

# Lewis-Clark STATE COLLEGE

*Connecting Learning to Life*

## **SECONDARY PACE HANDBOOK AND POLICY MANUAL**



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# PACE HANDBOOK AND POLICY MANUAL

## SUMMARY OF ESSENTIAL PACE PROCEDURES AND ACTIVITIES

| Phases            | All Candidates  | State Alternative Candidates  |
|-------------------|---|---|
| Pre-Admission     | <ol style="list-style-type: none"> <li>1. Submit a Request for Transcript Evaluation. Allow 2-3 weeks for a response.</li> <li>2. Study the Transcript Evaluation Report and the Advising Letter.</li> <li>3. Become familiar with PACE through the Information Leaflet and website.</li> <li>4. If the candidate decides to affiliate with PACE, follow the directions sent in the Transcript Evaluation Report letter.</li> </ol>   | <p>In addition, State Alternative candidates must also submit signed forms associated with the State Alternative option. To qualify for the State Alternative, the candidate must be offered a teaching position, show at least six credits in Education, and have passing Praxis II score(s) in the subject(s) for which s/he is hired to teach. Candidates must be observed twice teaching a lesson by The PACE Coordinator or designee each semester. Arrangements must be made with the PACE Coordinator when the lesson observation will be conducted. A formal Lesson Plan using the Teacher Education format must be followed.</p> |
| Admission Process | <ol style="list-style-type: none"> <li>1. Apply for admission to LCSC.</li> <li>2. Declare major as Secondary Education Post Bac #317 using the Program Information Form (PIF).</li> <li>3. Apply for admission to the Teacher Education Program.</li> <li>4. Print out, sign, and send Release Form to Education Division.</li> <li>5. Send official copies of transcripts to the Education Division. These are in addition to the official copies required by the college.</li> <li>6. Complete a Plan of Study and send to the PACE Coordinator.</li> <li>7. Register for courses.</li> <li>8. Arrange to participate in the Admission Interview either on-campus or online.</li> <li>9. Attend a 2-day PACE Secondary Orientation/Seminar on campus in July/August. Register for ED 432 in</li> </ol> | <p>State Alternative candidates do need to interview during the two-day orientation, and they must do everything else listed in the column to the left.</p>   |

|                 |  |  |
|-----------------|--|--|
|                 | the Fall of the year you attend the orientation.   |  |
| Phase I         | <ol style="list-style-type: none"> <li>1. Complete Phase I course work including any required courses in the teaching field(s). All content courses must be complete before a candidate interns.</li> <li>2. Begin adding evidence to the Portfolio.</li> </ol>  | State Alternative Certification Candidates may complete content courses during their three years. <b>They must enroll in ED 460/461 for three credits for four consecutive semesters.</b>  |
| Phase II        | <ol style="list-style-type: none"> <li>1. Complete Phase II coursework.</li> <li>2. Pass required Praxis II examination(s).</li> <li>3. Meet fingerprinting requirement.</li> <li>4. Arrange for an internship site and have approved by the PACE coordinator.</li> <li>5. Pass the Progress Conference to gain approval to enroll in ED 460/461 Internship. This includes the portfolio check.</li> </ol>   | State Alternative Certification Candidates must participate in two progress conference per semester until their final semester when they enroll in ED 452 Intern Seminar.  |
| Phase III       | <ol style="list-style-type: none"> <li>1. Complete Internship and gather the remaining portfolio evidence. Candidates need a minimum of six written lesson evaluations, a mid-term Internship and a final Internship Evaluation from their OSTEs and supervisors.</li> <li>2. Submit Internship Time Log and Program Completion Form.</li> <li>3. Submit portfolio for 1<sup>st</sup> and 2<sup>nd</sup> readings.</li> <li>4. Pass the Exit Interview.</li> <li>5. Complete Common Summative Assessment with mentor.</li> <li>6. Complete Individual Professional Learning Plan Form with mentor</li> </ol> | Near the middle of the semester State Alternative candidates must submit two video recorded lessons and lesson plans each semester until they complete the program or make arrangements for distance site viewing of lessons using videoconferencing programs (Adobe Connect). State Alternative Certification Candidates enroll in ED 452 Intern Seminar their final semester. Alternative candidates need one written lesson evaluation each month until they complete the program. Upon completion they also need a Mid-Term and Final Internship Evaluation. Copies of evaluations should be sent regularly to the PACE Coordinator. |
| Post Activities | <ol style="list-style-type: none"> <li>1. Return completed certification application forms to the Education Division with a check for the State in the correct amount.</li> <li>2. The State Department of Education will send certificate directly to candidates.</li> <li>3. Complete program evaluation form.</li> <li>4. Keep the Division informed of your job situation.</li> </ol>  |  |

## **SECTION 1 – THE *PACE* TEACHER EDUCATION PROGRAM**

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### ***Introduction***

*PACE* is intended for highly skilled and motivated college graduates with valuable life experience who desire to earn Secondary (grades 6-12) Teaching Certification and Subject Area Endorsement(s). These individuals are unable to regularly attend classes on campus and complete internship in the Lewiston-Clarkston Valley 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. They are focused, self-reliant, and self-starters. After completing an intense two-day on-campus orientation, the remainder of their online programs of study can be tailored to their personal situations using flexible scheduling and alternative modes of instructional delivery. Their programs of study may include opportunities for qualified individuals to accelerate by:

1. Earning passing scores on standardized examinations of content knowledge (Praxis II, CLEP, and ABCTE) and pedagogical knowledge and skills (TSAP);
2. Petitioning certain program requirements based on documented life experiences, demonstrations, and transcript evaluations; and
3. Successfully challenging courses based on demonstrated teaching knowledge, skills (products and performances), and dispositions documented in mini-folios.

*PACE* courses may be used to support Troops To Teachers and Idaho State Post-Bac Alternative and Alternative Authorization: Content Specialist Certification options.

### ***PACE Post-Baccalaureate Non-Traditional Certification Option***

This option is available to candidates who have earned BA/BS degrees or higher from accredited colleges and universities, but who cannot attend regularly scheduled on-campus courses to earn their Secondary Teaching Certification and Endorsements grades 6-12. *PACE* delivers asynchronous Internet Education courses using Blackboard. Candidates are also provided with opportunities to receive personal face-to-face advising, demonstrate their teaching skills, and participate in several online seminars. Candidates have up to four years to complete a plan of study designed to meet their individual circumstances. Most candidates complete the program in four semesters. In order to intern, candidates must meet program and course requirements, have passing Praxis II scores on file in the Division Office, and have attended the on-campus summer Orientation/Seminar. *PACE* candidates come from Idaho, across the United States, and overseas. Completion of the program results in a CAEP accredited certificate that travels from state to state with the candidate.

## *PACE State Alternative Authorization: Content Specialist Option*

Individuals with BA/BS degrees from accredited colleges and universities who do not possess a teaching certificate but have been offered a teaching position by a school district under the Idaho Alternative Authorization: Content Specialist option may also participate in the *PACE* program. These individuals must have a Bachelor's Degree, meet The *PACE* Program Requirements completed at least 6 semester credits of Education course work, and have passing Praxis II scores before they may begin employment. Candidates are provided a three-year non-renewable Interim Certificate. During the three years, candidates need to plan to attend an on-campus Orientation/Seminar and complete the remaining requirements for Secondary Certification and Endorsement.

In some circumstances under the State Alternative Authorization option, the Division of Education may affirm a candidate's content area proficiency by means other than meeting State of Idaho content course "input" requirements and, all other requirements having been met, recommend awarding of teaching certification. For example, candidates may demonstrate their content area proficiency through a combination of variables including documented life experience, passing examination scores, compiling content knowledge folios, authoring model units and lessons, and actual classroom teaching as their demonstrations of knowledge associated with specific content areas according to *The Idaho Standards for Initial Certification of Professional School Personnel*, July 1, 2008. Candidates who use this route in lieu of the transcript-based route should be aware that their Idaho Teaching Certificate might not be recognized or accepted in states other than Idaho.

**Therefore, a wiser course of action would be to meet content teaching area course work (transcript-based) requirements so that the teaching certificate travels from state to state with the candidate.**

### *Common To Both Options*

Candidates utilizing either option must be admitted to Lewis-Clark State College, declare their area of study with a PIF (Program Information) Form (Post-Bac Teaching Certification #317), and make application for admission to the LCSC *PACE* Teacher Education Program. Application includes among other things signing a waiver for a Criminal Background Check. Before they can be successfully exited from the program, candidates must present for evaluation a Professional Electronic Portfolio including a Content Knowledge Folio with evidence that they have met the State of Idaho and LCSC Teacher Education Professional Standards. Candidates must also have a successful Program Exit Conference. Links to PIF forms and Application for Admission to Teacher Education can be found at the Division of Education web site – <http://www.lcsc.edu/education>. Admission forms can be obtained from the LCSC Admissions Office – <http://www.lcsc.edu/admissions>.

Certification is a license to teach specified grade levels in the public schools such as grades 6 – 12. Endorsement is authorization to teach specified subjects like Mathematics, English, Biology, Chemistry, PE, Earth Science, Natural Science, and Social Studies. Presently we are not able to work with individuals seeking certification in Art, Music, and Foreign Language.

*PACE* also does not provide services for individuals who seek certification to teach business, vocational, technological, or shop classes. To teach in these areas individuals need a professional/technical teaching certificate available from other Idaho state institutions of higher education. *PACE* does cooperate with other Idaho institutions in cases where individuals want to earn both an academic and a professional-technical teaching certificate.

### **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. An account will be provided for you, and upon initial set-up, you will receive an email from Taskstream with access information.

## *PACE Program and PACE State Alternative Authorization Compared*

|                                 | <b><i>PACE</i></b>  | <b><i>PACE STATE ALTERNATIVE</i></b>   |
|---------------------------------|---|--|
| <b>Eligibility</b>              | <ol style="list-style-type: none"> <li>1. BA/BS or higher degree from accredited institution and Transcript Evaluation</li> <li>2. Criminal Background Check</li> <li>3. Minimal GPAs (3.00)</li> <li>4. Apply January thru June</li> </ol> | <ol style="list-style-type: none"> <li>1. BA/BS or higher degree from accredited institution and Transcript Evaluation</li> <li>2. Six or more credits in Education</li> <li>3. Job offer from a school district</li> <li>4. Passing Praxis scores</li> </ol>  |
| <b>Admission to Alternative</b> |   | LCSC State Alternative forms completed, signed, and sent to LCSC.  |
| <b>Admission to LCSC</b>        | <ol style="list-style-type: none"> <li>1. Admission to College</li> <li>2. Complete declaration of major (PIF)</li> <li>3. Complete Application to Teacher Education Program</li> <li>4. Register for courses</li> </ol>                    | <ol style="list-style-type: none"> <li>1. Admission to College</li> <li>2. Complete declaration of major (PIF)</li> <li>3. Complete Application to Teacher Education Program</li> <li>4. Upon receipt of LCSC authorization letter, request Interim Certificate from State</li> <li>5. Register for courses</li> </ol>   |
| <b>Interview</b>                | Required  | None   |
| <b>Plan of Study</b>            | Required  | Required   |
| <b>Summer Orientation</b>       | Required  | Required   |
| <b>Years to Complete</b>        | 4   | 3  |
| <b>Course Sequence</b>          | Enroll in Phase I, II, and III courses. Must be admitted, either provisionally or fully, to proceed with Phase II. Full admission to program required for Phase III plus Praxis II scores and Progress Conference.                          | <ol style="list-style-type: none"> <li>1. Enroll in ED 460/461 for 3 credits x four consecutive semesters at start.</li> <li>2. Enroll in ED 432 PACE Seminar (Orientation) at start.</li> <li>3. During remaining semesters before last semester, participate in monthly online State Alt. Progress Conferences.</li> <li>4. Enroll in Phase I, II, and III courses.</li> <li>5. Enroll in ED 452 Intern Seminar for last semester in State Alt Program.</li> </ol> |
| <b>Internship</b>               | Minimal six evaluations from OSTE and Supervisor plus mid- and final Internship Evaluations.  | Minimum two evaluation per semester from Supervisor plus mid internship evaluation after two semesters, final at completion. Two lessons and lesson plans a semester sent to PACE Coordinator.   |
| <b>Portfolio Required</b>       | Yes   | Yes  |
| <b>Exit Interview</b>           | Yes   | Yes  |
| <b>Certificate</b>              | Travels   | If Output Option used, certificate limited to Idaho; otherwise travels.  |

# 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.

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:

1. Portable, personal computer with a minimum:
  - 2.0 GHz processor (faster is always better)
  - 8 GB of RAM (more is always better)
  - 200 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 & Techs for Teaching. 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.

### **Video conferencing software:**

- The Adobe Connect 9 Meeting Add-in or App
- <https://www.adobe.com/support/connect/downloads-updates.html>
- 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 suite is available to students at a discount; now \$79.99;  
<http://office.microsoft.com/en-us/university>]

**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., user@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 (At least three times a week).

[Note: Faculty email addresses are different from student email addresses, e.g. 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.

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.

## Required Technologies for Students Admitted to Teacher Education Programs of Study

In addition to serving as valuable learning and communication tools to help students to perform well in coursework, technologies are also the focus of instruction in the professional studies phase of the teacher education programs. Therefore, certain technologies and services are required to facilitate special course objectives and resources.

Once formally admitted into a teacher education program and by the start of enrollment in ED323, Professional Strategies for Teaching, K-8, or ED453, Media & Technologies for Teaching, 6-12, all students are required to have full access to the following hardware, software, and services. This requirement is also in effect for students who pursue the teaching endorsement (and minor) for Instructional Technologies & Online Teaching by the start of enrollment in ED411, Digital Citizenship. 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:

- An Apple iPad Air, Air2, or mini (or newer model) tablet computer:
  - Capable of running iOS 8 or newer
  - 16 GB storage capacity or more (the larger the better)
  - High speed, WiFi Internet access capability
  - Headphones or earphones (for private listening of audio).

### **Software:**

Students should have software (apps) from each of the following categories.  
Productivity software (one or more titles from each of the following categories):

- Word processing software: Apple® Pages® or Microsoft® Word®  
[Note: Word processed assignments should be submitted in .doc, .docx, .pages, or .rtf format, as specified by the instructor.]
- Spreadsheet software: Apple® Numbers® or Microsoft® Excel®
- Presentation/slide software: Apple® Keynote® or Microsoft® PowerPoint®

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

- iMovie

Other software applications (free of charge to the student) will be specified in each course by the instructor.

### **Internet Access:**

- High speed, wireless 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.]

**Apple ID:**

- An active Apple ID account for acquiring software in the Apple App Store

**E-mail:**

All LCSC students are required to utilize their LCMail E-mail account (e.g., user@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 vs. student@lcmail.lcsc.edu.] Web page authoring software, for example:

## Instructions for creating your professional portfolio in Google Sites (using the template provided):

- 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 to the PACE Secondary Teacher Education Program*

### **Preliminaries: 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. Transcript Credit Evaluation Request forms are available at <http://www.lcsc.edu/education/student-resources/>. A completed Request Form together with a short note summarizing the candidate's situation and teaching experience should be submitted. The form, note, transcripts, and check should be sent to:

Transcript Evaluation  
Education & Kinesiology Division  
Lewis-Clark State College  
500 Eighth Avenue  
Lewiston, ID 83501

A transcript evaluation cannot be completed until all transcripts have been received. Federal law prohibits transcripts sent to the LCSC College Admissions Office from being used by the Division of Education for transcript evaluation. After the transcripts have been evaluated by the Division of Education, individuals will receive a report from the Education Division and advising information from the *PACE* Secondary Coordinator. An e-mail account is necessary to receive this evaluation. Individuals who decide to affiliate with *PACE* will be assessed a \$35.00 Application Fee for the Teacher Education Program.

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

#### Step 1 – Apply to the College for Admission

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). If you have any admission questions, please contact the Office of Admissions directly (208-792-2210).

You can view your application status, documents received, test scores, search for classes and more. Visit [www.lcsc.edu](http://www.lcsc.edu).

- Click on WarriorWeb
- Click on the red “Enter” button at the top of the page
- Select “WarriorWeb for Applicants”
  - \* Your login is: first initial, middle initial and full last name; example: jdsmith
  - \* Default password is your six digit birthdate; example: 101180 for October 11, 1980

Once you have received your Admittance correspondence from the Office of Admissions, proceed to Step 2.

## Step 2 – Complete the PIF

Complete the Academic Program Information & Change of Advisor Form (PIF). The form can be accessed and printed from a link at the Registrar web site: <http://www.lcsc.edu/12867.aspx>, then under the heading **Academic** click: **Teacher Education Division**.

After you print the Academic Program Information & Change of Advisor form, please complete the upper portion with your name, etc. You will need to check the box by **First time declaration of major/minor and advisor** \_\_\_\_\_ (write in Dr. David A. Massaro). Under the **Check the Major You Are Declaring:** check the box by #317 Secondary Education Certificate (PB). Please sign the form and send to the Division office at (208-792-2820); office staff will obtain the other signatures and send the form to the Registrar's Office for you.

**Please note: Complete the PIF when you receive your Admittance correspondence from the Office of Admissions.**

## Step 3 – Apply for Admission to the Teacher Education Program

An application can be found at <http://www.lcsc.edu/education/teacher-education/program-application/>. To complete the application you must print out and mail your signed "Statement of Release".

Send to:

Application  
Division of Education & Kinesiology  
Lewis-Clark State College  
500 Eighth Avenue  
Lewiston, ID 83501

If you did not provide an official set of transcripts for your transcript evaluation, you should now provide the Education Division with official copies of your transcripts. The transcripts provided to the LCSC College Admissions Office are not available for this purpose. These official transcripts will be forwarded to the state with a recommendation for certification upon successful completion of the program.

## Step 4 – Register for Courses

Send an email to your advisor, Dr. David A. Massaro ([damassaro@lcsc.edu](mailto:damassaro@lcsc.edu)) listing the courses in which you would like to enroll. Dr. Massaro will clear you electronically to begin the **two step** registration process to enroll on-line. This procedure is followed each semester for registration. Please go to the Registrar's Site to review the process. As necessary, send Dr. Massaro an updated copy of your Plan of Study.



Plan to attend the required two-day on-campus New Candidate Orientation/PACE Seminar in July/August; attendees register for ED 432 in the fall.

Until candidates receive provisional or full admission to the *PACE* Program, they are considered Candidates for *PACE* Admission. Candidates for *PACE* Admission may request to enroll in any Phase I *PACE* course work.

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

The following does not apply to candidates for the State Alternative Authorization: Content Specialist. See detailed information in a separate packet. Full admission may be awarded to all other *PACE* teacher candidates who meet the following requirements.

- A BA/BS (or evidence of completion of all requirements for the degree) or higher degree from an accredited institution of higher education.
- Satisfactory completion of all Phase I course work including all required content courses.
- A minimum 3.00 grade point average for all LCSC course work and a minimum 3.0 grade point average in the major teaching area.
- Passing the program Entrance Admission Interview including an extemporaneous essay. This interview is conducted face-to-face or online using Skype.
- Evidence of potential to succeed working with adolescents.
- Official transcripts from all higher education institutions attended other than LCSC.
- Submission of the completed application and payment of fees.
- Passing scores on required Praxis II exams.
- Completion of an on-campus orientation scheduled in August.

### ***Requirements for Online Registration After Initial Course Registration***

**Individuals may register as transient students for the first time without having completed their Applications for Admission to the *PACE* Teacher Education Program. To be allowed to register for additional courses for ensuing semesters or summer sessions, candidates must have completed the Application for Admission To Teacher Education.**

### ***Time Requirement***

Secondary *PACE* candidates have four years from the semester of their original enrollment in program course work to complete their *PACE* plan of studies. Candidates who do not complete their programs within four years will be dropped from the program.

Candidates who have not completed *PACE* in four years and want additional time may seek an extension by submitting a Division Petition and a Plan of Study. Candidates may be asked to meet with the Secondary Instructional Team in conference. Candidates will be informed of the decision to approve or reject the petition.

**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 including adding or dropping courses. It is the candidate's responsibility to keep the Education & Kinesiology Division and *PACE* Coordinator informed of any changes in address, employment status, or telephone number(s). Updated plans should be sent to the *PACE* Secondary Coordinator, Dr. Massaro, at [damassaro@lcsc.edu](mailto:damassaro@lcsc.edu) as an attachment.**

### ***Tips for Completing A Plan of Studies***

- Complete most content area courses before beginning *PACE* courses.
- ED 322 and SE 322 are challenging, but good pair of courses for summer.
- Attend *PACE* Secondary Orientation in August. Must be completed before candidate is able to progress to Phase II courses.
- Take ED 432 *PACE* Seminar (Orientation) Fall Semester.
- There are prerequisites for ED 449 Content Methods (ED 453, RE 422, ED 445). Contact the advisor if you need permission to enroll in ED 449 prior to or concurrently with the prerequisites.
- Pair ED 460/461 with ED 452. (Fall or Spring)
- Most semesters are 15-16 weeks long. Summer session is 12 weeks long.

### ***Undertaking PACE Course Work As A Candidate for PACE Admission***

Individuals may undertake Phase I *PACE* course work at their own discretion and with the approval of the *PACE* Coordinator before they have received provisional or full admission to the *PACE* Secondary Teacher Education Program.

This may be appropriate in cases where the individual is completing required courses in the teaching content field as well as 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 is no guarantee that the individual will be admitted to the *PACE* Secondary Teacher Education Program. Individuals who have begun the application process for admission to the *PACE* Teacher Education Program are identified as Candidates for *PACE* Admission until they have received provisional or full admission.

### ***Undertaking PACE Course Work With Provisional Admission***

Candidates may undertake Phase II *PACE* course work 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, has not passed the requisite Praxis II exams, or has not completed all components of the Application Form or all Phase I course work. Under no circumstances will full admission be awarded to candidates who have not completed the required orientation and workshop and have passing Praxis II scores on file in the Division Office.

### *Admission to Phase III Course Work*

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

- Removed any cause(s) for provisional admission to the *PACE* Secondary Teacher Education Program, e.g. received full admission to the *PACE* Secondary Teacher Education Program;
- Obtained passing scores on the Praxis II exams and these are on file in the Division office;
- Completed all Phase I and II course work including the Content Knowledge Folio; and
- Demonstrated progress toward completion of her/his Professional Portfolio.

**Final approval to Phase III admission necessitates that candidates have passing Praxis II scores on file in the Education and Kinesiology Division Office. Under no circumstances will a candidate be allowed to undertake Internship without meeting this requirement. It is in the candidate's best interests to earn passing Praxis scores as soon as possible.**

### *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 III course work;
- An approved Professional Portfolio; and
- A successful Program Exit Conference.

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.

### *Valley Residents May Enroll in PACE Courses With Permission*

With the permission of the Dr. David A. Massaro, *PACE* Coordinator, Lewiston-Clarkston valley residents who by definition do not qualify for admission to the *PACE* Program, have the option to enroll in *PACE* courses and pay the additional *PACE* course fees. In the event that course openings are limited, *PACE* candidates will be given preference. Candidates are reminded that permission to enroll in a *PACE* course does not constitute a change in their status. They continue to be advised and supervised by the Secondary Teacher Education Coordinator.

### *PACE Valley Residents May Enroll in On-Campus Classes*

*PACE* candidates who reside in the Lewiston-Clarkston valley will be supervised by the The *PACE* Coordinator or Secondary Teacher Education Coordinator. These candidates may elect to

register for on-campus classes, as well as *PACE* courses, as their schedules permit. If internships sites are not available in the valley, the candidates will be directed to intern outside the valley.

### ***PACE Candidates Undertaking Internship in the Valley***

***PACE candidates who wish to undertake Internship in the valley must seek permission one year in advance from Dr. David A. Massaro, PACE Coordinator.***

## Section 2 – *PACE* PROGRAM PHASES

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The *PACE* Secondary Teacher Education Program is organized into three phases. Individuals may undertake Phase I course work without admission to the *PACE* Secondary Teacher Education Program. Provisional admission is required to undertake Phase II course work. Full admission is required to undertake Phase III course work. No grade lower than “B-“ is accepted in any *PACE* course.

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

#### **Major Teaching Area Course Requirements**

Candidates must present a teaching major of at least thirty semester credits and a teaching minor of at least twenty semester credits, or one comprehensive teaching major of at least forty-five semester credits as specified by the Idaho State Department of Education. Candidates must demonstrate competency and currency in their intended teaching field through completion of content area courses specified by the Idaho Department of Education, documented life experience, Content Knowledge Folio, and completion of an advanced course in the field within the last three years or recommendation by a college content expert that the candidate is competent and current in the content field. Under certain circumstances, candidates may demonstrate content knowledge by presenting other kinds of evidence.

#### **Pre-Professional Foundations**

|        |                                       |           |
|--------|---------------------------------------|-----------|
| ED 224 | Technologies for a Digital World      | 2 credits |
| ED 310 | Professional Foundations of Education | 3 credits |
| ED 318 | Assessment of Learning                | 3 credits |
| ED 321 | Educational Psychology                | 3 credits |
| ED 432 | <i>PACE</i> Seminar                   | 1 credit  |
| SE 322 | Inclusion Strategies*                 | 3 credits |
| ED 345 | Culturally Responsive Classroom*      | 2 credits |

*\*May also be taken as part of Phase II*

## *Phase II - Professional Development*

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

|        |  |           |
|--------|--|-----------|
| SE 322 | Inclusion Strategies*                          | 3 credits |
| ED 345 | Culturally Responsive Classroom*               | 2 credits |
| RE 422 | Reading in the Content Area                    | 3 credits |
| ED 424 | Media and Technology for Teaching 6-12         | 2 credits |
| ED 445 | Inst Strategies and Classroom Management, 6-12 | 3 credits |
| ED 449 | Teaching Methods in the Content Area           | 3 credits |

## *Phase III: Professional Internship*

Registration into the following courses requires full admission to the *PACE* Secondary Teacher, Education Program, successful completion of Phase II and III course work, passing Praxis scores, a Criminal Background Check - Fingerprinting done through the Education Division, and a successful Program Progress Evaluation. The following courses are taken concurrently.

|        |   |            |
|--------|---|------------|
| ED 452 | Internship Seminar                                  | 1 credit   |
| ED 460 | Professional Internship in Education 6-12 <i>or</i> |            |
| ED 461 | Professional Internship in Education K-12*          | 12 credits |

\*K-12 grade teacher candidates, i.e, Physical Education, will enroll in ED 461 Professional Internship II (K-12).

### 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.

All tests are now computer-delivered only and must be taken at a Prometric Test Center.

See the website for test sites.

During Phase II and before entering Phase III, 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 III 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 Casey Huffaker, Certification Specialist, 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/os/>) at 208.792.2218 or 800.933.5272. If after repeating the exam(s) a second or third time, you do not achieve a passing score, meet with Dr. Wareham 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.

## ***Costs for Internship***

When PACE candidates undertake their internships and a LCSC faculty member cannot supervise the internship, LCSC attempts to contract a local individual, often a retired teacher or administrator, to supervise the candidate during internship. This individual must have at least three years teaching experience, at least a Master's Degree, and has been certified on The Charlotte Danielson Model. LC negotiates the most reasonable stipend for this individual.

PACE budgets up to a maximum of \$500.00 for contracted LCSC adjunct supervisors. **Any amount in excess of \$500.00 must be paid to LCSC by the candidate. PACE budgets \$200.00 as an honorarium for OSTE (On Site Teacher Educator, a.k.a. Cooperating Teacher). This amount is divided if there is more than one OSTE. PACE does not pay stipends or honoraria to supervisors and mentors of candidates in the State Alternative Authorization: Content Specialist option.**

Any additional supervision expenses must be paid to the college by the candidate before final recommendation for teaching certification can be issued on the candidate's behalf.

## **Professional Disposition Expectations**

Appropriate professional dispositions are demonstrated by responsible conduct and mature judgment. Teacher education candidates are expected to participate thoughtfully in classes and field experiences, to prioritize responsibilities, meet deadlines, and accept and apply constructive feedback.

Candidates are welcomed as contributing members of a learning community and are expected to assume a tactful, supportive role in all academic endeavors that reflect a sincere respect for others. The effective use of the facets of language and the ability to meet the physical and emotional demands of the teaching profession are essential. The behavior of professional educators impacts students, families, colleagues, and communities. While preparing to become a teacher, it is important to realize that our own actions and attitudes can greatly affect those whom we serve.

Teacher education students at Lewis-Clark State College will exemplify the following professional behaviors, both in classes and during fieldwork: \* OR CURRENT DISPOSITIONS LISTED HERE

### **Values Learning**

#### Attendance

- Meets all attendance requirements and is on time.

#### Class participation

- Demonstrates active engagement; participates in and facilitates discussions and activities.
- Responds voluntarily to questions and uses higher level questioning.

#### Class preparation and performance

- Meets assigned expectations consistently and demonstrates a solid work ethic.
- Holds high expectations for self and others.
- Incorporates feedback.

#### Communication

- Speaks with civility and courtesy that is appropriate to the audience.
- Responds to feedback in an appropriate manner.
- Demonstrates active listening and seeks clarity.

### **Values Personal Integrity**

#### Emotional stability

- Displays emotional maturity, compassion, and empathy.

#### Ethical behavior

- Is honest and trustworthy and respects confidentiality.
- Is dedicated to the welfare of others.
- Accepts responsibility for personal behaviors and actions.



## **Values Diversity**

### Respect for others

- Works willingly within a diverse learning community.
- Demonstrates fairness and the belief that all students can learn.

## **Values Collaboration**

### Reciprocity

- Is receptive to the ideas of others.
- Works with others to improve the educational experience.

## **Values Professionalism**

### Professional ethics

- Consistently follows school rules, policies, and dress codes.
- Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning activities.
- Adheres to the Professional Educators of Idaho Code of Ethics.

### Professional development and involvement

- Participates actively in professional development, conferences, and workshops.
- Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.

## **Removal from the Program and Appeals**

Candidates are removed from the PACE Secondary Teacher Education Program if they complete two consecutive semesters with a GPA below 3.0 or fail to make satisfactory progress in their field experiences, as evidenced by special notice of dispositions forms submitted. A candidate may also be removed if he or she fails to exhibit the responsibility and integrity expected of pre-service teachers in the professional program as described in the PACE Secondary Education Handbook and Policy Manual, Secondary Internship Handbook, or demonstrates any behaviors delineated as grounds for dismissal based on the violation of the law or the Code of Ethics has occurred (Idaho Code 33-1209). ( <https://www.sde.idaho.gov/cert-psc/shared/ethics/Code-of-Ethics-for-Professional-Educators.pdf> )

The following steps will be followed when a candidate is in danger of being removed from the Teacher Education Program. The severity of the infraction may determine the entry point in the procedure.

1. Evaluation of Teacher Candidate's Professional Disposition form will be completed. If a rating of 2 or lower is given on any area a commentary is written on the form. Advisor should personally meet with candidate to discuss the issue and explain why the conduct is unacceptable.

2. If unsatisfactory conduct continues, or the issue is considered a serious infraction a completion of a Special Notice of Dispositions of the candidate is completed. Commentary of observations, comments, and recommendations are indicated. Advisor will personally meet with candidate to discuss the issue and explain why the conduct is unacceptable. The candidate will write out a procedure, with the help of faculty, to indicate how s/he will meet the expected disposition, sign, and date the corrective procedure. Written document will be given to the Advisor within 5 days. Teacher candidate will be told continued conduct in area(s) identified may be grounds for dismissal from the Teacher Education Program. The candidate is discussed at the next meeting of the Secondary Education Team.
3. If unsatisfactory conduct continues: The completion of a second Special Notice of Dispositions form is filled out. Teacher candidate meets with Secondary Education Team at the next scheduled meeting to explain why s/he has not met the identified disposition(s). The team will decide whether the candidate will be removed from the program. A formal letter to the teacher candidate will be written and sent within five working days.

A candidate who has been removed from the program may appeal the decision within two weeks of the receipt of written notification of his or her removal. The steps of the appeal process are:

1. The candidate meets with The PACE Secondary Coordinator and the Director of Field Experiences to discuss justification for reinstatement.
2. The PACE Secondary Coordinator and The Director of Field Experiences makes a recommendation to make the Secondary Education Team.
3. The PACE Secondary Education Team Coordinator and one committee member meet with the candidate and subsequently makes a recommendation to the division chair.
4. After review by the division chair, a letter of acceptance or denial of the appeal is mailed to the candidate.

### **Inactive Students**

Students previously enrolled at Lewis-Clark State College who interrupt their studies for a minimum of 24 months are placed on inactive status and must also reapply for admission to the Teacher Education Program. Students will also be held accountable to program and curriculum changes that have occurred since their previous acceptance into the program.

## SECTION 3 – PROCEDURAL ISSUES

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

### *Examinations*

Before a candidate can receive full admission and permission to enroll in Internship, they must have on file in the Education Division Office passing scores on Praxis II examinations required for their content fields. The required Praxis examinations are noted on the candidates' Transcript Evaluation Reports. Other examinations that may apply to the candidate's situation are the ABCTE Board Subject Exam and The Compass Exam.

### *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 might consider petitioning to have a recent teaching experience meet the twenty-hour practicum component of ED 310 Professional Foundations of Education. A candidate with significant experience teaching minority students here or abroad might petition to have the ED 330 requirement 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 enroll 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, the candidate should obtain and complete a Challenge form and submit it with payment of the required fee to the Division of Education. Follow these links to obtain Challenge Forms:

[www.lcsc.edu/registrar](http://www.lcsc.edu/registrar) →Forms →Challenge Form. The form is given to the instructor to be held until all requirements for a successful challenge are met. Payment of the Challenge fee is no guarantee that the petition will be successful.

Candidates should secure a mini (1/2 inch) binder in which to collect all materials related to the challenge. This binder will be kept by the Division and cannot be returned except for correction and resubmission. 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 the binder. The outside of the binder should contain the candidate's Name and LC ID#, the Title "Challenge Folio," and the number and name of the course being challenged. Folios 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 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 \$50.00 per course and \$10.00 per credit. A three-semester credit course would cost \$80.00 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 432 PACE: Seminar, ED 452: Internship Seminar, ED 460/461: Professional Internship.**

## *LCSC E-Mail and Blackboard*

Students enrolled in LCSC courses are required to use the official LCSC e-mail system for all college-related communications. **Students should make a habit of regularly checking their LCSC e-mail accounts. Failure to check and use LCSC e-mail may result in students being unaware of assignments, notices, changes in policies, etc. for which students will be held responsible.**

Students may open their LCSC e-mail accounts by going to the LCSC home page ([www.lcsc.edu](http://www.lcsc.edu)) and selecting the LCSC e-mail service. Click the Log In button and enter your login ID. Your login ID is: first initial, middle initial, and full last name, ex. jsmith. Your initial password is: birthdate, 2 digit month, day, and year, ex: 010180 (January 01, 1980).

Many *PACE* courses are delivered utilizing Blackboard. Students need LCSC e-mail accounts to access Blackboard. Information about Distance Learning and Blackboard may be accessed at <https://lcsc.blackboard.com>. This site provides links to information about registering online, the schedule of courses, Blackboard, how to get help, and more.

**When you first open your Blackboard course, take time to read the information provided on using Blackboard. This will save wasted time later.** Remember that Blackboard is active only during the scheduled dates for fall, spring, and summer sessions. If you are given an Incomplete, you may look for your course identified by the previous session when Blackboard is again active. Be aware that a grade of Incomplete is automatically changed to a grade of “F” unless the student has completed the course during the specified time allowed.

Become thoroughly familiar with the course web page. Explore all your options, investigate all your folders, and become familiar with all the features available to you.

## SECTION 4 – INTERNSHIP

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### *The Internship*

Internship requires about 640 hours minimum (about 16 weeks, 40 hours per week) in the schools. Interns work in a school(s) ideally five days a week. Some candidates with K-12 endorsements are required to complete half the Internship at the elementary school level and half at the secondary school level. Some candidates prefer teaching experiences at both the middle school and high school levels. Internship can be completed full or part time as long as the arrangements are approved by the *PACE* Coordinator and school personnel and the requisite hours are fulfilled.

Candidates who must continue to work part time during Internship may request to complete Internship on an extended schedule. If approved, candidates must teach at least three periods a day. In situations where out-of-school employment appears to the OSTE (On-Site Teacher Educator a.k.a. Cooperating Teacher), LC supervisor, or *PACE* Coordinator to negatively affect the quality of performance during Internship, candidates may be asked to terminate either employment or the Internship.

This LCSC approach to field experiences attempts to link theory with practice. The intern learns about the theory and is then given the opportunity to apply the theory in the classroom. Students in the intern’s classroom benefit from the presence of two adults. 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.

The Internship model will continue to be refined as college supervisors and OSTE's collaborate and share ideas for the most effective ways to prepare future teachers.

### *Securing Internship Sites*

***PACE* candidates have the responsibility for identifying potential internship sites.** The usual procedure is for the candidate to select a school, obtain contact information for the principal, visit with the principal for permission to student teach, and notify the *PACE* Coordinator. The *PACE* Coordinator will contact the principal and confirm placing the candidate in the school under qualified supervision for the internship. The *PACE* Coordinator 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 principal, no placement can be considered final until the *PACE* Coordinator and principal have discussed the internship. **If possible, the internship should not be in a school in which the candidate has a child or in a school the candidate attended as a student.**

**Candidates are urged to follow “chain-of-command.” It is not appropriate to discuss internships arrangements with individual teachers before a conference with the principal. In some larger school districts, the candidate will contact the district office and request placement through an administrator who will in turn discuss the possibility with school principals. Internship arrangements need to be made a full semester in advance, if not earlier. Failure to follow proper procedure may result in denial of permission to intern.**

### *Teaching in the Major and Minor Areas*

Interns may be assigned to teach in only their teaching majors or in both their teaching majors and minors or second endorsement areas. In the later case, the ideal division of the teaching day will be three periods in the major area and two periods in the minor or endorsement area.

The minimum total hours of field experience required during Internship is no less than 640 hours but may vary depending upon the program option. Internship may be extended on recommendation of the OSTE, LC supervisor, and *PACE* Coordinator.

Interns may be absent no more than four days during Internship when interning full time. The intern will be required to extend internship for any missed days beyond the four days. Attendance at job fairs counts against the four days. **Interns must contact their OSTE's and college supervisors in advance if a absence from internship will occur.**

While specific internship arrangements are flexible and must be approved by the *PACE* Coordinator, the following represents the ideal situation. When the internship begins in the fall, interns are expected to begin field experiences on the first day the faculty are expected to report to school regardless of whether or not the college is in session. Interns will normally conclude their internship according to the college calendar, e.g. by final exam week. This will most likely occur before the internship school completes its semester. The intern will begin the internship on the first day that the school is open after winter break regardless of whether or not the college is in session. Interns will observe the fall and spring holidays of the internship school, not the

college. Interns will conclude their field experiences by the college graduation date in May unless an extension is deemed necessary.

### *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 OSTE and college supervisor 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 who will schedule and chair a conference with the intern, the OSTE, the college supervisor, 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 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 Secondary 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**

As the intern moves through the internship, it is expected that the intern will develop into a valued member of the teaching team. At times following the lead of the OSTE and for several extended periods during the semester, the intern will assume the lead role in the planning, organizing, managing, teaching, and evaluating of instruction. Participation in faculty professional and school-related social functions is encouraged. Interns with appropriate skills or experience may volunteer to coach or advise extra-curricular activities without prior approval from the *PACE* Coordinator.

**OSTEs have a right to expect interns who are enthusiastic, responsive, and well prepared. Interns should remember that it is a privilege extended by the teacher and the school to serve as an intern.**



Before the beginning of Internship, interns should comply with school district requirements for criminal background checks and/or finger printing. Throughout internship, interns have the responsibility to do the following:

- Display personal identification as required.
- Learn and carry out school policies and procedures (see district/school handbook for school employees) and maintain professional and legal expectations for confidentiality of privileged information.
- Dress in a professional manner and maintain good personal hygiene and wellness.
- Report their absences to their OSTE and college supervisors prior to the absence; **failure to report an absence may be sufficient cause for removal from the internship.**
- Take initiative in seeking help from the OSTE.
- Be punctual in keeping appointments and schedules and submitting required materials.

Interns are to complete college course assignments as well as duties assigned at their school. They 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 *PACE* Secondary Teacher Education Program. Internship involves an intern's total commitment for the entire internship period. Outside employment during Internship is strongly discouraged. In cases where outside employment might interfere with the intern's ability to experience a successful internship, interns should plan on completing internship part time over an extended period.

### **Required Activities During the Internship**

The following activities are required for interns during the internship.

- Interns will periodically assume 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, the intern will assume primary responsibility for each subject preparation for a minimum of four weeks during the semester. It is recommended that the intern should have no more than three separate preparations at any given time. If there is only one subject preparation, the intern will assume primary responsibility for a minimum of eight weeks during the semester.
- Interns will prepare lesson plans for each day they teach. On days they do not teach and if the OSTE has no lesson plans, interns will write post lesson plans based on observing the OSTE's teaching and discuss these with the OSTE. If the OSTE has written lesson plans, the intern will receive a copy and prepare short reflections about each lesson plan.
- Receive successful Mid Term and Final Internship Evaluations from the OSTE and college supervisor.
- Compile evidence of attainment of program performance objectives for use in the portfolio. Evidence demonstrates the intern's ability to meet program standards and her/his effect upon student learning.
- Accumulate at least the minimal required 640 hours at the internship site.

- Complete all college course work assignments, activities, and projects as required. In addition, the intern should be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform the interns and OSTE's of such obligations as far in advance as possible.
- Complete the Professional Portfolio.
- Maintain an accurate daily time log. The log reflects actual work in the school, not evening and weekend preparation time. Weekend school events may be included. The log must be submitted upon completion of the internship.
- Maintain and submit the Program Progress Form.
- Successfully complete an Exit Conference including the intern, the OSTE, college supervisor, and one other representative from the Secondary Education Instructional Team.
- Complete Common Summative Assessment with mentor.
- Complete Individual Professional Learning Plan Form with mentor

### ***On-Site Teacher Educators (OSTE) - The School Mentors***

#### **Model and Mentor**

OSTE's, interns, and college supervisors work as a team over the course of the internship. OSTE's 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. Potential OSTE's 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 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. OSTE's 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 OSTE's job, suggested by Copas (1984) states, "The job of (the OSTE) 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. OSTE's 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* Secondary 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.



*Lesson Plan*

|                   |             |             |
|-------------------|-------------|-------------|
| Student           | Grade level | Date        |
| Lesson/Unit title | Subject     | Time/Period |

**Curriculum standards:** State the appropriate content or curriculum standard (State, national or professional organization) addressed in the lesson.

*What standard(s) does this lesson teach to? Think in terms of both State and District standards.*

**Instructional objectives:** State your expectations of student skills based on the experiences you provide. Objectives should represent a variety of cognitive levels each tied to one or more specific instructional strategies and assessments in your plan.

*Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?*

**Terms, concepts, or vocabulary:**

*Identify the vocabulary/literacy skills (Listening, Speaking; Reading; Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English language learners.*

**Learning materials:**

*List all the special materials you'll need for the lesson.*

**Adaptations:** Describe your plan to ensure the success of each of your students identified as having special needs, advanced students, etc.

*Teacher will create groups with a mix of higher and lower achieving students*

**Instructional strategies:** Describe below the instructional experiences that you will provide for your students including:

- introductory activity (activate prior knowledge, motivate, focus)
- body of lesson to include differentiation of instruction for individual interests, abilities and special needs
- closure (review what was learned today and what will happen next time)

| <b>Teacher behaviors:</b> <i>What will you do?</i>   | <b>Student behaviors:</b> <i>What will students do?</i> | <b>Timeline:</b> |
|--|---|------------------|
| <b>A. Focus/Motivation (Introductory)</b><br><i>How will you gain students' attention, build interest in the lesson, and introduce the topic?</i>  |   |                  |
| <b>B. Development (Body)</b><br><i>How will you develop the content related to your objective? Who's going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised</i> |   |                  |
| <b>C. Closure</b><br><i>How will you bring the lesson to a close? How will you have students identify what the lesson's learning</i>   |   |                  |

**Assessment:** Describe how you will know if each of your objectives was met during the lesson. Be sure to include each assessment activity in your instructional strategies.

*How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).*

**Lesson Reflection/Evaluation:** *Reflect on your lesson after teaching it using the guidelines provided.*

- 1. To what extent did students master the objective?*
- 2. What parts of the lesson were particularly effective?*
- 3. What changes would you make in this lesson?*

**Add as much detail as you need. Depending upon the teaching method you choose to use, you will need to adapt the instructional strategies to reflect the teaching steps of that particular teaching method.**

## Responsibilities of the On-Site Teacher Educator During the Internship

OSTEs 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 four 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, OSTEs 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 six lessons taught by the intern and schedule evaluation conferences to discuss each lesson. Make sure that the intern has thoroughly discussed the lessons 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 Evaluation and a Final Semester Internship Evaluation of the intern.
- Participate in an Exit Interview with the intern, college supervisor, and one other member of the Secondary Education Instructional Team.
- Maintain open communication channels with the college supervisor.

### **The following number of evaluations should be in the info-portal:**

2. Evaluation of the Candidate's Disposition for Teacher (#60) - OSTE 1 and Intern 1, at middle of semester
3. Evaluation of the Intern's Performance – Teaching a Lesson (#120) - OSTE 6 and Faculty/Supervisor 6, during the entire semester
4. Evaluation of the Intern's Performance - Standards–Based (#130) - OSTE 2, Intern 2, and Faculty/Supervisor 2, early on and end of semester
5. Evaluation of the Professional Portfolio (#170) – 1 by two faculty members for a total of two
6. Evaluation of the Exit Interview (#180) - 1 signed by OSTE, Faculty/Supervisor, and another education member

# Sample Plan for Internship

## Weeks 1-2

The intern needs to become familiar with the school - its students, policies, and procedures. The intern and OSTE(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 OSTE(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 OSTE 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 OSTE. 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 four weeks in each preparation. In addition, the intern will participate in all school activities and meetings that the OSTE must attend. The intern may assist in extracurricular activities as well. Team teaching should continue.

### Minimum Time Requirements for Intern As Lead Teacher

|                       |   |                                |
|-----------------------|---|--------------------------------|
| One Preparation       | = | Eight weeks                    |
| Multiple Preparations | = | Four weeks in each preparation |

## Weeks 14 – 16

The intern should begin to relinquish responsibility as the lead teacher. Interns can continue to mirror teach and assist their OSTE(s). During the last three weeks interns can increasingly concentrate on finishing their portfolios and arranging their exit conferences.

## **Honorarium and W-9**

OSTEs receive modest honorariums for Internship 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 and Biographical Information form on file with the Education Division.

Mentors and supervisors of State Alternative candidates **do not receive honoraria** since the candidate is an employee of the school district.

## ***The College Supervisors***

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

College supervisors are faculty members of the Lewis-Clark State College 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 Secondary 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 OSTE 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 OSTE.

### **Qualifications**

College supervisors should meet the following qualifications.

- Have earned a Master's Degree or higher.
- Have at least three years experience in the elementary or secondary schools as a certified teacher or administrator and course work or experience in instructional supervision.
- Certified on The Charlotte Danielson Model.
- Have the interpersonal skills to communicate effectively with interns and OSTEs in offering evaluation and support.
- 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 college supervisor is expected to accomplish the following.

- Provide the Education Division with a current resume and, if contracted as an Adjunct Faculty Supervisor, complete and return a W-9 form.



- 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 OSTE to review the roles and responsibilities of the team and establish a preliminary calendar.
- During the internship observe and/or conference with the intern and OSTE about every two weeks at the internship site in person or using the web camera. Complete six formal written lesson evaluations.
- Complete a written Midterm Internship Evaluation, and a written Final Internship Evaluation.
- Participate in the Exit Interview together with the intern, OSTE, and one other representative of the Secondary Education Instructional Team.
- Be available to the intern and on-site teacher educator should problems arise with communication or instruction. Share any serious problems or concerns with the *PACE* Secondary Teacher Education Program Coordinator.

## *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 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 OSTE on a regular basis. Problems should be reported to the college supervisor.

## SECTION 5 – OTHER IMPORTANT PROGRAM ACTIVITIES

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### *Professional Seminars*

All interns are required to participate in an internship seminar. The seminar includes problems encountered in the intern role, review of classroom management strategies, and discussion of current issues and theories in education. The seminars also provide a forum for the discussion of alternative teaching strategies (Henry & Beasley, 1980). Candidates will complete seminars using web camera conferencing techniques (**Adobe Connect**). Their OSTEs are always welcome to join the seminars.

### *The Electronic Content Knowledge Folio*

The purpose of the Electronic Content Knowledge Folio is to demonstrate that candidates can meet the Idaho Standards for Initial Certification in the content field(s) candidates plan to teach. The standards are presented as a series of rubrics. The exercise involves candidates providing evidence that they meet the various targets listed in the rubrics associated with Knowledge. The evidence comes from a variety of sources ranging from transcripts to examples or products developed during the PACE Program, particularly ED 449 Content Methods, and during the internship. Evidence should lean heavily toward *output* as opposed to *input* evidence, e.g. products completed, unit and lesson plans, demonstrations, field experiences. The Content Knowledge Folio is developed in digital format. Support and suggestions relating to this Folio are provided in ED 452 PACE Seminar and ED 449 Content Methods. The Folio is a required element in the Professional Portfolio and is included under Content Specialist. The folio, begun in ED 449, should be completed during internship. Templates are provided.

### *The Professional Electronic Portfolio*

The Professional Electronic 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. Candidates begin to acquire and upload materials for their portfolios with their first course in the PACE Program. In this portfolio the interns collect and display evidence (artifacts) that they are able to meet the set of eight principles and standards required for completion of the Lewis-Clark State College Teacher Education Program. The eight principles are titled:

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

## Procedure

The portfolio shall be submitted in an electronic format. Interns may use the template provided or develop their own templates.

### Instructions for creating your professional portfolio in Google Sites (using the template provided):

- 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**.

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.
- A TIP folder demonstrating ability to meet state technology requirements for teachers.
- Separate labeled sections for the eight standards.
- Provide an interpretation for each standard.
- Provide the required evidence (artifacts) for each of the standards. For each artifact, interns will provide a specific explanation about why they believe that the artifact demonstrates their ability to meet that standard. Additional instructions will be provided in appropriate courses and during the New Candidate Orientation and Workshop.

**To the extent possible and practical, all assignments in the *PACE* program should be completed in an electronic format and backed-up.**

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.

The portfolio should be constructed using the Google Sites template described earlier. Details for the portfolio construction will thoroughly be explained when you enroll and complete ED 424.



**PACE Secondary Portfolio Map**

|         | <b>Dedicated Professional</b>                                     | <b>Knowledgeable Professional</b> | <b>Content Specialist</b>       | <b>Educational Designer</b> | <b>Educational Facilitator</b>                  | <b>Educational Evaluator</b>  | <b>Culturally Responsive Educator</b> | <b>Reflective Professional</b>         |
|---------|---|-----------------------------------|---------------------------------|-----------------------------|---|---|---------------------------------------|--|
| EVENT 1 | Professional Organization Research paper and reflections (ED 449) | Demographic Report (ED 452)       | Syllabus and Rationale (ED 449) | Unit Plan (ED 460)          | Video tape of teaching with reflection (ED 460) | Pre and post assessments with analysis of learning and reflections on teaching (ED 460) | Adapted Lesson Plan (SE 322)          | Internship Reflection Journal (ED 452) |
| EVENT 2 |   |                                   |                                 |                             |   |   |                                       |  |

## Due Dates for Professional Portfolio Content

| Required Items   | Uploaded to Candidate's Portfolio By: |
|--|---------------------------------------|
| <ul style="list-style-type: none"> <li>• Résumé,</li> <li>• Philosophy Essay or</li> <li>• Belief Statement,</li> <li>• Photo</li> </ul>   | End of Phase I                        |
| <ul style="list-style-type: none"> <li>• Demographic Essay,</li> <li>• Theorist Essay,</li> <li>• Course Rationale,</li> <li>• Model Syllabus,</li> <li>• Content Knowledge Folio</li> </ul> | End of Phase II and III               |
| <ul style="list-style-type: none"> <li>• Selected Unit Plan</li> </ul>   | 4 <sup>th</sup> Week of Internship    |
| <ul style="list-style-type: none"> <li>• Teaching CD/DVD</li> <li>• Adapted Lessons</li> <li>• Lesson Plan Reflection</li> </ul>   | 12 <sup>th</sup> Week of Internship   |
| <ul style="list-style-type: none"> <li>• Authentic Assessment (or other assessment evidence)</li> <li>• Reflection on Internship</li> </ul>  | 15 <sup>th</sup> Week of Internship   |

### Completion of the Professional Electronic Portfolio

Candidates are expected to present their Professional Portfolios for review before they complete their internship, e.g. the Exit Conference. If the portfolios are not submitted for review by the end of the semester during which Internship was completed, the candidate will receive and “Incomplete” grade Internship. Candidates are warned that faculty may not be available after a semester to review portfolios. In the case of spring semester, faculty may not be available until the beginning of fall Semester. This could postpone receipt by the candidate of their teaching certificates.

**If the portfolio has not been received by the end of the semester following internship, the candidate will be required to submit a Division Petition to have the portfolio reviewed and may be required to repeat all or part of the Internship and/or ED 452 Seminar.**

If the Professional Portfolio is approved, the grade of “I” for Internship will be replaced by the grade of “P.”

### Evaluation of the Professional Electronic Portfolio

The intern’s portfolio will be assessed by the *PACE* Coordinator and one other member of the Secondary Education Instructional Team before being voted upon by the Education Division.

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 intern will be asked to make

corrections. 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:

- All required 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 "1" is unacceptable and cause for the portfolio to be rejected. Portfolios with one or more ratings of "2" will be assessed by a third faculty member. If the portfolio receives an additional rating of "2," the portfolio must be revised by the intern. 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.

## **Technological Knowledge and Skills**

The Teacher Education Program at LCSC has a tradition of preparing teacher candidates who possess technological knowledge and skills valuable to effective teachers in the contemporary educational landscape. One consideration when employers hire LC trained teachers is their expectation that LC candidates are technologically literate. Thus, candidate do not learn the requisite technological knowledge and skills to be able to prepare their Professional Portfolios, but rather the Professional Portfolio is a vehicle by which candidates demonstrate their technological knowledge and skills.

### **Technology Integration Portfolio (TIP)**

In place of the former state required ITPA (Idaho Technology Proficiency Assessment) exam, candidates will complete the Technology Integration Portfolio and include this as evidence in their Professional Electronic Portfolios. The bulk of work on the TIP is completed in ED 424 Media and Technology for Teaching K -12.

## ***Interviews, Conferences, and Exams Associated With the PACE Program***

### **Admission Interview**

All candidates for admission to the *PACE* Program must pass an Admission Interview. For most PACE Secondary Candidates the admission interview will occur during the August Orientation. On-site and Skype admission interviews are scheduled periodically during the academic year. Candidates should check their LC Mail regularly for announcements. Candidates will be given a topic and asked to produce an extemporaneous writing sample without aids. This sample will be

taken or sent to the Interview and read by the interviewers. The interviewers consist of active and retired school administrators, teachers and college faculty. The primary purpose of the interview is to judge the motivation and character of the candidate in relation to teaching and the candidate's cognitive, oral and written communication skills. Most interviews range from 20-30 minutes. The candidate will be notified of the committee's decision by mail and may be asked to return for additional questioning.

### **Program Progress Evaluation Conference**

Before being given permission to begin Internship, 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. The intern should be prepared to show progress in compilation of the Professional Electronic Portfolio. A successful conference will require in part that the intern has:

- Passed all required Praxis II tests for each endorsement area;
- Completed all core, major, minor, elective, and Phase I and II course work;
- Completed the Content Knowledge Folio;
- Made progress in collecting and uploading evidence for the Professional Portfolio;
- Made arrangements for interning in a school; and
- Received full admission to the Secondary Teacher Education Program.

### **Exit Interview**

A formal exit conference is required of all interns at the completion of their programs. The Exit Interview Committee will consist of a member of the Secondary Education Instructional Team, the Secondary *PACE* Coordinator, the intern's college supervisor, the principal if available, and the OSTE. The college supervisor is the chair of the Exit Interview Committee. It is the responsibility of the candidate to schedule the interview when it is most convenient to all participants. Candidates shall not bring recording devices or prompts to the conference.

- 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.

## Goals of the Exit Interview

- To evaluate the intern's ability to meet the seven standards of the Secondary Teacher Education Program.
- To evaluate the internship experience itself in order to provide the Education Division with information to consider for program revisions.
- 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.

## Examples of Exit Interview Questions

3. What are the eight principles of the Teacher Education Program?
4. How would you summarize the 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 this 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. Explain your philosophy about what is most important for students to know and be able to do.
15. What qualities do you possess that help make you an effective teacher?
16. Discuss a highly successful instance in which you collaborated with your OSTE to provide your students with an effective learning experience.
17. Aside from your classroom teaching responsibilities, in what other ways might you be able to contribute to our school if you were hired?
18. What technological skills will you be able to bring to this school?
19. How are you prepared to be a caring professional who teaches for understanding in communities of learning?
20. Describe several constructivist methods or strategies you might use in your teaching.
21. What might set you apart from the other ten individuals whom we are interviewing for this position?
22. What are the eight program standards and what is the program's goal?
23. What qualities or characteristics of your OSTE do you most admire and why?



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

|                   |   |
|-------------------|---|
| Albert Bandura    | Abraham Maslow  |
| Benjamin Bloom    | Nel Noddings  |
| Jere Brophy       | Jean Piaget   |
| Jerome Bruner     | Joseph Renzulli   |
| John Dewey        | B.F. Skinner  |
| Erik Erikson      | Robert Slavin   |
| Robert Gagne      | Robert Sternberg  |
| Howard Gardner    | Ralph Tyler   |
| Maxine Green      | Lev Vygostky  |
| William James     | Harry Wong  |
| Lawrence Kohlberg | Important leader(s) in your content area that has impacted your views |

25. Describe the four Domains of the Danielson Frameworks for Teaching

## SECTION 6 – REFERENCE SECTION

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

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

The 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 OSTE's. 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 OSTE's and should react positively to the suggestions and advice they receive. They need to follow the directions given them by their OSTE's. The OSTE has a right to expect detailed lesson planning from interns. All plans should be submitted to their OSTE's at least one day in advance of teaching.

OSTE's 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. 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* Secondary 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. 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 micro-teaching lessons.
- 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 college supervisor so they can be identified, worked on, and improvement demonstrated.

The college supervisor 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's 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 Internship**

The intern and OSTE should operate as a functioning instructional team. 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. 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* Secondary 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 OSTEs to work with interns. And while the OSTE 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 OSTE 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 OSTEs 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 OSTE'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**

OSTEs 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, OSTE, 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, procedures, activities, and method of assessment.

Interns need appropriate input from their OSTEs 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 students are suppose to know and/or can do as a result of the lesson.
- 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.
- Assessment

## Teaching

Induction into instruction is best accomplished by using the team approach. This gradual assumption of responsibility, while sharing instruction and management with the OSTE, provides a smooth transition for both intern and the students. Initially, interns may imitate the teaching style of their OSTE; 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 OSTEs. 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 OSTEs, 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 mid-way through and near the end of Internship. The forms used for evaluations are completed by the interns' OSTEs and their college supervisors. The completed evaluation forms serve as the basis for a conference between interns, their OSTEs, and their college supervisors. These forms are then placed in the interns' Education Division files.

## Establishing A Credential/Placement File

Interns should communicate with a Career & Advising Services (CAS) professional during their internship experience. A Credential File (sometimes called a Placement File or Reference File) is a file maintained by CAS that contains letters of recommendation from interns' college supervisors, OSTEs, 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: [www.lcsc.edu/cas/](http://www.lcsc.edu/cas/)

## **Idaho Teacher Certification**

Interns who satisfactorily complete the 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. These certificates are issued by the State of Idaho Department of Education and are recognized in over 40 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 provide all data requested on the application form(s).

Note: Official LCSC Institutional Recommendations are available for other states only once all State of Idaho requirements are met. Please follow that state certification agency’s procedures.

## RELATED STATUTES

For information concerning statutes pertinent to allegations of violations of state statute and/or the Code of Ethics for Idaho Professional Educators, please visit the Certification/Professional Standards website below:

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

### **Idaho Code 33-1208. Revocation, suspension, denial, or place reasonable conditions on certificate - Grounds.**

1. (1) “The state board of education may deny, revoke, suspend, or place reasonable conditions on any certificate issued or authorized under the provisions of section 33-1201, Idaho Code, upon any of the following grounds: ...” (Refer to web site)
2. (2) “The state board of education shall permanently revoke any certificate issued or authorized under the provisions of section 33-1201, Idaho Code, and shall deny the application for issuance of a certificate of a person who pleads guilty to or is found guilty of, notwithstanding the form of the judgment or withheld judgment, any of the following felony offenses against a child ...” (Refer to web site)

### **Idaho Code 33-1209. Proceedings to revoke, suspend, deny or place reasonable conditions on a certificate—Letters of Reprimand—Complaint—Subpoena Power—Hearing.**

This statute addresses who may and how a complaint must be filed; who has the authority to investigate; and how a due process hearing will be conducted.

Who may file a complaint?

- An individual with a substantial interest in the matter;
- A board of trustees; or,
- The Idaho Chief Certification Officer.

NOTE: A student in an Idaho public school **may not** file.

A complaint must be written and signed by the complainant stating the specific grounds for the allegation.

Upon receiving the written complaint, the Chief Certification Officer and Deputy Attorney General will review the complaint to determine if an investigation will be conducted.

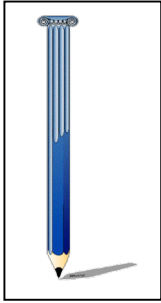
The Executive Committee of the PSC will review the evidence of a completed investigation to determine if action is to be considered against an educator’s certificate/license.

Subsequent to a recommendation from the Executive Committee, an Administrative Complaint is filed by Idaho’s Chief Certification Officer. The educator may request a due process hearing.

## **NASDTEC CLEARINGHOUSE**

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse is a searchable database of the 50 state jurisdictions. This database contains information regarding professional educators where action was taken against their certificates/licenses. Action includes suspension, denial or revocation.

The state of Idaho notifies the NASDTEC Clearinghouse when it has adjudicated a case with a certificate revocation, denial, or suspension



# 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 goal 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)

## CERTIFICATION AND ENDORSEMENT INFORMATION

Teacher education candidates must successfully complete **ALL required** Praxis II exams for certification and endorsement prior to the final student-teaching internship semester. The Division of Education prior to the final semester must receive official test scores in order to be eligible to student-teach. ***Be certain of the specific Praxis II exam(s) needed for your particular endorsement and certification area!*** Contact your advisor for assistance.

### ENDORSEMENT AREAS: QUALIFYING SCORES ON PRAXIS II EXAMS

Endorsement area requirements and the qualifying scores on the Praxis II exam for each endorsement can be found at the following State Department of Education website:

### 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 & Kinesiology prior to the final semester in order to be eligible to student-teach.

All tests are now computer-delivered only and must be taken at a Prometric Test Center. See the [ets.org](http://ets.org) website for testing sites.

During Phase II and before entering Phase III, candidates are required to demonstrate knowledge in their content endorsement area(s) by earning a passing score on the state-mandated Praxis II Exam(s). **No one is admitted into Phase III until all Praxis II requirements are met.** Teacher candidates should plan to take PRAXIS exams two semesters before they intend to intern in the field. Candidates should contact the PACE Coordinator, or the Division's 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 & Kinesiology 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-support-services>) at 208.792.2300.

### **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. Candidates will also be assessed extended learning program and Blackboard course fees in addition to regular tuition and fees. This additional cost is estimated at about \$14.00 per course.

Fees listed below are for the **2017 - 2018** academic year only and are subject to change thereafter as directed by the Idaho State Board of Education. For fee-paying purposes, full-time status is defined as 10 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 note that the additional course fees are subject to change. Please contact the Controller's Office for further details at <http://www.lcsc.edu/student-accounts/tuition-fees>