing, and continually refining practices that address the individual needs of students. (K, S, D)
- The teacher recognizes the importance of working with professionals, drawing upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. (K, S, D)
- The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (K, S)
- The teacher maintains her/his own well-being in the context of her/his professional life.(K, S)
- The teacher understands and uses self-reflection as a means of improving instruction. (K, S, D)

2. The teacher actively seeks out opportunities to grow professionally.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities) and stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher (K, S )

- The teacher knows where to find and how to access professional resources on teaching and subject matter and actively participates in professional research and dissemination activities.(K,S)
- The teacher understands and recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues as well as the need for professional activity and collaboration beyond the school. (K, D)

The teacher embraces lifelong learning. (D)

## Code of Ethics: The Ten Principles

- **Principle I** - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes.
- **Principle II** - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom.
- **Principle III** - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV** - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V** - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI** - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- **Principle VII** - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- **Principle VIII** - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX** - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.
- **Principle X** - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles.

Link to the Detailed description of the Idaho Code of Ethics

<http://www.sde.idaho.gov/cert-psc/psc/ethics.html>

## **Extremely Important Information:**

### **Lewis-Clark State College**

LCSC needs to have an official copy of your Praxis Scores on Record. This information has to be sent to the State of Idaho by LCSC's Education Division in order for Teacher Certification to be Reviewed and Granted.

The Praxis Codes for Lewis-Clark State College are as follows:

#### **PRAXIS II EXAMS**

- 1) Registration information on the PRAXIS II exams can be found at the following Educational Testing Services website: [www.ets.org/praxis](http://www.ets.org/praxis).
- 2) The **LCSC score recipient code is 4385**. Be sure to include this when registering for Praxis II tests! Official test scores must be received by the Division of Education prior to the final semester in order to be eligible to student-teach.

Most tests are now computer-delivered only and must be taken at a Prometric Test Center. See the website for test sites.

During Phase III and before entering Phase IV, candidates are required to demonstrate knowledge in their content endorsement area(s) by earning a passing score on the state-mandates Praxis II Exam(s). **No one is admitted into Phase IV until all Praxis requirements are met.** Teacher candidates should plan to take PRAXIS exams two semesters before they intend to intern in the field. Candidates should contact Dr. David A. Massaro, PACE Coordinator, or Ms. Lori Ruddell, Certification Specialist, or Mrs. Dawn Byers, PACE Program Assistant, for assistance in registering for the PRAXIS II exams. A list of required PRAXIS Exams and qualifying scores are listed on the Praxis website : [www.ets.org/praxis](http://www.ets.org/praxis) by looking at the Testing Requirement link on the main page.

#### **Preparing for the PRAXIS: Tips and Strategies for Success**

Preparing for success on the Praxis is a multi-tiered process, one predicated on the belief that you, the teacher candidate, need to take the initiative to ensure your own success. Your academic programs have been carefully designed to help you attain a well-rounded education. Invest in your coursework. Discuss study strategies with your faculty mentor. They're an excellent resource and wish for you to achieve success. Utilize free and competitively priced

resources available on the ETS website to help you study. In addition, check out copies of preparation guides in the Education Division Office.

If you do not pass the exam(s), utilize online resources through the ETS website to help you prepare and meet with your faculty mentor to discuss strategies for success. If you're experiencing test anxiety, consider contacting Student Services about strategies and techniques to reduce anxiety (<http://www.lcsc.edu/student-affairs> at 208.792.2218. If after repeating the exam(s) a second or third time, you do not achieve a passing score, meet with Dr. Kenneth Wareham ([klwareham@lcsc.edu](mailto:klwareham@lcsc.edu)) to identify area for improvement within the PRAXIS results.

### **Criminal Background Check with Fingerprinting**

Candidates are required to submit to a Criminal Background Check with Fingerprinting using a card processed through the Education Division Office. There is a **FEE that is submitted to the Idaho State Department of Education prior to being allowed to student teach in a school district**. "Hits" on a criminal background check will require the candidate to provide a letter of explanation and official documentation to the PACE Program Coordinator. The candidate's internship will be on hold until a review is complete. The criminal background check will also be used when the candidate applies for her/ his initial teaching certificate at the time the program is complete.

### **Tuition and Fee Information**

*PACE* is a self-funding program. There is a \$20.00 per credit *PACE* course fee. Students will also be assessed extended learning program and Blackboard v. 9 course fees in addition to regular tuition and fees. This additional cost is estimated at about \$17.00 per course during Fall and Spring Semesters and \$21.00 during Summer session.

The following information was accurate at the time of printing but is subject to change. For the most current information, visit the LCSC Controller's web site at;

<http://www.lcsc.edu/tuition-aid>

Fees listed below are for the academic year only and are subject to change thereafter as directed by the State Board of Education. For fee-paying purposes, full-time status is defined as 8 or more credit hours per semester. The fees listed are a summary of the most common student fees assessed. Some Academic classes and most Technical Division classes have additional course, lab, and/or program fees. Please contact the Controller's Office for further details.

## *Sources of Help and Information*

Teacher Education Office: Room 212 Sam Glenn Complex	
Phone.....	208.792.2260
FAX.....	208-792.2820
Web Site.....	<a href="http://www.lcsc.edu/education">www.lcsc.edu/education</a>
Teacher Education Division Web Application and Forms Site.....	
Dr. Mark Haynal, Division Chair.....	208.792.????
Dr. Greg Harman, Assistant to the Chair & Accreditation Assessment Coordinator.....	208.792.????
Ms.Jordan Farrington, Division Program Assistant.....	208.792.2260
<a href="mailto:jdfarrington@lcsc.edu">jdfarrington@lcsc.edu</a>	
Mr. Casey Huffaker, Program Assistant.....	208.792.2553
<a href="mailto:cbhuffaker@lcsc.edu">cbhuffaker@lcsc.edu</a>	
Dr. Gwen Taylor, Literacy (Professor Emeritus).....	
<a href="mailto:gtaylor@lcsc.edu">gtaylor@lcsc.edu</a>	
Dr. David A. Massaro, Coordinator: PACE Elementary Education.....	208.792.2730
<a href="mailto:damassaro@lcsc.edu">damassaro@lcsc.edu</a>	
Dr. Melinda Butler, PACE Elementary Supervisor, Northern Idaho: Region 1.....	208.292.2530
<a href="mailto:mkbutler@lcsc.edu">mkbutler@lcsc.edu</a>	
Dr. Meleah McCulley, Literacy.....	208.792.2891
<a href="mailto:msmculley@lcsc.edu">msmculley@lcsc.edu</a>	
Dr. Linda Coursey, Literacy (Professor Emeritus).....	
<a href="mailto:lkcoursey@lcsc.edu">lkcoursey@lcsc.edu</a>	
Dr. Jennifer Gardner, Literacy.....	208.792.????
Bill Hayne, Director of Field Experiences.....	208.792.2080
<a href="mailto:bhayne@lcsc.edu">bhayne@lcsc.edu</a>	
Dr. Gary Mayton, Director of Educational Technology.....	208.792.2844
<a href="mailto:gmayton@lcsc.edu">gmayton@lcsc.edu</a>	
Dr. Julie Magleky, Literacy.....	208.792.2285
<a href="mailto:jkmagelky@lcsc.edu">jkmagelky@lcsc.edu</a>	
Dr. Carol Nelson, Literacy (Professor Emeritus)	
<a href="mailto:cjnelson@lcsc.edu">cjnelson@lcsc.edu</a>	
Dr. Bryce Smedley, English as New Language.....	208.792.2836
<a href="mailto:bssmedley@lcsc.edu">bssmedley@lcsc.edu</a>	
Dr. Michelle Doty, Faculty Advisor: Special Education.....	208.792.2265
<a href="mailto:mddoty@lcsc.edu">mddoty@lcsc.edu</a>	
Richard Stuart, Technologist – Education Division.....	208.792.2081
<a href="mailto:rstuart@lcsc.edu">rstuart@lcsc.edu</a>	
LCSC Admissions.....	208.792.2210
FAX.....	208.792.2876
LCSC Career Development Services.....	208.792.2313
FAX.....	208.792.2298
LCSC Controller’s Office.....	208.792.2202
FAX.....	208.792.2778
LCSC E - Learning.....	208.792.2239
FAX.....	208.792.2444
LCSC Registrar.....	208.792.2223
FAX.....	208.792.2429



## CONFIDENTIALITY & PRIVILEGED INFORMATION AGREEMENT

Teacher Education Programs - Elementary & Secondary  
Division of Education, Lewis-Clark State College, Lewiston, Idaho



### Guidelines on Confidentiality and Privileged Information for Students Engaged in Field Experiences, Student Teaching, and Internship

Arrangements by the Division of Education at Lewis-Clark State College for students enrolled in its courses to undertake educational field experiences and internship is a privilege with accompanying responsibilities that must be acknowledged and accepted by students who choose to avail themselves of this privilege. In return for permission to participate in field experiences and internship, students agree to abide by the following guidelines. Failure to abide by these guidelines may be cause for removal of the student from field experiences and internship.

1. Information that is considered confidential or privileged includes, but is not limited to the following.
  - Contents of pupil personnel records.
  - Discussions during MDT/IEP staffings, disciplinary meetings and hearings, parent conferences, and teacher conferences.
  - Private discussions involving teachers, school administrators, parents, students, teacher candidates and/or college faculty.
  - Conversations between teacher candidates and their school cooperating teachers, college instructors, and/or LCSC supervisors.
2. Practicum students and interns with knowledge of confidential or privileged information are to discuss the information only inside the school environment and then only in the presence of appropriate school or college personnel.
3. Students should discuss school situations that they have observed as requested in college education classes only in the abstract avoiding any reference to particular students, school personnel, and school.
4. Students should avoid careless conversation in public involving confidential information related to their field experiences and internship.

Divulging confidential or privileged information does not reflect a professional attitude, raises questions about an individual's capacity to exercise responsibility, and may involve the individual in legal action.

The signature below indicates the individual's willingness to acknowledge and abide by these guidelines.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_





## Instructional Design: The Lesson Plan

### Introduction

- Name of instructor
- Date(s) that the lesson will be implemented
- Subject area(s)
- Topic/Content
- Grade level/Audience
- Total time needed to implement the lesson

### Instructional Goal & Rationale (Purpose)

- Goal
  - What is it that you hope that you and your students will accomplish (i.e., know or be able to do)?
  - Standard(s) addressed
- Rationale
  - Why is this important to know or be able to do?
  - Purpose for this lesson

### Learning Objectives

- State the learning objectives (*As a result of instruction, each student will demonstrate the ability to [SWDAT]..... by.....*):
  - State the **skill or learning** that is to occur
    - Conditions of learning
    - Level of performance
  - State **the proving activity** (what will you as the teacher be able to see, count, hear, etc)
    - Conditions of learning
    - Level of performance

For example: SWDAT apply the prediction strategy (read, ask what will happen next and why, read to find out) by stating their predictions and reasoning out loud while they read *Hatchet*

### Assessment Plan

- State how and when achievement of the objectives will be measured
- Attach assessment instrument(s)

**Culturally Responsive Design (two paragraphs)**

- State adaptations for an English Language Learner (ELL).
- State adaptations for a student in a wheelchair

**Instructional Activities** (one paragraph and table) \* See example at the end of the lesson format

- Paragraph:
  - Description of the method(s) to be utilized
- Table:
  - Events of instruction
  - Teacher actions/tasks
  - Student actions/tasks
  - Amount of time
  - Reasons for Actions

- Differentiation of instruction (if relevant)

- Adaptations for students with special needs (if relevant)

**Instructional Resources** (List)

What types of media, technologies, and materials will be integrated into instruction?

- Cite the resources and their source, as appropriate
- For each, describe its instructional function (for both instructor and students)
- Describe how and when each of the resources will be utilized (including a preparation of the learning environment)\_
- Attach the media (or a representation of them)
- Bibliography of content sources

**Professional Reflection** (two to four paragraphs)

**\*\*Instructional activities example: The following example describes in paragraph form the lesson and the table chart defines the instructional events, teacher actions, expectations for student responses and an approximate time.**

**Instructional Activities**

The lesson will begin by having the student choose a chapter book to share. She will have a choice of *Junie B Jones Has a Monster Under Her Bed* or *Magic Tree House Blizzard of the Blue Moon*. (Choices will be based on earlier discussion of student preferences.) We will read for 10 minutes. Then I will explain to the student that we are going to read *If You Give a Pig a Pancake*, but we are going to do a story map while we read. We will partner read, stopping to fill in the major characters, setting, problem, and solutions. This will take 15 minutes. Next, I will ask the student to read *If you give a mouse a cookie* aloud to me. I will tell the student that a retelling will be expected when the reading is finished so do her best reading. The student will read the story and do a retelling, approximately 15 minutes. The student will then fill out a self-assessment form and the teacher will fill out an assessment form as well.

Events of Instruction	Teacher Actions	Student Actions	Amount of Time	Reasons for Actions

## **The Lesson Design Frame Based on TPAC**

*This frame is designed to help you in the construction of your lesson plans and in your preparation for the Teacher Performance Assessment Consortium (TPAC). It is meant to serve as a scaffold. Because there are many different ways to approach the creation of a lesson, this framework is intended to be broad and flexible. This Lesson Design Frame is hence structured around a framework of questions. Although you might not need to respond to each one of the questions, it is recommended that you consider as many of them as you think are appropriate, practical, and essential for your lesson. Moreover you do need to include all aspects of the LCSC Lesson Format as described previously.*

### **Context for Learning: (Attention to students' backgrounds, interests, and needs)**

*WHO are the students in this class (or in this group)?*

- How many students will you be teaching? How many males? Females?
- What is the age range or grade level(s) of the students?
- What are the identified English language proficiency levels of the students? What do you know about the students' conversational and academic English? How do you know?
- What prior knowledge, skills, and academic background do students bring to the lesson (consider previous learning experiences, assessment data, etc.)? How do you know?
- What additional needs might students have (describe any special considerations and/or exceptional needs)? How many students have Individualized Educational Plans or 504 plans?
- What are the represented socio-economic, cultural and ethnic backgrounds of the students? How might these influence your planning, teaching and assessment?

*WHAT conditions might impact the planning and delivery of the lesson?*

- Describe conditions/limitations that might impact the planning and delivery of your lesson, pacing, texts or instructional practices.
- Describe district, school, grade-level and cooperating teacher's requirements or expectations. Include such things as curricula, standardized tests or other assignments.
- What classroom management issues might affect instruction? How might you proactively address those issues in your lesson design?

### **Lesson Rationale:**

*WHY are you teaching this lesson?*

- Upon what assessment data or previous lessons are you building?
- WHAT requisite skills do students need in order to access the lesson & participate fully?
- How does the content build on what the students already know and are able to do?
- HOW does this lesson fit in the curriculum?
- How does the lesson build on previous lessons or previous learning?
- How will the learning in this lesson be further developed in subsequent lessons?

**Content Standards and ELD (as appropriate):**

- Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts to help focus your lesson planning.

**Content Information:**

- What do you, as the teacher, know about this particular concept/topic/etc.?
- Where did you find this information? (List specific resources).

**Learning Objectives (Established Goals):**

- WHAT do you want students to think, know understand and/or be able to **do** (identify, give examples, compare, use, design, judge, etc.). Be specific and use concrete terms.
- HOW will students demonstrate this? Describe observable actions.

*You may use the following sentence frame:*

Given (learning activities or teaching strategies), the learners will (assessable behaviors) in order to demonstrate (connection to standards).

**Language Objectives:**

- WHAT do you want students to think, know understand and/or be able to **do** with language (identify, give examples, compare, describe, retell, summarize, etc.). Be specific and use concrete terms.
- HOW will students demonstrate their English language development within the context of the content lesson? Describe observable actions.

**Academic Language:**

- What key vocabulary (content-specific terms) do you need to teach and how will you teach students that vocabulary in the lesson?
- Academic language functions: What are students doing with language to express their developing understanding of the content you are teaching?
- Linguistic forms: What words and phrases do students need in order to express their understanding of the content you are teaching? How will you teach students the grammatical constructions (this is where you identify sentence frames)?
- What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?

**Formative Assessment (Process):**

- How will you know that the students are learning/working towards your goals?
- How will students demonstrate their understanding?
- In what ways will you monitor student learning during the lesson and how might this guide your instruction?
- What specific actions do you expect to observe?
- How will you record what you see and hear?
- What criteria will you use to judge whether your students are/are not meeting the goals of the lesson?
- What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?
- Describe the ways in which you will use these assessments to inform your teaching decisions during the lesson.

**Summative Assessment (Product):**

- What evidence of student learning will you collect and in what ways will the evidence document student achievement?
- In what ways will the evidence document student achievement?
- Does your assessment allow all students to show what they know or have learned?
- How might you modify your assessment/s for the students with whom you are working?
- How will your students be able to reflect upon and self-assess their learning?
- What are your evaluative criteria (or rubric) and how do they measure student proficiency for your objectives? Evaluative criteria are categories that you use to assess student learning (e.g., the accuracy or quality of the students' identifications, explanations, solutions, computations, analyses, applications, designs, judgments, etc.
- Are your assessments aligned with your objectives?

*You may format your responses in a grid such as the one below. It is not required that you do so.*

Description of Assessment Activity.	Evaluative Criteria.	What the assessment is designed to assess.	Feedback to students.

**Instructional Strategies and Learning Tasks to Support Learning:**

- How will you communicate the learning goals and objectives to students?
- What explicit learning instruction occurs: what specifically are the students learning in this lesson?
- What **learning activities** do you have planned **for the students** (Note: these describe *what the students* do during the lesson)
- What **instructional strategies** will you use (Note: Instructional strategies describe *what the teacher does* during the lesson).
- Provide estimates of time.
- Articulate a purpose for your selection of each learning activity.
- What are the key teacher questions or prompts?
- What are the procedural directions for students to follow?
- Will students be grouped and, if so, by what criteria?
- In what ways will you ensure equitable learning opportunities for all students?

Time	Learning Activities	Purpose
	<p><b><u>Orientation/Engagement/Motivation:</u></b>            (Introduction of the topic: making connections) This means applying what you know about your students’ academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.)</p> <ul style="list-style-type: none"> <li>• How will you engage your students?</li> <li>• How will you connect to your students’ previous experiences?</li> <li>• How will you link this to their lives as students?</li> <li>• How will you communicate your learning goals/objectives or your expectations to the students?</li> </ul> <p><b><u>Presentation/Explicit Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• How will you explicitly teach/model or demonstrate the skill/strategy/concept?</li> <li>• How will you adapt the</li> </ul>	

	<p>instructional procedures to meet the needs of the students whom you are teaching?</p> <ul style="list-style-type: none"> <li>Remember: telling is not teaching!</li> </ul> <p><b><u>Structured Practice/Exploration:</u></b></p> <ul style="list-style-type: none"> <li>What learning activities do you have planned?</li> <li>What kind of examples/samples will you provide for your students?</li> <li>How will students know where the work is going and what is expected of them?</li> <li>What opportunities will you provide for students to practice this new skill/strategy?</li> <li>What questions might you pose to check for understanding?</li> </ul> <p>Guided Practice/Feedback:</p> <ul style="list-style-type: none"> <li>What additional opportunities will you provide for students to practice this new skill/strategy?</li> <li>What questions might you pose to push student thinking and check for understanding?</li> <li>What feedback do you plan to provide?</li> <li>How might you correct student misunderstandings?</li> </ul> <p>Independent Practice/Application:</p> <ul style="list-style-type: none"> <li>What kind of opportunities will you provide students to apply this new learning and demonstrate mastery?</li> <li>How might students evaluate their work and its implications?</li> </ul>	
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**Closure**

- How will the key points of the lesson be articulated? By whom?
- What questions or prompts will you use to elicit student articulation of their learning?
- How will students rethink and revise their understanding and work?



## **Materials**

- What materials will you need in order to teach this lesson?
- What materials will students need?

## **Management and Safety Issues:**

- Are there management and safety issues that need to be considered when teaching this lesson? If so, list them.
- What will you do to prepare your students for these issues?

*Once you have completed the lesson plan, take a moment to analyze and reflect on what you have designed and consider the criteria of internal consistency and professional quality. You do not have to write responses to the question prompts.*

## **Internal Consistency:**

- Are the lesson procedures consistent with objectives and assessments?
- Is there an apparent purpose for using the specific learning activities?
- Is the lesson developmentally and logically sequenced?
- Are the steps clear, concise and explicit?

## **Professional Quality:**

- Does your name appear on the lesson? Does the name of the class appear on top? Is the school site identified? Does the lesson have a title?
- Can someone else teach from this lesson plan?
- Does the formatting of the lesson plan conform to professional standards (computer printed, clearly outlined and formatted, succinct, yet complete)?

## **Analysis of Student Work**

- Choose three samples of student work representing the full range of student performance. At least one of these must be from an English language learner and one from a student who represents a particular teaching challenge related to your expectations for this lesson/assignment. The third is a sample of your choice.
- What kind(s) of feedback did you give students? How did you check for individual and group understanding? How did you feedback encourage students to move toward self-assessment?

- For each work sample, discuss what it illustrates about the students' developing skills and understandings of the academic content as well as growth in academic language.
  - To what extent did each student learn what you had intended them to learn? Did she/he meet your goals/objectives? How/why? Cite specific evidence from the sample collected.
  - What do these samples tell you about each of the students in relationship to the content standard of focus?
  - In what areas did each of the students have difficulty? Why?
  - Were the adaptations/accommodations to the lesson appropriate for each of these students? How? Why?
  - Was the assessment appropriate for these students? How? Why?
  - Are there aspects of the student's learning that you observed that are not well represented in the samples? Explain.

**Reflective Commentary (Derived from analysis of student work):**

- Was the lesson taught as planned? If not, what changes were made to the lesson and why?
- To what extent did the whole class or group learn what you intended them to learn? Cite specific examples and/or evidence. (Evidence could include student work, supervisor CT observation notes, video, etc.)
- What did you learn about your students as learners?
- What will be your next steps instructionally? Why?
- Do you have data to support these next steps?
- The next time that you teach this material to a similar group of students, what changes, if any, might you make in:
  - Planning
  - Instruction
  - Assessment
  - Management and Safety
- How would the changes improve the learning of students with different needs and characteristics?
- What have you learned about yourself as a teacher?
- What goals do you have for yourself as you plan future lessons?
- What other forms of feedback could you have used? Why?

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Revised in 2007 by Ann Carlyle, Linda Hollingsworth, Sarah Jacobs, Ann Lippincott and Tanya Mishler

Revised in 2009 by Ann Lippincott, based on CCTC Program Standards and Marsha Honnold, based on TPAC rubrics.



**THE LESSON DESIGN**  
Topics To Be Considered  
In The Preparation of Lesson Plan  
(Another Thought Process)

**I. General Information**

A. Instructor

- *Who is (are) the primary instructor(s) for this lesson?*

B. Date of Lesson:

- *When will this lesson be implemented?*

C. Subject/Course:

- *What is the subject of this lesson?*
- *What course does this lesson serve?*

D. Topic/Content:

- *What is the topic of this lesson?*
- *What is the content of this lesson?*

E. Grade Level:

- *For what grade level is this lesson intended?*

F. Lesson Time:

- *What is the estimated amount of time needed to implement this lesson?*

## II. Lesson Purpose and Rationale

### A. Purpose:

- *What is the purpose of this lesson?*

### B. Rationale:

- *Why is this lesson important?*

### C. Curricular Fit:

- *How does this lesson relate to other lessons in its unit?*

*The course?*

*Other courses?*

- *What comes before this lesson?*  
*What logically follows?*

## III. The Learners

### A. Intended Learners:

- *For whom is this lesson intended?*
- *How many learners are expected to actively participate in this lesson?*

### B. Special Characteristics of Learners:

- *What attributes of the learners will likely contribute to or challenge success in this lesson?*

### C. Modifications & Accommodation for Special Needs Students

- *What attributes of the learner with special needs must be considered during this lesson?*

#### **IV. Learning Objective(s)/Outcome(s) & Assessment/Evaluation of Student Achievement**

A. Learning Objectives/Outcomes:

- *What are the learning objectives (stated as demonstrable outcomes) sought as a result of successful completion of the lesson?*
- *What are the specific standards you are addressing in the lesson?*
- *What Technology/Media objective will be learned and/or enhanced upon completion of the lesson.*
- *What are the criteria for success?*

B. Assessment/Evaluation of Student Achievement:

- *How and when will achievement of objectives be measured?*
- *How will feedback about learning progress be facilitated:*  
*During the lesson?*  
*After the lesson?*

*[Attach all assessment instruments.]*

C. Prerequisite Knowledge and Skills:

- *What will students need to know or be able to do at the outset of the lesson in order to perform successfully?*

D. Enabling Objectives:

- *What will students need to be taught (as part of this lesson) in order to achieve the primary learning objectives?*

## V. Procedures/Activities

### A. Overview of the Lesson:

- *What method(s) will be utilized in this lesson?*
- *What media will be utilized in this lesson?*

### B. Description of Lesson Activities:

- *How will set induction be served?*
- *What activities and types of interactions will take place?*
- *What are the tasks and activities that the teacher will perform in this lesson?*
- *What are the actions that the student will perform in this lesson?*
- *How will lesson closure be served?*
- *What is the appropriate sequence for these activities/tasks?*
- *How much time will be spent on each activity/task?*

## VI. Instructional Resources

### A. Material and Spatial Resources:

- *What material resources will be utilized during this lesson?*
- *What instructional function(s) do they serve?*
- *What spatial arrangements must be made for this lesson?*

### B. Human Resources:

- *What human resources are necessary and appropriate for this lesson?*
- *What arrangements must be made prior to lesson implementation?  
i.e. (Safety Considerations)*

C. References/Bibliography & Resources:

- *What references were used to develop this lesson/*
- *What resources (equipment, consumables, and/or manipulatives) were used for the lesson?*

**VII. Predictions/Reflections about Lesson Implementation and Plans for Modification**

A. Predictions:

- *What special concerns or issues are foreseen regarding this lesson?*
- *How will feedback and assessment about the effectiveness of the lesson be facilitated during the lesson?*
- *After the lesson?*

B. Reflections:

- *What aspects of the lesson were most successful? Why?*
- *What aspects of the lesson need modification? Why?*

C. Plans for Modifications:

- *What modifications will be made to future instruction?*
- *What is the plan for implementing the modifications?*



EVALUATION OF THE TEACHER CANDIDATE: DISPOSITIONS FOR TEACHING

Candidate's Name \_\_\_\_\_ School Site \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Scale: 4—Exceptional or Innovative; 3—Proficient 2—Developing 1—Inadequate 0—Not Observed

**A. Positive and Productive Work Habits**

- 1. Is punctual and regular in attendance .....4 3 2 1 0
- 2. Works efficiently and manages time well .....4 3 2 1 0
- 3. Consistently submits work in a timely fashion .....4 3 2 1 0
- 4. Puts forth the necessary effort to succeed .....4 3 2 1 0
- 5. Works carefully and professionally .....4 3 2 1 0
- 6. Accepts responsibility .....4 3 2 1 0
- 7. Demonstrates initiative and independence.....4 3 2 1 0
- 8. Displays appearance, attire, and habits appropriate to the professional environment.....4 3 2 1 0

**B. Proper Interpersonal Skills**

- 1. Is respectful of the needs, ideas, and opinions of others.....4 3 2 1 0
- 2. Develops a positive working relationship with others.....4 3 2 1 0
- 3. Seeks opportunities to work with young people and regards students in a positive light .....4 3 2 1 0
- 4. Is open to and responds positively to suggestions/criticism/directions .....4 3 2 1 0

**C. Professionalism and Integrity**

- 1. Displays enthusiasm for her/his content area and teaching .....4 3 2 1 0
- 2. Maintains proper confidentiality.....4 3 2 1 0
- 3. Demonstrates honesty, integrity and ethical behavior .....4 3 2 1 0
- 4. Fulfills the Code of Ethics for Idaho Professional Educators.....4 3 2 1 0

**For any item rated at 1 or 2, please comment:**

**In what ways has the classroom environment benefitted from this candidate's participation?**

**Do you recommend that this candidate continue in the program?** .....  Yes  No

Signature of Evaluator \_\_\_\_\_ Evaluator's Title/Position \_\_\_\_\_ Date \_\_\_\_\_





# LEWIS-CLARK STATE COLLEGE › TEACHER EDUCATION

PREPARING CARING PROFESSIONALS WHO TEACH FOR UNDERSTANDING IN COMMUNITIES OF LEARNING.

## Special Notice of Dispositions of the Teacher Candidate

*A teacher candidate's potential for success as both a student and a teacher is reflected in the dispositions displayed throughout coursework, field experiences, and other interactions at LCSC. This evaluation is intended to call attention to observed instances and patterns of behaviors that raise a concern about the candidate's potential for success. This evaluation is meant to initiate appropriate, collaborative, and constructive actions to shape more effective performance.*

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Setting (course, practicum, internship, etc.): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

*Items marked below indicate observed dispositions that are of concern.  
Observations, comments, and recommendations follow below (and on attached pages, if necessary).*

### Positive and Productive Work Habits

- 1. Is punctual and regular in attendance
- 2. Works efficiently and manages time well
- 3. Consistently submits work in a timely fashion
- 4. Puts forth the necessary effort to succeed
- 5. Works carefully and professionally
- 6. Accepts responsibility
- 7. Demonstrates initiative and independence
- 8. Displays appearance, attire, and habits appropriate to the professional environment
- 9. Other \_\_\_\_\_

### Proper Interpersonal Skills

- 1. Is respectful of the needs, ideas, and opinions of others
- 2. Develops a positive working relationship with others
- 3. Seeks opportunities to work with young people and regards them in a positive light
- 4. Is open to and responds positively to suggestions/criticism/directions
- 5. Other \_\_\_\_\_

### Professionalism and Integrity

- 1. Displays enthusiasm for her/his content area and teaching
- 2. Maintains proper confidentiality
- 3. Demonstrates honesty, integrity and ethical behavior
- 4. Fulfills the Code of Ethics for Idaho Professional Educators
- 5. Other \_\_\_\_\_

### Observations, comments, and recommendations:

\_\_\_\_\_  
Signature of Teacher Candidate Date

[Note: Signature of the candidate reflects receipt of this form and not necessarily agreement with the assessments made.]

\_\_\_\_\_  
Signature of Observer Date

Observer's Title/Position

### Follow up; current status (report of actions taken and progress made):

\_\_\_\_\_  
Name Title/Position Date

Original: Candidate 1<sup>st</sup> Copy: Observer 2<sup>nd</sup> Copy: Advisor; Candidate's File

3<sup>rd</sup> Copy: Program Coordinator



EVALUATION OF THE TEACHER CANDIDATE:  
 GENERAL PERFORMANCE BASED ON PROFESSIONAL STANDARDS

Candidate's Name \_\_\_\_\_ School Site \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Scale: 4—Exceptional or Innovative; 3—Proficient 2—Developing 1—Inadequate 0—Not Observed

\_\_\_\_\_ **The Dedicated Professional** shows care and concern for students and learning; demonstrates commitment to the professional and enthusiasm for teaching and learning; exhibits high ethical and professional standards; fosters appropriate relationships; engages in professional collaboration; demonstrates a proper professional demeanor and displays personal appearance appropriate to the situation; acts in accordance with established school and classroom policies and procedures.

\_\_\_\_\_ **The Knowledgeable Professional** understands how students learn, develop, behave, and are motivated to learn; understands how students differ in their approaches to learning; knowledgeable of laws and norms related to educational systems and students' rights.

\_\_\_\_\_ **The Content Specialist** demonstrates sufficient mastery of the content and discipline to offer effective instruction; maintains currency in knowledge of the content area(s).

\_\_\_\_\_ **The Educational Designer** selects content appropriate to the students and in accord with the district's curriculum goals; selects method(s) appropriate to the objectives and students; selects and/or develops a variety of learning resources and strategies appropriate to the content and students; produces thorough lesson plans with proper objectives; recognizes and plans adaptations for the diversity of learners.

\_\_\_\_\_ **The Educational Facilitator** communicates clearly with appropriate grammar and vocabulary; displays relaxed confidence; interacts well with students; knows and uses students' names; effectively motivates students to tasks; demonstrates effective classroom management; stimulates a high level of participation; initiates lessons effectively; effectively communicates learning objectives to students; successfully implements the planned activities; demonstrates effective use of media and technology; accommodates the special needs of students; provides effective and timely feedback to students; provides effective transitions between activities; closes lessons effectively; maintains a positive, supportive, classroom environment for learning.

\_\_\_\_\_ **The Educational Evaluator** utilizes appropriate formal and informal techniques to determine the degree of student learning for specified objectives; monitors the effectiveness of the instruction; adjusts and refines instruction based upon informed analysis.

\_\_\_\_\_ **The Culturally-Responsive Educator** is knowledgeable of how culture and diverse experience impact student learning and behavior, family and community dynamics, and the mission of social justice. The culturally responsive educator (candidate) understands and embraces this mission while seeking to become more culturally conscious in meeting the needs of all students.

\_\_\_\_\_ **The Reflective Professional** continually evaluates the effects of own choices and actions; objectively critiques own performance; reacts positively to constructive criticism; appropriately revises and adapts actions; actively seeks opportunities to grow professionally; maintains own well-being.

Comments:

Signature of Evaluator \_\_\_\_\_ Evaluator's Title/Position \_\_\_\_\_ Date \_\_\_\_\_



EVALUATION OF THE INTERN'S PROGRESS & QUALIFICATIONS

PHASE III - PACE

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

LCSC Supervisor: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

+ indicates successful completion or adequate fulfillment

~ indicates revision is needed or task not completed

Required:

- Minimum of 140 hours of field experience accumulated (105 hours of teaching)
- Evidence of Professional Competence document
- Journal of Professional Reflections, including Wellness Activities
- Assessments of performance from mentor
- Assessments of performance from on-site teacher educator
- Self assessments - minimum of two
- Evidence of capability to design, facilitate, and reflect upon instructional lessons
- Professional Portfolio (partial development, as assigned)
- Candidate Work Sample (group project presented in college setting)
- Adaptive Instruction I project
- PRAXIS II passed
- Motivation and commitment to teaching
- Ability to work in a cohort effectively
- Ability to perform necessary administrative procedures in a school setting
- Positive reactions to constructive feedback

Professional Development Expectations:

- Participation in diversity experiences (as assigned)
- Other professional participations (please specify)

Recommendation for Phase IV (continuation of internship):  Yes  No

Please attach additional comments as needed

Signature of Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of LCSC Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

[Note: Signature of the intern reflects receipt of this evaluation form and not necessarily agreement with the responses on the form.]



**Evaluation of the Intern's Performance Teaching a Lesson**

Intern \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_  
 On-Site Teacher/Educator \_\_\_\_\_ Field Site/School (Enter full name of school) \_\_\_\_\_  
 LCSC/Off-site Supervisor \_\_\_\_\_ Evaluation Timestamp (Format: MM/DD/YYYY HH:MM [AM or PM]) \_\_\_\_\_

**Rating**                      **Rating Scale: 1 = Unsatisfactory    2 = Basic    3 = Proficient    N/A = Not Applicable**

<b>1a. CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, DEDICATED PROFESSIONAL, REFLECTIVE PROFESSIONAL</b> (Danielson 1a. Demonstrating Knowledge of Content and Pedagogy)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. In planning and practice, the teacher makes <b>content errors</b> or does not correct errors made by students. The teacher displays <b>little understanding of prerequisite knowledge</b> important to student learning of the content.  <input type="checkbox"/> b. The teacher displays <b>little or no understanding of the range of pedagogical approaches</b> suitable to student learning of the content.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The teacher is <b>familiar</b> with the important concepts in the discipline but displays a <b>lack of awareness of how these concepts relate</b> to one another.  <input type="checkbox"/> b. The teacher indicates <b>some awareness</b> of prerequisite learning, although such knowledge may be <b>inaccurate or incomplete</b> .  <input type="checkbox"/> c. The teacher's plans and practice reflect a <b>limited range of pedagogical approaches</b> to the discipline or to the students.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The teacher displays <b>solid knowledge</b> of the important concepts in the discipline and how these relate to one another.  <input type="checkbox"/> b. The teacher <b>demonstrates accurate understanding of prerequisite relationships</b> among topics.  <input type="checkbox"/> c. The teacher's plans and practice reflect <b>familiarity with a wide range</b> of effective pedagogical approaches in the subject.

<b>1b. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL EVALUATOR, CULTURALLY RESPONSIVE EDUCATOR</b> (Danielson 1b. Demonstrating Knowledge of Students)		
<p><b>Level 1: Unsatisfactory</b></p> <p><input type="checkbox"/> a. The teacher displays <b>minimal understanding of how students learn</b>—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p>	<p><b>Level 2: Basic</b></p> <p><input type="checkbox"/> a. The teacher displays <b>generally accurate knowledge</b> of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p><b>Level 3: Proficient</b></p> <p><input type="checkbox"/> a. The teacher understands the active nature of student learning and <b>attains information about levels of development for groups of students.</b></p> <p><input type="checkbox"/> b. The teacher also purposefully <b>acquires knowledge from several sources</b> about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>

<b>1c. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL EVALUATOR, REFLECTIVE PROFESSIONAL</b> (Danielson 1c. Setting Instructional Outcomes)		
<p><b>Level 1: Unsatisfactory</b></p> <p><input type="checkbox"/> a. The outcomes represent <b>low expectations for students</b> and lack of rigor, and not all of these outcomes reflect important learning in the discipline.</p> <p><input type="checkbox"/> b. They are <b>stated as student activities</b>, rather than as outcomes for learning.</p> <p><input type="checkbox"/> c. Outcomes reflect only one type of learning and only one discipline or strand and are <b>suitable for only some students.</b></p>	<p><b>Level 2: Basic</b></p> <p><input type="checkbox"/> a. Outcomes represent <b>moderately high expectations</b> and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p><input type="checkbox"/> b. Outcomes reflect <b>several types of learning</b>, but the teacher has made <b>no effort at coordination</b> or integration.</p> <p><input type="checkbox"/> c. Outcomes, based on global assessments of student learning, are <b>suitable for most of the students</b> in the class.</p>	<p><b>Level 3: Proficient</b></p> <p><input type="checkbox"/> a. Most outcomes represent <b>rigorous and important learning in the discipline</b> and are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p><input type="checkbox"/> b. Outcomes reflect <b>several different types of learning</b> and opportunities for coordination, and they are <b>differentiated</b>, in whatever way is needed, for different groups of students</p>

<b>1d. CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL EVALUATOR</b> (Danielson 1d. Demonstrating Knowledge of Resources)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The teacher is <b>unaware</b> of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The teacher displays <b>some awareness</b> of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but <b>does not seek to expand</b> this knowledge.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The teacher displays <b>awareness</b> of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and <b>seeks out</b> such resources.

<b>1e. CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, DEDICATED PROFESSIONAL, CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL</b> (Danielson Designing Coherent Instruction)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. Learning activities are <b>poorly aligned</b> with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. <input type="checkbox"/> b. Instructional <b>groups are not suitable</b> to the activities and offer no variety.	<b>Level 2: Basic</b> <input type="checkbox"/> a. <b>Some</b> of the learning activities and materials are <b>aligned</b> with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. <input type="checkbox"/> b. Instructional <b>groups partially support</b> the activities, with some variety. <input type="checkbox"/> c. The lesson or unit has a <b>recognizable structure</b> ; but the <b>progression</b> of activities is <b>uneven</b> , with only some reasonable time allocations.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. <b>Most</b> of the learning activities are <b>aligned</b> with the instructional outcomes and follow an organized progression suitable to groups of students. <input type="checkbox"/> b. The learning activities have <b>reasonable time allocations</b> ; they represent significant cognitive challenge, with <b>some differentiation</b> for different groups of students and varied use of instructional groups.

<b>1f. EDUCATIONAL DESIGNER, EDUCATIONAL EVALUATOR</b> (Danielson 1f. Designing Student Assessments)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. Assessment procedures are <b>not congruent</b> with instructional outcomes and lack criteria by which student performance will be assessed. <input type="checkbox"/> b. The teacher has <b>no plan to incorporate formative assessment</b> in the lesson or unit.	<b>Level 2: Basic</b> <input type="checkbox"/> a. Assessment procedures are <b>partially congruent</b> with instructional outcomes. Assessment criteria and standards have been developed, but they are <b>not clear</b> . <input type="checkbox"/> b. The teacher's approach to using formative assessment is <b>rudimentary</b> , including only some of the instructional outcomes.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. <b>All</b> the instructional <b>outcomes</b> may be <b>assessed</b> by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. <input type="checkbox"/> b. Assessment <b>criteria and standards are clear</b> . <input type="checkbox"/> c. The teacher has a <b>well developed</b> strategy for using <b>formative</b> assessment and has designed particular approaches to be used.

<b>2a. KNOWLEDGEABLE PROFESSIONAL, DEDICATED PROFESSIONAL, CULTURALLY RESPONSIVE EDUCATOR</b> (Danielson 2a. Creating an Environment of Respect and Rapport)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. Patterns of classroom interactions, both between teacher and students and among students, are <b>mostly negative, inappropriate, or insensitive</b> to students' ages, cultural backgrounds, and developmental levels. <input type="checkbox"/> b. Student interactions are characterized by <b>sarcasm, put-downs, or conflict.</b> <input type="checkbox"/> c. <b>The teacher does not deal with disrespectful behavior.</b>	<b>Level 2: Basic</b> <input type="checkbox"/> a. Patterns of classroom interactions, both between teacher and students and among students, are <b>generally appropriate</b> but may reflect occasional inconsistencies, <b>favoritism, and disregard</b> for students' ages, cultures, and developmental levels. <input type="checkbox"/> b. Students rarely demonstrate disrespect for one another. <input type="checkbox"/> c. The teacher <b>attempts to respond to disrespectful behavior, with uneven results.</b> The <b>net result of the interactions is neutral,</b> conveying neither warmth nor conflict.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. Teacher-student interactions are <b>friendly and demonstrate general caring and respect.</b> Such interactions are appropriate to the ages, cultures, and developmental levels of the students. <input type="checkbox"/> b. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. <input type="checkbox"/> c. <b>The teacher responds successfully to disrespectful behavior among students.</b> The net result of the interactions is <b>polite, respectful, and business-like,</b> though students may be somewhat <b>cautious about taking intellectual risks.</b>

<b>2b. KNOWLEDGEABLE PROFESSIONAL DEDICATED PROFESSIONAL CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL</b> (Danielson 2b. Establishing a Culture for Learning)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The classroom culture is characterized by a <b>lack of teacher or student commitment to learning,</b> and/or little or no investment of student energy in the task at hand. <input type="checkbox"/> b. <b>Hard work</b> and the precise use of language are <b>not expected or valued.</b> <input type="checkbox"/> c. <b>Medium to low expectations</b> for student achievement are the norm, with high expectations for learning reserved for only one or two students.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The classroom culture is characterized by <b>little commitment to learning</b> by the teacher or students. The teacher appears to be only "going through the motions," students indicate that they are interested in the completion of a task rather than the quality of the work. <input type="checkbox"/> b. The teacher conveys that <b>student success is the result of natural ability rather than hard work,</b> and refers only in passing to the precise use of language. <input type="checkbox"/> c. <b>High expectations for learning are reserved</b> for those students thought to have a <b>natural aptitude</b> for the subject.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The classroom culture is a place where learning is valued by all. <input type="checkbox"/> b. <b>High expectations for both learning and hard work</b> are the norm for most students. <input type="checkbox"/> c. <b>Students understand their role as learners and consistently expend effort to learn.</b> <input type="checkbox"/> d. <b>Students understand their role as learners and consistently expend effort to learn.</b>

<b>2c. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL FACILITATOR</b> (Danielson 2c. Managing Classroom Procedures)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. Much instructional time is lost due to inefficient classroom routines and procedures. <input type="checkbox"/> b. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. <input type="checkbox"/> c. There is little evidence that students know or follow established routines.	<b>Level 2: Basic</b> <input type="checkbox"/> a. Some instructional time is lost due to partially effective classroom routines and procedures. <input type="checkbox"/> b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. <input type="checkbox"/> c. With regular guidance and prompting, students follow established routines.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. There is little loss of instructional time due to effective classroom routines and procedures. <input type="checkbox"/> b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. <input type="checkbox"/> c. With minimal guidance and prompting, students follow established classroom routines.
<b>2d. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL FACILITATOR, CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL</b> (Danielson 2d. Managing Student Behavior)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. There appear to be no established standards of conduct, or students challenge them. <input type="checkbox"/> b. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	<b>Level 2: Basic</b> <input type="checkbox"/> a. Standards of conduct appear to have been established, but their implementation is inconsistent. <input type="checkbox"/> b. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. Student behavior is generally appropriate. <input type="checkbox"/> b. The teacher monitors student behavior against established standards of conduct. <input type="checkbox"/> c. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.
<b>2e. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR</b> (Danielson 2e. Organizing Physical Space)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The classroom environment is unsafe, or learning is not accessible to many. <input type="checkbox"/> b. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The classroom is safe, and essential learning is accessible to most students. <input type="checkbox"/> b. The teacher makes modest use of physical resources, including computer technology. <input type="checkbox"/> c. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The classroom is safe, and students have equal access to learning activities. <input type="checkbox"/> b. The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.



<b>3a. CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, ED, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL</b> (Danielson 3a. Communicating with Students)		
<p><b>Level 1: Unsatisfactory</b></p> <p><input type="checkbox"/> a. The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p><input type="checkbox"/> b. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p><input type="checkbox"/> c. The teacher's spoken or written language contains errors of grammar or syntax.</p> <p><input type="checkbox"/> d. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p><b>Level 2: Basic</b></p> <p><input type="checkbox"/> a. The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p><input type="checkbox"/> b. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</p> <p><input type="checkbox"/> c. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds.</p> <p><input type="checkbox"/> d. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p><b>Level 3: Proficient</b></p> <p><input type="checkbox"/> a. The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled.</p> <p><input type="checkbox"/> b. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.</p> <p><input type="checkbox"/> c. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests.</p> <p><input type="checkbox"/> d. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>

<b>3b. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR</b> (Danielson 3b. Using Questioning and Discussion Techniques)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The teacher's questions are of <b>low cognitive challenge</b> , with <b>single correct</b> responses, and are asked in <b>rapid</b> succession. <input type="checkbox"/> b. Interaction between the teacher and students is <b>predominantly recitation</b> style, with the <b>teacher mediating</b> all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. <input type="checkbox"/> c. Only a <b>few students participate</b> in the discussion.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The teacher's questions lead students through a <b>single path of inquiry</b> , with answers seemingly determined in advance. Alternatively, the teacher <b>attempts</b> to ask some questions designed to <b>engage students in thinking</b> , but only a few students are involved. <input type="checkbox"/> b. The teacher <b>attempts to engage</b> all students in the discussion, to encourage them to <b>respond to one another</b> , and to <b>explain their thinking</b> , with <b>uneven</b> results.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. While the teacher may use some low-level questions, he poses questions designed to <b>promote student thinking</b> and understanding. The teacher creates a <b>genuine discussion among students</b> , providing <b>adequate time</b> for students to respond and stepping aside when doing so is appropriate. <input type="checkbox"/> b. The teacher <b>challenges</b> students to <b>justify</b> their thinking and successfully <b>engages most students</b> in the discussion, employing a range of strategies to ensure that <b>most students are heard</b> .

<b>3c. CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, DEDICATED PROFESSIONAL</b> (Danielson 3c. Engaging Students in Learning)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The learning tasks/activities, materials, and resources require <b>only rote responses</b> , with only one approach possible. <input type="checkbox"/> b. The lesson has <b>no clearly defined structure</b> , or the pace of the lesson is <b>too slow or rushed</b> .	<b>Level 2: Basic</b> <input type="checkbox"/> a. The learning tasks and activities require only <b>minimal thinking</b> by students and <b>little opportunity for them to explain their thinking</b> , allowing most students to be passive or merely compliant. <input type="checkbox"/> b. The lesson has a <b>recognizable structure</b> ; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The learning tasks and activities are <b>designed to challenge student thinking</b> , inviting students to make their thinking visible. This technique results in <b>active intellectual engagement by most students</b> with important and challenging content and with teacher scaffolding to support that engagement. <input type="checkbox"/> b. The lesson has a <b>clearly defined structure</b> , and the <b>pacing</b> of the lesson is <b>appropriate</b> , providing most students the time needed to be intellectually engaged.

<b>3d. EDUCATIONAL DESIGNER, EDUCATIONAL EVALUATOR</b> (Danielson 3d. Using Assessment in Instruction)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. Students do <b>not</b> appear to be <b>aware</b> of the <b>assessment criteria</b> , and there is <b>little or no</b> monitoring of student learning; <b>feedback is absent or of poor quality</b> . <input type="checkbox"/> b. Students do <b>not engage in self- or peer</b> assessment, and the teacher makes <b>no attempt to adjust the lesson</b> even when students don't understand the content.	<b>Level 2: Basic</b> <input type="checkbox"/> a. Students appear to be only <b>partially aware</b> of the <b>assessment criteria</b> , and the teacher <b>monitors</b> student learning for the <b>class as a whole</b> . <input type="checkbox"/> b. Questions and assessments are <b>rarely</b> used to <b>diagnose</b> evidence of learning. <input type="checkbox"/> c. <b>Feedback</b> to students is <b>general</b> , and <b>few</b> students <b>assess their own work</b> . <input type="checkbox"/> d. <b>Adjustment</b> of the lesson in response to assessment is <b>minimal or ineffective</b> .	<b>Level 3: Proficient</b> <input type="checkbox"/> a. Students appear to be <b>aware</b> of the <b>assessment</b> criteria, and the teacher <b>monitors</b> student learning for groups of students. <input type="checkbox"/> b. <b>Questions</b> and assessments are <b>regularly</b> used to <b>diagnose</b> evidence of learning. <input type="checkbox"/> c. <b>Teacher feedback</b> to <b>groups</b> of students is <b>accurate and specific</b> ; <b>some students engage in self-assessment</b> . <input type="checkbox"/> d. If impromptu measures are needed, the teacher makes a <b>minor adjustment</b> to the lesson and does so <b>smoothly</b> .

<b>3e. EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, CULTURALLY RESPONSIVE EDUCATOR</b> (Danielson 3e. Demonstrating Flexibility and Responsiveness)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The <b>teacher ignores students' questions</b> ; when students have difficulty learning, the <b>teacher blames them or their home environment</b> for their lack of success. <input type="checkbox"/> b. The teacher makes <b>no attempt to adjust</b> the lesson even when students don't understand the content.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The teacher <b>accepts responsibility</b> for the success of all students but has only a <b>limited repertoire of strategies</b> to use. <input type="checkbox"/> b. <b>Adjustment</b> of the lesson in response to assessment is <b>minimal or ineffective</b> .	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The teacher successfully <b>accommodates students' questions and interests</b> . <input type="checkbox"/> b. Drawing on a <b>broad repertoire of strategies</b> , the teacher <b>persists</b> in seeking approaches for students who have difficulty learning. <input type="checkbox"/> c. If impromptu measures are needed, the teacher makes a <b>minor adjustment</b> to the lesson and does so <b>smoothly</b> .

<b>4a. EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, REFLECTIVE PROFESSIONAL</b> (Danielson 4a. Reflecting on Teaching.)		
<b>Level 1: Unsatisfactory</b> <input type="checkbox"/> a. The teacher <b>does not know</b> whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. <input type="checkbox"/> b. The teacher has <b>no suggestions</b> for how a lesson could be improved.	<b>Level 2: Basic</b> <input type="checkbox"/> a. The teacher has a <b>generally accurate</b> impression of a lesson's effectiveness and the extent to which instructional outcomes were met. <input type="checkbox"/> b. The teacher makes <b>general suggestions</b> about how a lesson could be improved.	<b>Level 3: Proficient</b> <input type="checkbox"/> a. The teacher makes an <b>accurate assessment</b> of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. <input type="checkbox"/> b. The teacher makes a few <b>specific suggestions</b> of what could be tried another time the lesson is taught.

**Comment Section**

**REQUIRED RESPONSE:** What key positive trait(s) of the candidate performance were discussed in conference with the intern?

**REQUIRED RESPONSE:** What key point(s) were discussed for improvement in conference with the intern?

**Other Comments**

**Signature**

**Date**

PACE Coordinator: \_\_\_\_\_

\_\_\_\_\_

OSTE: \_\_\_\_\_

\_\_\_\_\_

Mentor/Supervisor: \_\_\_\_\_

\_\_\_\_\_



## EVALUATION OF THE INTERN'S REFLECTIVE JOURNAL

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Setting (course, practicum, internship, etc.): \_\_\_\_\_ Semester/Year: \_\_\_\_\_

*Directions: Rate the reflective journal for each of the following four categories.*

### I. Reflection vs. Reporting

It is understood that interns' journals will contain a blend of reflection and narrative in connection with important learning issues for themselves and their students. It is also recognized that the proportion of reflection (i.e., serious questions, meaningful conclusions, etc.) to reporting (i.e., descriptions of people, events, activities, etc.) will be elevated in the journals of highest quality.

- 4: Clearly more reflection than reporting
- 3: Approximately equal proportion of reflection and reporting
- 2: More reporting than reflection
- 1: Predominantly reporting, minimal or no reflection

### II. Frequency and Fluency

It is understood that increased frequency (how often) and fluency (how much) contribute to more meaningful, personal discovery and clarification of thought.

- 4: Equivalent of four (4) page-long (8.5"X11" Letter, handwritten) entries or more per week
- 3: Equivalent of three (3) entries per week
- 2: Equivalent of two (2) entries per week
- 1: Equivalent of one (1) or no entries per week

### III. Attention to the Recognized Professional Standards

It is expected that teacher candidates at LCSC actively strive to meet the set of Professional Standards and, further, that interns take responsibility for helping to determine when their experiences provide proof that standards are met.

- 4: Regular goal setting (at least once per week) and reflective documentation with regard to selected professional standards (Standards may be selected by self, supervisor, on-site teacher educator, other college faculty, etc.)
- 3: Frequent goal setting and reference to standards (at least three times per month)
- 2: Semi-regular goal setting and reference to standards (about twice per month)
- 1: Infrequent goal setting and reference to standards (about once per month)

### IV. Attention to Wellness Issues

It is readily apparent that habits of body and mind are important factors in achieving and maintaining overall wellness and that overall wellness is an important factor in exemplary teaching. Interns are expected to list a minimum of four wellness activities per week plus:

- 4: Regular reflection (at least once per week) and/or goal setting with regard to one or more of the following areas as they pertain to teaching: diet, exercise, sleep, substance use/abuse, recreation, spiritual considerations, relationships, etc.
- 3: Frequent reflection and/or goal setting about wellness (at least three times per month)
- 2: Semi-regular reflection and/or goal setting about wellness (about twice per month)
- 1: Infrequent reflection and/or goal setting about wellness (about once per month)



**Evaluation of the Teacher Candidate: Professional Portfolio**

Candidate's Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Semester \_\_\_\_\_

The portfolio of professional experience should include evidence that the teacher candidate demonstrates knowledge, dispositions, and skills for each of seven main principles of teaching, in accordance with national, state, and local standards.

This form has been developed to ensure that the portfolio contains sufficient evidence of proficiency in each of these principles. A four-point scale will be used in assessing the evidence provided.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exceptional</b>	<b>Proficient</b>	<b>Developing</b>	<b>Inadequate</b>
Evidence is both well-described and well-chosen.  Evidence is well-represented (i.e. includes multiple artifacts to support each piece of evidence).	Evidence is well-described (i.e. it clearly communicates information sufficient to allow the evaluator to understand the context of the evidence.)  Evidence is well-chosen (i.e. it clearly establishes that the principle is supported by this evidence).	Evidence is either well-described or well-chosen.  Competence is not fully demonstrated.	Evidence is neither well-described nor well-chosen.  Competence is not demonstrated.

**Overall Presentation and Content of the Portfolio:**

Title page with photo of candidate.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Table of contents.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Résumé.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Technology Integration Portfolio.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Appendix of formal evaluations and other competencies .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Philosophy/belief statement of learning and teaching .....	4	3 2 1
Appropriate writing mechanics and spelling .....	4	3 2 1
Presentation: organized, neat, interesting, easy to read .....	4	3 2 1

**Exhibition of appropriate conduct as a professional: Dedicated Professional**

The candidate provides clear and convincing evidence that she/he:

- Conducts herself/himself in a manner which show care and concern for children and learning.
- Conducts herself/himself in a manner which shows commitment to the profession of education.
- Exhibits high ethical and professional standards.
- Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

4 3 2 1 Comments:

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**Knowledge of the foundations of the professions: Knowledgeable Professional**

The candidate provides clear and convincing evidence that she/he:

- The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
- The teacher understands a variety of instructional strategies to create learning opportunities that
  - Support the intellectual, social, and personal development of learners,
  - Encourage positive social interaction, active engagement in learning, and self-motivation, and
  - Encourage students' development of critical thinking, problem solving, and performance skills.
- The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
- The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

4 3 2 1 Comments:

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**Exhibition of expertise in subject(s) taught: Content Specialist**

The candidate provides clear and convincing evidence that she/he:

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
- The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

4 3 2 1 Comments:

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**Demonstration of skills as an Educational Designer**

The candidate provides clear and convincing evidence that she/he:

- The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
- The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.
- The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.

4 3 2 1 Comments:

### **Demonstration of skills as an Educational Facilitator**

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- ❑ The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- ❑ The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- ❑ The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

4 3 2 1 Comments:

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### **Demonstration of skills as an Educational Evaluator**

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- ❑ The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
- ❑ The teacher adjusts and refines instruction based upon informed analysis.

4 3 2 1 Comments:

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### **Demonstration of skills as a Culturally Responsive Educator**

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher demonstrates a willingness to actively engage in reflective self-examination and discovery of his/her own areas of bias, prejudice and limited knowledge with regard to people and groups of differing backgrounds.
- ❑ The teacher acknowledges that social justice and democratic ideals are often times overwhelmed by prejudice and discriminatory practices in schools and accepts his/her role as a social change agent.
- ❑ The teacher actively seeks out opportunities to move beyond cultural tolerance to cultural consciousness and understands the value of becoming a cultural broker or resource for students.
- ❑ The teacher continues to develop a clearer sense of her/his own cultural and ethnic identities.

4 3 2 1 Comments:

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### **Demonstration of reflective practice: Reflective Professional**

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
- ❑ The teacher actively seeks out opportunities to grow professionally.

4 3 2 1 Comments





**EVALUATION OF THE TEACHER CANDIDATE: EXIT INTERVIEW**

Candidate's Name \_\_\_\_\_ Date \_\_\_\_\_

*As a final evaluation of the teacher candidate's professional competencies and as preparation for employment interviews, the candidate will exhibit the oral communication skills and the reflection processes appropriate for an entry level professional.*

**PROFESSIONAL STANDARDS**

*Please determine if, during the interview, the candidate accomplished the following as they relate to the standards.*

**Dedicated Professional:** The candidate provided evidence that there was care and concern for learning, commitment to the profession, high ethical and professional standards and relations with school colleagues, parents, and other agencies that support the learning and well-being of all students.

4 \_\_\_\_\_ Exceptional      3 \_\_\_\_\_ Proficient      2 \_\_\_\_\_ Developing      1 \_\_\_\_\_ Inadequate

Comments:

**Knowledgeable Professional:** The candidate provided evidence that s/he comprehends how both individuals and groups learn, develop, and behave. Motivation and a variety of instructional approaches, including appropriate instructional adaptations, were apparent.

4 \_\_\_\_\_ Exceptional      3 \_\_\_\_\_ Proficient      2 \_\_\_\_\_ Developing      1 \_\_\_\_\_ Inadequate

Comments:

**Content Specialist:** The candidate provided evidence of sufficient knowledge of the content s/he teaches and a willingness to pursue professional development.

4 \_\_\_\_\_ Exceptional      3 \_\_\_\_\_ Proficient      2 \_\_\_\_\_ Developing      1 \_\_\_\_\_ Inadequate

Comments:

**Educational Designer:** The candidate provided evidence of the ability to plan effective instructional opportunities for all learners.

4 \_\_\_\_\_ Exceptional      3 \_\_\_\_\_ Proficient      2 \_\_\_\_\_ Developing      1 \_\_\_\_\_ Inadequate

Comments:

**Educational Facilitator:** The candidate provided evidence of effective implementation of a variety of instructional strategies, effective classroom organization, explicit communication techniques, positive motivation, constructive social interaction, proactive learning techniques, and the ability to foster inquiry, collaboration, and productive interaction.

4 \_\_\_\_\_ Exceptional      3 \_\_\_\_\_ Proficient      2 \_\_\_\_\_ Developing      1 \_\_\_\_\_ Inadequate

Comments:



**Educational Evaluator:** The candidate provided evidence of the use of appropriate formal and informal assessment strategies and exhibited a capacity to adjust and refine instruction based on those assessments.

4 \_\_\_ Exceptional      3 \_\_\_ Proficient      2 \_\_\_ Developing      1 \_\_\_ Inadequate  
 Comments:

**Culturally-Responsive Educator:** The candidate provided evidence of an understanding and embrace of the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences.

4 \_\_\_ Exceptional      3 \_\_\_ Proficient      2 \_\_\_ Developing      1 \_\_\_ Inadequate  
 Comments:

**Reflective Professional:** The candidate provided evidence of continual engagement in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

4 \_\_\_ Exceptional      3 \_\_\_ Proficient      2 \_\_\_ Developing      1 \_\_\_ Inadequate  
 Comments:

**INTERVIEW SKILLS**

• The intern demonstrated confidence and composure during the interview.

4 \_\_\_ Exceptional      3 \_\_\_ Proficient      2 \_\_\_ Developing      1 \_\_\_ Inadequate  
 Comments:

• The intern demonstrated the necessary skills to effectively, coherently, and clearly communicate.

4 \_\_\_ Exceptional      3 \_\_\_ Proficient      2 \_\_\_ Developing      1 \_\_\_ Inadequate  
 Comments:

• The intern demonstrated the ability to listen to, and appropriately respond to, specific questions.

4 \_\_\_ Exceptional      3 \_\_\_ Proficient      2 \_\_\_ Developing      1 \_\_\_ Inadequate  
 Comments:

**Decision (Check one):**     **Approved**     **Not Approved\***

Signatures:

College Mentor / Interview Chair \_\_\_\_\_

On-Site Teacher Educator \_\_\_\_\_

On-Site Teacher Educator \_\_\_\_\_

Division of Education Representative \_\_\_\_\_

Teacher Candidate \_\_\_\_\_

Other \_\_\_\_\_

\*Plan for Approval (If approval was not given, please give specific activities and due dates for improvement.)