Secondary Teacher Education Clinical Internship Handbook

Revised: Fall 2021

This material is subject to change and should not be considered a binding contract between Lewis-Clark State College and students.

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General Information

Purpose of the Handbook

This handbook has been prepared by the Secondary Education Program team in the Division of Teacher Education as a guide to the clinical internship for secondary education candidates in the Teacher Education Program at Lewis-Clark State College. This handbook is intended to:

- Offer a brief description of the Secondary Teacher Education Program.

- Provide information about the clinical internship for teacher candidates (interns), on-site teacher educators ("OSTEs," our title for cooperating teachers), College Faculty Mentors (supervisors), and school administrators (usually principals).

- Describe the qualifications, roles, and responsibilities of teacher interns, OSTEs, college faculty mentors, and school principals.

- Explain the policies, procedures, and criteria for successful completion of clinical internship.

- Provide samples of different forms used during clinical internship.

The Conceptual Framework for Teacher Education

The Conceptual Framework is a guiding construct for LCSC's Division of Teacher Education that summarizes our philosophy of teacher preparation. The Conceptual Framework reflects current research about individual development, cognition, and best practice that meets the anticipated needs of the 21st Century.

The framework's goal is <u>"Preparing caring professionals who teach for understanding in communities of learning."</u> This means that we attempt to prepare individuals who care deeply about children and youth. We seek to develop professionals — individuals who have mastered a body of specialized knowledge and skills, adhere to a professional code of ethics, and are driven in their work primarily by the value of service. We acknowledge the social dimension of teaching and learning and value opportunities to collaborate in ever expanding environments that value learning.

To prepare effective teachers requires that we address fundamental objectives organized around knowledge, skills, and dispositions. The successful teacher must possess general and discipline as well as pedagogical knowledge, the skills to apply their knowledge effectively, and the dedication to care for the well-being of students, maintain professional standards, and work together with students to help them construct their education.

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

The Teacher Education Program is performance-based. Candidates must demonstrate the knowledge, skills, and dispositions specified by the State of Idaho through course work and products, two iterations of a comprehensive performance-based assessment, portfolios, and formal program interviews. Our evaluation model operates through three phases of secondary teacher education at the course, program, and division levels.

The Three Phases of the
Secondary Teacher Education Program

The program of studies in Secondary Teacher Education is organized into three phases of course work and field experiences.

Phase I: Pre-Professional Studies	General Education Core Professional Foundations
Phase II: Professional Studies	Theoretical Foundations, Instructional Design, Facilitation, Evaluation Content Area Specialty Exam (Praxis)
Phase III: Professional Clinical Internship	Semester of clinical internship which is in middle/secondary classroom settings.

Clinical Internship Admission Requirements

The following requirements must be met in order to be admitted to Clinical Internship.

- The candidate must be fully admitted to the Teacher Education Program.

- The candidate must have a GPA of 3.0 or better, with no grade below C- in core and major courses.

- The candidate must have completed all Division of Teacher Education course work (ED, RE, SE) with grades of B- or higher.

  - If the candidate does not meet this requirement, they may petition to the Secondary Teacher Education Program Coordinator for special consideration. The coordinator will review the petition and take it to a regularly scheduled faculty meeting for consideration. The faculty will vote to either approve or deny the petition and will forward the petition and recommendation for consideration to the Division chair. The candidate may appeal the decision of the chair to the Division faculty during a regularly scheduled meeting.

- The candidate must pass their content area Praxis examination. The Teacher Education Division must have ETS evidence that the candidate has passed the examination(s).

- The candidate must clear the State mandated background check based on submitted fingerprints.

- Participation in the clinical internship is dependent upon reaching an agreement with an OSTE who agrees to work with the candidate.

  If, after starting internship, there are two unsuccessful placement attempts, the intern will meet with their mentor and the Secondary Teacher Education Program Coordinator to discuss the nature of the difficulty and whether or not the intern should continue in the Teacher Education Program. The intern may appeal the decision to the Division chair. The intern may appeal the decision of the chair to the Division faculty.

The Clinical Internship: A Model
That Emphasizes Collaboration

Quality field experiences are the cornerstone of LCSC's Secondary Teacher Education Program. Teacher candidates participate in multiple school-based experiences with teachers who create great classroom environments, and operate using best approaches and practices. Clinical experiences begin with a short observation during the entry-level course, ED 214 Principles of Education, and culminate with a semester of clinical internship. These experiences provide teacher candidates with opportunities to explore the connection between theory and practice and to work with students from exceptional and diverse populations. Students gain confidence through reflective practice and competence in frequent interactions with a community of skilled practitioners. Candidates are expected to provide evidence through performances that they have developed into dedicated and knowledgeable teachers.

The Clinical Internship—Phase III of the program— occupies the final semester of the teacher education program. Clinical Internship should benefit the intern, the on-site teacher educator (OSTE) , and the students with whom they work. Over the course of the semester, the intern will apply the knowledge, skills, and dispositions developed in coursework. The clinical internship provides interns with mentored experiences in all areas of teacher performance. Should there be evidence that the students, the intern, or the OSTE are not benefiting from the arrangement, the intern may be re-assigned.

Many professional educators believe that clinical experiences are the most important element in professional education. Clinical Internship is a transitional experience aimed at developing initial teaching competence. It provides the intern with opportunities to observe and teach in a realistic yet supportive environment.

During the placement selection process, the candidate may express preferences regarding the school, district, and or teacher(s). However there is no guarantee that these preferences can be fulfilled. Final placement decisions remain with the Division of Teacher Education.

Distant Site Internship

While the present clinical internship is designed to be delivered primarily in the immediate LCSC area, it is possible to complete the second semester of clinical internship at a distant site outside the LCSC service region.

Requests for college and school supervision at distant clinical internship sites must be made in writing during the semester prior to the Clinical Internship experience. All requirements to apply for clinical internship must have been met. The rationale for desiring a distant site experience for Clinical Internship must be compelling to be approved. Candidates will be assessed a fee to pay for the added expense of college faculty mentoring at a distant clinical internship site. This fee will vary depending on the school district site, availability of mentors, and other factors. The fee will range from a minimum of $600 and can increase from that dollar amount, depending upon the site location. This fee should be part of the candidate's decision before requesting a distant site placement. Requesting a distant site clinical internship is no guarantee that permission will be granted.

Criteria for distant site placements for Clinical Internship:

To be considered for placement in a distant site for Clinical Internship, the intern must meet all the criteria for clinical internship admission, plus the following criteria:

- The candidate must show exceptional success in clinical experience of ED 447
- The candidate must show successful transition to the roles and responsibilities of a teacher
- A qualified site and a qualified OSTE can be identified and are available
- A qualified college faculty mentor can be identified and is available
- All fees and costs associated with a distant site placement are borne by the candidate

AND

One or more of the following circumstances must be demonstrated:

- Exceptional financial burden
- Occupational relocation of partner
- Necessity to seek special medical services for intern or family member
- Intent to establish connection/introduction/familiarity with a particular district (presumably to enhance potential for future employment)

Special Considerations for On-Campus to Online Delivery for Clinical Sites

- Clinical Interns will be required to continue delivering instruction with their OSTE even if K-12 institutions transition from on-campus to online delivery.
- During the placement process we will only place interns with OSTEs who are willing to continue hosting the intern if and when K-12 instruction transitions from on-campus to online delivery.
- The timeline of when assignments must be completed will be adjusted to encourage interns and mentors to complete as much of the required paperwork as early in the term as possible.

Special Considerations for Interns Acting as Substitute Teachers

For Secondary Interns, subbing is permitted with the following guidelines:

- The intern should communicate a sub request to their college faculty mentor.

- The intern should sub in their own classroom in which they are completing their internship in.

- The intern should get paid, and as such, should take steps to complete district application/paperwork to be on the district's payroll as a substitute teacher.

- The intern should only sub up to 2 days a week, leaving three days in a row during the week for their OSTE to be with them in the classroom, so as not to miss too many mentoring opportunities from their OSTE. (Extenuating circumstances beyond the 2 days should be discussed on a case-by-case basis with the college faculty mentor and Secondary Coordinator.)

- Subbing should not occur during the intern's 2-week teaching lead, during the first month of internship, or during any lessons in which the intern is being more formally evaluated, such as during the PBA and Danielson lessons.

The Clinical Intern

As you, the intern, move through Clinical Internship, you are expected to become a valued member of the teaching team. By mid-semester, you will assume the lead role in planning, organizing, managing, teaching, and evaluating instruction. You are encouraged to participate in school, professional, and social functions.

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

Responsibilities

- Comply with school district requirements for criminal background checks and/or finger printing.

- Dress in a professional manner in line with the culture of the school (generally fitting in at the top end of what is present among teachers in the school) and maintain good personal hygiene.

- Report absences as far in advance as possible to your OSTE and to the college faculty mentor prior to the absence. Failure to report an absence may be sufficient cause for removal from the clinical internship.

- Keep at least the same hours as your OSTEs.

- Conference with your OSTE on a regular basis.

- As directed by your OSTE, assist in classroom functions and routine procedures, including grading student work, preparing materials, constructing bulletin boards and other resources, tutoring individuals and small groups, mirror teaching, team teaching, delivering micro-teaching lessons, and attending meetings and conferences.

- Acquire pertinent information about students and keep it confidential (i.e., you should know which of your students are on IEP/504 plans and know their plans in detail).

- Take initiative in seeking help from your OSTE.

- Become acquainted with school personnel and their functions (communications disorder specialist, resource room teacher, social worker, school psychologist, etc.).

- Learn and carry out school policies and procedures (see district handbook for employees).

- Keep outside involvement to a minimum (i.e., limit extracurricular activities, side jobs, etc.). The clinical internship experience will be a full-time commitment and job.

- Develop professional relationships.

- Behave in an ethical manner.

Assignments

- Maintain a lucid and thoughtful reflective journal about the clinical internship and associated course work with no fewer than three entries per week on the weeks that they are due. Send each week's entries when they are due to the College Faculty Mentor.

- Send College Faculty Mentor permission to view and edit the Professional Portfolio.
- Complete the Professional Portfolio (see Appendix A of this handbook for more information regarding the portfolio.)
  - Completed in 447:
    - Cover/Title page,
    - draft of resume and philosophy section,
    - the LCSC definitions and personal definitions of all 8 Principles and
    - at least 6 feature examples in place.
  - During internship:
    - Final resume,
    - Final philosophy section,
    - All 16 feature examples completed (2 examples per principle)
    - Link to completed Technology Portfolio
      > An example consists of at least two artifacts (documents, images, etc.), plus a description of how the event or actions demonstrate the principle (see portfolio prompts and rubric, Appendix A).
- Complete a Performance Based Assessment
  - Section 1: Planning
    - Context Information for school & class
    - Unit plan with 3 lesson plans
    - Commentary
  - Section 2: Performing
    - Teach at least one lesson. Video the lesson. Schedule observation (or, as a contingency plan, video review) of this lesson by (1) the college faculty mentor, (2) a second evaluator from the Teacher Education Division, and (3) your OSTE.
    - Commentary
  - Section 3: Assessment
    - Chart(s)/Table(s) summarizing assessment(s) for diagnostic use
    - 3 student samples with your feedback to the students
    - Commentary
  - Section 4: Reflection
    - Commentary
- Schedule the observation of a lesson for your Danielson Evaluation with your mentor and your OSTE. Provide them with the lesson plan you will use for that lesson in advance.

- Complete an exit interview that includes you, your OSTE, your College Faculty Mentor, and one other representative from the Division of Teacher Education (who should be the second evaluator for your PBA and Portfolio). For the exit interview, please
    1. have completed your intern survey online (send screenshot of completion page of survey to your college faculty mentor)
    2. If you and your mentor have not already processed the Idaho Teacher Candidate Evaluation (Common Summative Assessment) before the exit interview, bring a filled-out self-evaluation. A final version should be signed by the end of the exit interview.
    3. If you and your mentor have not already processed the Individual Professional Learning Plan (IPLP) before the exit interview, bring a filled-out IPLP to review and sign.

During the clinical internship, you are expected to fulfill other responsibilities both on campus and at your assigned school site. You are to complete college course assignments as well as duties assigned at your school. You should perform professionally according to public school policies and procedures. Failure to successfully progress through the clinical internship may result in an extended clinical internship, inability to continue the clinical internship, or withdrawal from the Teacher Education Program. Clinical Internship involves a total commitment for the entire semester. For this reason, only under extreme circumstances will additional course work other than Professional Seminar be approved. Outside employment during Clinical Internship is strongly discouraged.

Minimum Hours Required For Clinical Internship

The minimum total time commitment of Clinical Internship for secondary candidates is no fewer than 16 weeks of full-time presence in the middle/secondary classroom, including required LCSC events for clinical interns.

You may be absent no more than three days of Clinical Internship and will be required to extend Clinical Internship for any missed days beyond the three.[1] You must secure permission in advance from your school and college mentors to be absent from Clinical Internship to attend job fairs or other professional activities.

You are expected to begin Clinical Internship on the first day that the school is open (including teacher professional development days) regardless of whether or not the college is in session. You will observe the holidays of your placement school, not the college. You will conclude the Clinical Internship by the college graduation date unless an extension is deemed necessary by the college mentor.

Difficulties During the Clinical Internship

One of the major functions of the clinical internship is to ascertain whether or not an intern is suited by temperament, education, and experience to a career in teaching. If your OSTE, College Faculty Mentor, or Seminar professor believe that you demonstrate serious deficiencies that raise the question about your suitability to enter the teaching profession, they will fill out a Dispositions Concern Form and send it to:

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[1] Reasons for absences must be reported to your college mentor and any professionals expecting to see you that day (OSTE, college faculty, etc.) as well as the Secondary Program Coordinator. Communication is expected before the absence occurs.

- you
- your College Faculty Mentor
- your Division of Teacher Education Advisor
- the Secondary Program Coordinator

A meeting will be scheduled with you and all of the recipients of the Dispositions Concern, and any other relevant parties (i.e. school principal). The meeting will be to discuss the concerns with you, suggest possible remedies, and create a remediation plan with goals to be accomplished within a specific time frame. Additional teachers, administrators and/or college mentors may be asked to observe you. If the concern is not resolved by the end of the time frame, your Division of Teacher Education Advisor will reconvene the group and discuss possible actions to be taken. These include extending the clinical internship, placement at another site, removal from Clinical Internship to give you the opportunity to remedy the deficiencies, or permanent removal from Clinical Internship and advising you about alternative career choices. If you are removed from Clinical Internship, you must wait at least one full semester before applying for another Clinical Internship placement. In the event that irreconcilable difficulties arise during the second placement, you will not be assigned to a third clinical internship. Before assignment to a second clinical internship, you must demonstrate to the satisfaction of the Division of Teacher Education faculty that all deficiencies have been removed. Appeal of the committee's decision may be made to the Division chair.

Intern Grievances

Should you feel you have been wronged or treated unjustly, you should seek to remedy the problem in a mature and professional manner using the following protocol steps (in order) until the situation is resolved:

1. Meet with the faculty member or individual with whom the complaint is addressed.

2. Meet with her/his Division of Teacher Education Advisor and the Secondary Education Program Coordinator.

3. Meet with the Division Chair. If you are still dissatisfied you may file a formal grievance with the Student Hearing Board as described in the LCSC General Catalog.

Professionalism: Etiquette and Ethics

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

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

Develop positive relationships with peers, cooperating teachers, and LCSC faculty members. Hold conversations about others to a minimum and keep the tone of them positive. If, in the course of working together, difficulties or irritations arise, handle them professionally as outlined below.

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

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

If the answer to both of these questions is no, the best course of action would be to ignore the situation unless your feelings are so strong that you deem it necessary to speak directly to the other person. In any case, civility and kindness are absolutely necessary.

If the answer to at least one of these questions is yes, you will need to talk with the members of your guiding team (OSTE, College Faculty Mentor, Seminar Professor, and/or DTED Advisor) as soon as possible. If the situation is not resolved (meaning that either students are continuing to be harmed or you are still being prevented from performing your duties), you will need to speak to your College Faculty Mentor a second time before going to the Secondary Education Program Coordinator. It is important to remember that your mentor and the program coordinator are likely to have access to information which they cannot share with you but influences their problem-solving ability.

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

Clinical Internship Activities

Observation

The primary purpose of observation is to improve your instructional capacities. Observation implies an analytical frame. The process of watching is focused on the discernment and consideration of, plus reflection on, teaching practices.

For the initial, watching segment of observation, you can use:

- Wide-field perspective: Start without presuppositions or targets to seek, but detect themes and points of focus as they emerge. Once they do, become systematic about discerning the markers of the things you see repeated or the variations.
- Targeted/Close-in perspective: Start with a pre-determined set of questions, goals, or categories of performance for which you are observing. This can get quite specific. For instance, you can use checklists with polar categories, word/phrase counts, or speaking-order counts. Or you can simply have targeted questions for which you are seeking the answer. For instance, "How does the teacher respond to a single student distracting others?"

In either case, take notes so that you have a forum for consideration and reflection.

For consideration, re-read notes that you took and think about what you saw in terms of what you have learned in your program and in comparison/contrast to other models you have witnessed. What are the reasons – the hows and the whys – for what you witnessed? Suspend judgment until the reflection phase. Good consideration makes a synthesis, a new picture of what you were seeing, and brings out richer, more varied evaluative possibilities.

Reflection is where you finally evaluate in terms of your own intended practice. How would you emulate what you saw or vary from it and why?

Another purpose for observation is to discern the varying forms of student behaviors, when they occur, and how they enhance or distract learning (e.g., 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.

Sample Targeted/Close-in Questions

The Purpose of the Lesson
- Are lesson objectives connected to standards?
- Is the purpose of the lesson clear to you and/or students? Does the teacher use direct method to explicitly tell/show students the objectives, or do they use dialogic method to let the purposes emerge (or neither)?
- Can you discriminate between activity descriptions and learning objectives?

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

Motivation
- What motivations were employed for the lesson (remember ed psych material on different motivation theories/practices) ?
- Did it challenge the students? In what way?
- Was differentiated instruction utilized? In what way(s)? (Think about different learning styles as well as students who need more support or more challenges.)

Questioning
- How many lower-level questions (recall, identification, yes/no) questions vs. higher-level questions (application, analysis, synthesis, creativity) were asked during the hour?
- Was there a purposeful pattern to use of different question levels?
- What were the three-four agent speaking order patterns during the hour?
  (i.e.: Teacher Initiate {tI}, Student Responds {sR}, Teacher Evaluates response {tE}.
  Or: Student questions {sQ}, Teacher Responds {tR}, other student responds {s2R})
- What were some examples of questions that
  1. elicited dialogue with the students,
  2. made them think through a problem/question
  3. see a relationship

Problem-Solving/Constructivist Approach
- Constructivist approach(es) utilized?
- A problem or question raised?
- A hypothesis offered?
- Facts collected to support a hypothesis or answer a question?
- Summaries provided?
- An application of what was learned?
- Information told to students that could have been elicited from them by asking good questions (helping them to recall what they already knew or had experienced)?

Media/Technology
- Was use made of media or technology?
- What tech was used presentationally? What tech was used by the students themselves?
- What was the value-added from employing the technology?
- Was there value-subtracted from employing the technology?

Rapport
- What evidence was there that the teacher was really communicating with the students?
- How much is the teacher talking at the students?
- What evidence of culturally responsive/respectful methods in teacher-student interactions was observed?

Summarizing/Follow-up/Closure
- Was there a good summary of what students had learned at the end of the lesson?
- Any attempt to determine, with student input, what they still did not understand?
- What did the teacher give the students to anticipate in the next lesson?
- Did they suggest any follow-up activities?

The above outline could also be used to self-evaluate.

Planning

Your OSTE can expect you to plan both daily lesson plans and long-range curriculum. Adequate planning is essential if teaching time is to be maximized. Each activity and instructional segment for which you are responsible must be based on an intentionally prepared plan. While the Teacher Education Division does not subscribe to any one specific plan format, its faculty does believe that all lesson plans will contain certain information. See the Lesson Plan template in Appendix D.

Specific requirements may vary, as they will reflect your individual needs, and those of your OSTE and college mentor. For example, some teachers or college mentors may require detailed lesson plans one week in advance while others may not. No instruction should be permitted for which adequate pre-planning is not evident.

Effective planning will be:

- Purposeful rather than incidental
- In advance rather than last minute
- Cognizant of instructional and safety interests
- A basis for analysis and evaluation of instruction
- Consistent with your philosophy of learning

Professional Seminars

All interns are required to attend the regularly scheduled seminar sessions. Activities include discussion of problems encountered in the intern role, review of management strategies, discussion of current issues in education, and reflection on educational practices in general.

PRAXIS Exam

Secondary Education program candidates are required to pass the PRAXIS exam in their content area(s) prior to being placed in Clinical Internship.

Important

LCSC needs to have an official copy of your Praxis Scores on record.
This information must be sent to the State of Idaho by LCSC's Teacher Education Division in order for Teacher Certification to be reviewed and granted.
The Praxis Code for Lewis-Clark State College is as follows (the code need to be written on your application for test results distribution to LCSC): Forwarding of Results Code: 4385

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 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 and/or faculty content specialist. They are 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 Teacher Education Division office.
If you do not pass the exam(s), utilize the online resources through the ETS website to help you prepare and meet with your faculty mentor and/or faculty content specialist to discuss strategies for success. If you are experiencing test anxiety, consider contacting Student Affairs (http://www.lcsc.edu/student-affairs/) about strategies and techniques to reduce anxiety. If, after repeating the exam(s) a second time, you do not achieve a passing score, meet with your faculty mentor and/or faculty content specialist to develop an individualized action plan before taking the exam for a third time.

Cleared Background Check

Before beginning Clinical Internship, all education majors are required to clear a background check based on State mandated fingerprinting.

Exit Interview

A formal exit interview is required of all interns at the completion of their program. Teams consisting of your College Faculty Mentor, your OSTE, and your second evaluator (or an alternate) will participate in these exit interviews. The College Faculty Mentor is the chair of the exit interview team. Approximately four weeks before the end of the clinical internship, if both the College Faculty Mentor and OSTE agree that you are demonstrating the competencies expected for certification, the exit interview process will proceed in the following manner:

1. You will submit a link for your completed portfolio to your College Faculty Mentor and your second evaluator.

2. The exit interview team will work together to ensure that an acceptable place and time for the exit interview is arranged.

3. Exit interview questions will relate to the clinical internship, the content of the portfolio, general questions about theorists and methods, and typical job interview questions.

4. You will attend the exit interview at the time and place agreed upon, answer questions honestly and to the best of your ability, and then be excused from the interview room for a short period. The interview team members will review your responses and vote on whether or not you have passed.

5. You will be invited to return to the room and informed of the team's decision. You will then receive a critique by team members to assist you in job interviews.

6. The interview team may vote to pass or fail you, or to extend or reschedule the interview. You may appeal a fail decision first to the Division Chair and second to the entire Division at a regularly scheduled meeting.

7. See Appendix D for sample exit interview questions

Idaho Teacher Certification

Candidates who satisfactorily complete a Teacher Education program at Lewis-Clark State College are eligible to apply for one of the following State of Idaho teaching certificates: (1) Standard Elementary K-8; or (2) Standard Secondary 6-12. These certificates are issued by the State of Idaho Department of Education and are recognized in 34-member states of the Interstate Certification Compact. Teacher certification requirements vary among all states and applicants should address any questions concerning teacher certification requirements to state teacher certification agencies.

Application for teacher certification is the sole responsibility of the graduate. Idaho certification procedures and forms will be provided following Clinical Internship. To obtain an official LCSC Institutional Recommendation for the State of Idaho indicating completion of an approved Teacher Education Program, the graduate must submit the following to the LCSC Teacher Education Division after all requirements/courses are completed:

- A completed "Application for an Idaho Professional Education Credential" form

- Official transcripts from ALL higher education institutions attended except LCSC

- Evidence of passing required PRAXIS exams

- A check or money order for the appropriate State of Idaho application fee

- Completed State of Idaho fingerprint cards

- A completed Idaho Teacher Candidate Evaluation (Common Summative Assessment) (carried out at the exit interview)

- A completed Individual Professional Learning Plan (IPLP)(reviewed and signed at the exit interview)

The Teacher 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 student.

Official LCSC Institutional Recommendations are available for other states. Please follow that state certification agency's procedures.

The On-Site Teacher Educator (OSTE)

As an OSTE, you demonstrate effective ways of interacting with students. OSTEs take personal responsibility for interns' success, acting as guide, facilitator, and encourager. OSTEs influence the teaching confidence of their interns, and gaining confidence is a prerequisite for a successful clinical internship.

A broad definition of the OSTEs job, suggested by Copas (1984) states, "The job of [the OSTE] is to help your intern develop a deep and meaningful concept of teaching, to help your intern analyze the many facets of

teaching, to provide your intern with sources and resources, and to encourage your intern's unique teaching behavior."

Selection

Careful consideration is given to the selection of OSTEs. Qualified, capable teachers who wish to assume the responsibilities of guiding an intern are selected based on recommendations from peers and Teacher Education Division faculty in consultation with school principals.

To qualify you must meet the following criteria:

- Have at least 3 years of successful teaching experience

- Be up-to-date in your teaching field and committed to career-long professional development.

- Be recognized as an exceptional teacher who demonstrates "best practices" and can serve as a role model for dealing with content and students (as selected by your principal and evidenced by your annual performance reviews with scores in the 3s and 4s).

- Show concern, care, and enthusiasm for working with K-8 students.

- Be interested in working with an individual intern and with the LCSC's Teacher Education Program and interested in collaborating with your intern and the College Faculty Mentor and/or other professionals.

- Have the interpersonal skills to communicate effectively with interns and college mentors in offering evaluation and support.

- Be willing to share information and materials, to team-teach, and to allow your intern to assume the role of lead teacher for a minimum of two full weeks.

- Have sufficient time to address your intern's questions, provide needed guidance, and complete and share formal and informal assessments with her/him.

Assessment of Your Intern

- Informal: During the entire experience you will give your intern continuous informal oral/written feedback

- Danielson Evaluation: You will evaluate your intern once during the semester using the Danielson Evaluation instrument. This consists of evaluation using a rubric with four areas (found on the internship website). See Appendix D for the text of the rubrics of your intern's:
  o Planning (Domain 1). While we suggest that this be premised from definite lesson plans, including the one that will be used for the performance demonstration, you may make your evaluation based upon your more extensive experience with your intern's planning.
  o Performing (Domains 2 & 3), judged primarily from witnessing your intern teach one lesson, which should be a single observation planned so that you and the College Faculty mentor are seeing the same one. You may also bring in your experience of observing your intern teach outside of that observed lesson to make your evaluation.
  o Professionalism (Domain 4), judged holistically from your experience with your intern.

- During Internship, please note that if your intern is splitting their internship, then the endorsement area OSTE (e.g., Health or PE) will need to complete the Danielson evaluation.

- Performance-Based Assessment (PBA): You have an option to informally evaluate only *Section 2* of your intern's Performance-Based Assessment. **If your intern is splitting their internship, the major area OSTE would complete the Section 2 PBA evaluation; the endorsement area OSTE (e.g., Health or PE OSTE) would NOT need to consider completing this evaluation**. The evaluation, using a single rubric (found on the internship website, also see Appendix B for the full PBA assignment and all related rubrics) is based upon witnessing your intern teach one lesson, which should be a single observation planned so that you, the College Faculty mentor and the second faculty evaluator are seeing the same one (but it must not be the same one that is used for the Danielson evaluation). You would share your rubric scores if you choose to use that assessment, and any comments or feedback you have, informally with your intern.

- Dispositions: You will complete one Dispositions Evaluation Survey at approximately the last third of the semester (week 12 or 13). See Appendix C. You will get this as a Word Form that can be accessed on the internship website.
    - Please fill the survey out using the Word form and send your scores to the LC Faculty Mentor to input into our data collection site, comments are not necessary for them. This way, our division has the data.

- Common Summative Assessment: The State of Idaho requires that interns submit an evaluation of their overall teaching abilities agreed upon and signed by you, the College Faculty Mentor, and your intern. The form is based upon the Danielson Evaluation rubric. The College Faculty Mentor will facilitate the discussion and the completion of the form in conference with you and your intern.

- Exit Interview: An exit interview will be scheduled during the final week of the semester, which will conclude her/his clinical internship. It is expected that you will participate in the exit interview.

- College Faculty Mentor and Program Survey: You will be sent a brief Qualtrics survey at the end of the semester to rate the College Faculty Mentor and the Teacher Education program on various aspects. Please consider completing these surveys so that we can continue to improve as mentors and as a program; these surveys are also helpful for reaccreditation as a program. *If you serve as an OSTE for more than one semester with the same College Faculty Mentor, you will NOT need to fill out the survey again, unless your views have changed. You will be allowed to skip any questions that are not applicable.

Working With Interns

You should:

- Orient and prepare your students for your intern's arrival.

- Provide your intern with a desk or workspace equipped with appropriate curriculum guides, materials and supplies, as well as information on the community, staff and students.
- Discuss access to cumulative records and other student data with your intern.
- Introduce your intern to other faculty and building personnel.
- Faculty meetings, P.T.A. functions, parent conferences, and in-service events can be scheduled into your intern's calendar. At the beginning of each semester a calendar outlining your intern's LCSC commitments will be available to assist in planning schedules. Please remain flexible and recognize that unavoidable changes in the calendar often occur.
- Approach the clinical internship as a team-teaching effort. Your intern is meant to be an asset; your students should benefit from having two adults in the classroom.
- Make planning a cooperative venture. Initially you will share plans, pointing out the sequences of instruction and given routines for each day and week. Your intern will teach more often as the clinical internship progresses. They should be a team member who knows how to follow and how to lead when asked. They should always discuss their plans well in advance and react positively to your suggestions and advice. You have a right to expect detailed lesson planning from your intern. All plans should be submitted to you at least one day in advance of teaching. Though a specific format is not required, a recommended lesson plan format can be found in Appendix D.
- Acquaint your intern with curriculum plans, and review material presented prior to their clinical internship as well as projecting units to be developed after they leave. Planning should be a cooperative activity during the semester.
- Give your intern the responsibility of planning, developing, delivering, and evaluating instruction for several weeks during their clinical internship. Interns are required to perform two lessons as the primary teacher to be observed and evaluated, one for the Performance-Based Assessment and the other for the Danielson Evaluation. These lessons will be scheduled between you and your intern. You will be one of the evaluators for these, and the College Faculty Mentor will be another.

When should your intern assume responsibility in the classroom?

These guidelines are suggestions. The Teacher Education Program is flexible and encourages diversity and adaptation relative to the unique experience and situation of each intern.

Your intern should start assuming some responsibilities as soon as possible. However, they should be given responsibilities only when you are convinced that they are ready. Giving an intern total responsibility when they lack the skills necessary for success may lead to problems. Clinical Internship is meant to be a cooperative team effort; the "sink or swim" theory does not apply. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You will find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, your intern is not taking hold as you think they should be, please let the college mentor know. Weaknesses need to be discussed openly among the three of you, so they can be identified, worked on, and improved.

The College Faculty Mentor is the third member of your team and is as supportive of your intern as you are. They serve as a facilitator and a second source of evaluation for your intern, so please do not hesitate to call the mentor between visits if necessary. The College Faculty Mentor will do frequent observations and conferences

during the clinical internship. However, it is your feedback that is going to be most important to your intern because you represent "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.

Suggestions for Involving
your Intern & Sample Calendar

The following are suggestions on how to involve your intern in the classroom. These are only suggestions. Each intern will differ in their confidence, abilities, and knowledge. You, your intern, and the College Faculty Mentor will work together to provide an experience that will benefit the students in the classroom, assist you, and support the development of your intern.

Do remember that the students' perception of your intern and their authority has a huge impact on their capacity to facilitate the classroom environment and successfully carry out classroom management strategies. Please promote, as much as possible, that your intern become "the teacher" in the minds of the students, rather than just "the intern." Middle and secondary students are adept at discerning authority and its distribution. For instance, coming to the rescue of your intern in a management situation may not actually save them so much as illustrate to the students the need they seemed to have for you to come to the rescue.

Weeks 1 - 2

Familiarize your intern with the school, its policies, and procedures. Introduce them to your students, other faculty members, the principal, the librarian and the counselors. Your 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 restroom teachers use, where to make copies, location of books and supplies, etc. While your intern is observing at the beginning, you can help them by focusing their observation (i.e. "I want you to look for . . ."). New interns may look without seeing; it helps to know what to look for. Have your 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.). Your intern will learn about curriculum and available materials for classes to be taught, assist by grading papers and preparing materials. They observe as you and other teachers teach. You and your intern begin short- and long-term planning. They get acquainted with students and learn names, attend school functions, and participate in school activities and school meetings.

Weeks 3 - 4

Your intern begins to assume limited instructional responsibilities in the classroom, such as coordinating the opening exercises, reading aloud, proctoring quizzes/tests, and providing individualized assistance to students. It is suggested that your intern have several "one-shot" lesson experiences before being given the responsibility for a class or subject. Prior to your intern's teaching a lesson, have him or her observe you teaching a lesson. Discuss what you did and why. Plan a lesson together and have your intern teach it. Have your intern plan and teach a lesson. Review her/his plan prior to teaching.

Weeks 5-6

Your intern continues to assume more instructional responsibilities by planning, delivering, and assessing lessons following your models. They continue to provide individualized assistance to students and may take on responsibilities as lead teacher for 1-2 courses. Your intern should complete and submit the first section of their

Performance-Based Assessment (Planning) to their College Faculty Mentor by the end of these weeks (you do not evaluate this section).

Weeks 7 - 12

At this point, your intern should be assuming the lead-teacher responsibilities for all of your courses. By week 12, you will be essentially in the assisting position that they held in the first weeks in terms of work allocation. While team-teaching for the benefit of students is a major objective of the clinical internship, your intern should be allowed some time in weeks 10-12 as the sole instructor. The demonstration lesson for the Danielson evaluation (Domains 2 &3) and the other demonstration lesson for the Performance-Based Assessment should both be scheduled in these weeks. You are an evaluator for both of these. Your intern should then complete and submit the third section of their Performance-Based Assessment (Assessing) to their College Faculty Mentor by the end of these weeks (you do not evaluate this section).

Weeks 13 - 16

After the most independent experiences up to week 12, team-teaching resumes. You begin to take back the responsibilities for planning, delivering, and assessing in the classroom. Your intern will evaluate both you and the College Faculty Mentor and carry out the other paperwork for completing the internship, including completion of the fourth section of their Performance-Based Assessment (Reflecting) (you do not evaluate this section) . During the final two weeks of the experience, as you resume responsibility, we encourage your intern, with their new understandings of the work, to visit other teachers' classrooms.

Conferencing with your Intern

- Evaluative feedback should be continuous, specific, and cover all performance areas. You should schedule a meeting with your intern weekly for the purpose of providing specific information about progress and needed change. These suggestions should also be communicated to the College Faculty Mentor.
- The conference provides the opportunity for dialogue and analysis of the complex nature of teaching. The absence of conferences could result in your intern feeling a lack of direction and doing little real reflection. Often, conferences will be spontaneous, occurring briefly for a few minutes after a lesson. On other occasions, you can offer written analysis of instruction and management.

Serious Problems with your Intern

Problems with placement or progress in the clinical internship experience that become insurmountable by you and your intern must be referred by you and/or the College Faculty Mentor via a Dispositions Concern (see Appendix D for the Dispositions Concern Form). You and/or the College Faculty Mentor will fill out the form and make sure that copies are given to:

- your intern
- you
- the College Faculty Mentor
- your intern's Division of Teacher Education Advisor
- LC's Secondary Teacher Education Program Coordinator

The College Faculty Mentor and the Advisor will arrange a meeting with all of the recipients of the Dispositions Concern, and any other relevant parties (i.e. school principal). The meeting will be to discuss the concerns,

suggest possible remedies, and create a remediation plan for your intern with goals to be accomplished within a specific time frame. If the concern is not resolved by the end of the time frame, your intern's Division of Teacher Education Advisor will reconvene the group and discuss possible actions to be taken.

Payment

Local OSTEs hosting LCSC teacher education interns for a full semester will receive a $100 payment; those hosting an LCSC intern for a half semester will receive a $50 payment. In addition, school districts of OSTEs hosting an intern for a full semester will receive 4 credits worth of ED 491 level courses to be taken at LCSC for each OSTE in the district who hosts; this pool of money can be used by any teacher in the district with administration approval, including OSTEs. OSTEs hosting an intern for a half semester will receive a 2-credit fee waiver for LCSC. OSTEs will receive a form from the College Faculty Mentor to complete, who will help facilitate the payment process. Distant site OSTEs will typically be paid $200, with no PD credits for LCSC courses given to their school district.

The College Faculty Mentor

College Faculty Mentors (other programs often use the title 'supervisor' for this role) are faculty members of the Lewis-Clark State College Division of Teacher Education. In some cases, the Division may be required to contract other qualified individuals to supervise interns.

Qualifications

College mentors have:

- At least a Master's Degree

- At least three years' experience in the middle/secondary schools as a certified teacher, and course work or experience in instructional supervision.

Responsibilities

You are responsible to your intern and OSTE in facilitating the clinical internship. You are an advocate for your interns and a resource for both your interns' and OSTEs. It is possible that you will occasionally teach a lesson. It is likely that you will work with individual and small groups of students, or act in some other capacity as a resource during the clinical internship. We encourage this immersive approach to the mentoring process.

For any one intern:

- Prior to the clinical internship, you will meet with your intern and OSTE to review the responsibilities of the team. The clinical internship will be reviewed at this time.

- For each credit allocated to your load, you are responsible to devote a total of 1.5 hours per week to the internship over sixteen weeks of the semester (.5 credit's worth for each intern). This includes observing, debriefing, conferencing, reading/responding to journals, and evaluating. For instance, at half a credit, you could be visiting and debriefing for 1.5 hours every other week, and reading/reviewing/evaluating for 1.5 hours every other week. The actual distribution of these hours is up to your professional judgment.

- There is a Clinical Internship Website (the coordinator will send you the current link) which includes a link to your log for recording your intern contacts.

- You will complete the following **assessments**:

    1. **Informal**: During the entire experience you will give your intern continuous informal oral/written feedback.

    2. **Journal Evaluation**: You will provide weekly feedback on journal entries that your intern submits to you. Your grading is subjective, based on the journal entry guidelines sheet (see Appendix D), with an overall Pass or Fail score.

    3. **Dispositions**: You will complete one Dispositions Evaluation Survey at approximately the last third of the semester (week 12 or 13). See Appendix C. We will send this as a Word Form and it is available on the internship website.

        - Please fill the survey out using the Word form and input your scores into our data collection site. This way, our division has the data.

    4. **Danielson Evaluation**: You will evaluate your intern once during the semester using the Danielson Evaluation instrument. This consists of evaluating your intern's:

- Planning (Domain 1). While we suggest that this be premised from definite lesson plans, including the one that will be used for the performance demonstration, you may make your evaluation based upon your more extensive experience with your intern's planning.

- Performing (Domains 2 & 3), judged primarily from witnessing your intern teach one lesson, which should be a single observation planned so that you and the OSTE are seeing the same one. You may also bring in your experience of observing your intern teach outside of that observed lesson to make your evaluation.

- Professionalism (Domain 4), judged holistically from your experience with your intern.

You will use a four-part rubric found on the internship website and in the data collection site. See Appendix D for the text of the rubric.

5. **Performance-Based Assessment** (PBA): You will serve as one of the evaluators of your intern's Performance-Based Assessment. The evaluation, using 4 rubrics (available on the internship website, and see Appendix B) is based upon the following areas:
   - Section 1: Planning
     - Context information for school and class
     - Unit plan with 3 lesson plans
     - Commentary
   - Section 2: Performing
     - Teach at least one lesson. Video the lesson. Schedule observation (or, as a contingency plan, video review) of this lesson by (1) the college faculty mentor (2) a second evaluator from the Teacher Education Division, and (3) OSTE.
     - Commentary
   - Section 3: Assessing
     - Chart(s)/Table(s) summarizing assessment(s) for diagnostic use
     - 3 student samples with feedback to students
     - Commentary
   - Section 4: Reflecting
     - Commentary
   *Each section's rubric will also be available in an electronic, Word file version. Please also fill out the electronic Word file for each rubric with your comments and send to your intern so they can compile all rubrics and comments at the end of the semester for the artifact archive.

6. **Professional Portfolio**: There will be several checkpoints/due dates to have particular items completed. You are responsible for viewing the portfolio at each checkpoint and giving your intern feedback. At the end of internship, you and the second faculty evaluator from the Teacher Education Division will evaluate the entire portfolio according to a rubric (that you will enter scores into the data collection site) (see Appendix A).

   *The portfolio rubric will also be available in an electronic, Word file version. Please also fill out the electronic Word file rubric with your comments and send to your intern so they can compile the rubrics and comments at the end of the semester for the artifact archive.

7. **Idaho Teacher Candidate Evaluation** form (a.k.a. Common Summative Assessment): The State of Idaho requires that interns submit an evaluation of their overall teaching abilities agreed upon

and signed by you, the OSTE, and your intern. The form is based upon the Danielson Evaluation rubric. You will facilitate the discussion and the completion of the form in conference with your OSTE and your intern. The completed, signed form must be returned to the Teacher Education Division office.

8. **Individual Professional Learning Plan** (IPLP): Work with your intern for them to access the IPLP form (see Appendix E and internship website) and complete their 3 professional goals. You and your intern will sign off on this form. The completed, signed form must returned to the Teacher Education Division office.

9. **Exit Interview**: You will schedule an exit interview that includes
   - you
   - your intern
   - the OSTE
   - the second evaluator (or an alternate)

   during the final week of the semester, which will conclude your intern's clinical internship. You are responsible for distributing exit interview questions (see Appendix D) and leading the exit interview. If they have not been completed and signed already, fill out and get all signatures on the Idaho Teacher Candidate Evaluation (Common Summative Assessment) and your intern's Individual Professional Learning Plan. These serve as verification of completion of the internship and exit interview. These forms must be turned in to the Teacher Education Division Office.

You will be available to your intern and the OSTE should problems in communication or instruction occur. You should communicate weekly with the OSTE. Continuous dialogue among your intern, the OSTE and you needs to take place during the year.

Serious Problems with your Intern

Problems with placement or progress in the clinical internship that become insurmountable by you and the OSTE must be referred by you and/or the OSTE via Dispositions Concern (see Appendix D for the Dispositions Concern Form). You and/or the OSTE will fill out the form and send a copy to the:

- intern
- OSTE
- intern's Division of Teacher Education Advisor
- Secondary Teacher Education Program Coordinator

The advisor will schedule a meeting with all of the recipients of the Dispositions Concern, and any other relevant parties (i.e. school principal). The meeting will address concerns, suggest possible remedies, and create a remediation plan for your intern with goals to be accomplished within a specific time frame. If the concern is not resolved by the end of the time frame, your intern's Division of Teacher Education Advisor will reconvene the group and discuss possible actions to be taken.

The Principal

The principal or administrator in the building where interns are assigned to work plays a vital role in orienting candidates to the profession. A sense of awe for the "administrative role" is still pervasive in the attitudes of interns. The awareness that interns are accepted as professionals reinforces the maturity and responsibility necessary to perform in the school.

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 to the intern, especially since 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 the placement file. The principal communicates his or her perception of the intern's progress to the OSTE (the cooperating teacher) on an as-needed basis. Problems should be reported to the College Faculty Mentor (college supervisor) immediately.

Teacher Education Division Directory

Administrative Assistant	Karen Schmidt	208-792-2260	kschmidt@lcsc.edu
Program Assistant	Alaina Porquis	208-792-2570	alporquis@lcsc.edu
Accreditation Specialist	Dr. Greg Harman	208-792-2093	wgharman@lcsc.edu
Local Elementary/Secondary Teacher Ed. Program Coordinator	Dr. Christina Brando-Subis	208-792-2836	cjbrando-subis@lcsc.edu
Distant Site/Online Elementary Teacher Ed. Program Coordinator	Dr. Teresa Carmack	208-792-2891	tacarmack@lcsc.edu
Elementary/Secondary PACE Coordinator	Dr. Royal Toy	208-792-2730	retoy@lcsc.edu
Division Chair	Dr. Mark Haynal	208-792-2237	mthaynal@lcsc.edu
Website: LCSC Teacher Education Division website (full text link: https://www.lcsc.edu/education)			
FAX	208-792-2820		
LCSC Career Development	208-792-2313		

Lewis-Clark State College

Division of Teacher Education

500 8th Ave.

Lewiston, ID 83501

Appendix A: The Professional Portfolio

The Professional Portfolio

The Professional Portfolio is an assembly of work that each candidate does which evidences their growth in vital elements of being a teacher. Unlike single-point assessments, it illustrates the candidate's change over time in selection and reflection on the longitudinal journey to becoming a novice teacher. Candidates will start to put examples into their digital, Professional Portfolio document as soon as they are taking their first ED course, though examples they choose to include may come from outside ED courses, or any courses – other experiences may be drawn from as well.

Components of the Professional Portfolio

The Professional Portfolio is organized as a digital portfolio document with front-matter and linked sections.

- The front matter is a picture of the candidate, their name, and a brief description of them in terms of their journey to becoming a teacher, however they wish to express it.
- Links include:
  - **Resume:** A section for the candidate's resume.
  - **Philosophy:** A philosophy of teaching section that includes all the essays constructed throughout the candidates' program in which they were asked to

contemplate and present their personal philosophy (e.g. philosophy of classroom management, philosophy of cultural difference, philosophy of education).

- **8 Principles:** Eight sections, each one devoted to one of the LCSC Division of Teacher Education's 8 Principles of Teaching.
    - Each of these sections will end up consisting of two **Feature Examples** chosen from among all of the examples collected by the candidate, and **Other Examples** that the candidate did not select as the feature ones.
    - The other tag for each example is its relation to State disposition indicators. Any given example may be a chosen Feature Example or sit with the Other Examples and be the one that accounts for one of the required indicators (the tags and full requirements related to indicators are listed in Appendix 2).
- **Endorsement Area:** Another section is related to the candidate's specific endorsement (secondary subject area or elementary minor endorsement area). The organizers of those specific areas will determine the components of that additional section for their area and let their candidates know the structure and expectations.

Process for the Professional Portfolio

During ED 214/ED 310, the candidate will complete the definitions section of each of the eight principles section. This consists of pasting in the Division's definitions for each, and then reading each carefully, discussing, and writing a personal version of what the definition means to them as well.

During ED 224, the candidate will build the digital shell for the Professional Portfolio and will upload:

- the definitions, as carried out in 214/310 into the appropriate sections
- the philosophy of teaching essay composed in 214/310 into the philosophy section
- any other examples they have already collected into the appropriate section

Throughout the program, the candidate will:

- Upload any philosophy of… assignments into the philosophy section.
- Watch for useful examples for all the sections, and whenever they have one,
  - gather two or more artifacts representing the example,
  - create a description for how the example represents their performance/growth in the principle, and if it relates to one of the State indicators, how it shows their performance/growth in that as well.
  - Upload the artifacts and put the description in as an example.

During clinical internship, the candidate will:

- continue to gather and add examples,
- Select the two in each of the 8 Principle areas that they want to stand as the Feature Examples and set all the others into the Other Examples category
- Be sure that they have at least one example that serves to represent growth in each of the State-indicator required areas.
- Complete any required work for their endorsement-specific section

Evaluation of the Professional Portfolio

The finished portfolio will be evaluated by the candidate's clinical internship Mentor and Second Evaluator using the rubric in Appendix 3. The evaluation will be employed by the Mentor in collaboration with the OSTE and the intern for discussion and Exit Interview as the team sees fit. The mentor may also choose to use the evaluation formally for assessment for the final grade in the course associated with the clinical internship.

Finally, the Mentor and the Second Evaluator will enter the scores that they gave on the rubric evaluation into the data collection site at the end of the semester. This data will be used in aggregate form for the Division of Teacher Education's Continuous Improvement System, not as a matter of the candidate's record.

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Resume

Philosophy

The 8 Principles:

Dedicated Professional

Knowledgeable Professional

Content Specialist

Educational Designer

Educational Facilitator

Educational Evaluator

Culturally Responsive Educator

Reflective Professional

English/Language Arts

Resume

Diana Prince
Secondary Teacher: Multiple Subjects

Thymiscyra, PI, Mediterranean Sea
310-555-7777 dprinceww@gmail.com

Education

2020   Lewis-Clark State College, Lewiston ID, Bachelor of Arts, 5 majors: Biology, Chemistry, Physics History, English, all w. Secondary Education Certification, Summa Cum Laude, Kappa Delta Pi, Phi Beta Kappa.
Student Teaching: Lewiston High School, Lewiston ID: Science, ELA,
Austin Middle/High School, Austin, WA: Social Studies

1995   University of Athens, Athens, Greece: Doctorate in Classical Studies

1995   Cyprus College, Cyprus, Greece: Masters' in Philosophy and Applied Mathematics

480 BCE The Academy, Athens, Greece: Bachelors' Equivalent studying under Aristotle

Experience

1975-78   IADC - Government Agent, joint UN and US authority, world crisis management

1945-75   Government position, Thymiscyra

1941-45   Secretary, U.S. Army Air Corps

953 BCE-1940 Government position, Thymiscyra

Other

Lasso expert, runner, jumper, wrestler, fencer (classical Greek style, including multiple weapons), bullets & bracelets 150 time Thymiscyra champion.

pdf version

Visible Complete, Updated Resume

Link to pdf of resume

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Philosophy

Links to documents

Philosophy of Education (ED214)

Philosophy of Education: Revised (ED321)

Philosophy of Multicultural Teaching (ED345)

Philosophy of Special Education (SE322)

Philosophy of Literacy (RE307)

Dedicated Professional

LCSC Definition:

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

My Definition:

Dedication is the sum of passion and industry. To be a champion for others means having a passion for their best possible outcomes in whatever we are championing for them. We must show the passion for being the champion for others' learning, reflected in the industry with which we apply ourselves beyond a mere job or curriculum description

Feature Examples

1. Resource Room Volunteer

2. (Leadership): Teaching Truth-Determination

Other Examples

(Advocacy) KDP Petition re. Common Core

Coaching Adaptive PE

Calling for Referendum in Lewiston

Definitions:
LCSC DTE formal definition posted in, then candidate's own personal version, belief of what this principle means

Links to Examples:
2 chosen feature examples, other examples referred all kept as well.
Label the ones that meet the State Disposition Indicators listed under each principle

Navigation

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The 8 Principles:

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

English/Language Arts

Dedicated Professional
Feature Example 2: Teaching Truth Determination
(meets State Dispositions in Leadership)

Each example consists of
(1) a written description
of (a) what the example is
and (b) how it illustrates
the principle it is being
used as an example of. If
it meets State Dispositions
indicator set (like this one does for
leadership), it should also (c)
say how it's meeting that
(2) artifacts — documents, pictures,
videos, etc. — at least 2 for each
example (Diana provided 4 for this
example).

Video Link
I demonstrate
lasso technique
for the teachers
in the PD

On August 25, 2017, I participated as a professional-
development
presenter at the school where I was doing my student teaching.
I have extensive experience in determining truth vs. deception,
and was able to share some of that knowledge with my
colleagues for their classroom and school management
responsibilities.

This fits the leadership aspect of being a dedicated professional
because of the extra time and attention taken, in a voluntary
way, to assist my colleagues in carrying out their own work
effectively. It is servant leadership and reflects industry in my
passion for helping all of us as educators to carry
out all our necessary roles.

pdf of lesson plan
on Truth Determination
I used at PD day

pdf of lesson resources
handout for pd w. application
notes specific to high school students

My fellow teachers
whom I taught in the seminar
drew this picture of me doing
lasso technique

The Eight Principles with Definitions & The Associated State Indicator Categories

Dedicated Professional

Definition

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

State Indicator Categories

Leadership

- Model effective practice for teaching colleagues
- Lead professional learning activities or serve in other leadership roles

    (i.e. presenting at p.d./teacher meetings, teaching/presenting to less experienced teacher candidates)

meets: Core 10(k), 10(n), 10(r), 10(s)

Advocacy

Advocates publicly for:

- the needs of students
- strengthening the learning environment
- advancing the profession

    (i.e. professional association membership and participation, correspondence)

meets: Core 10(o), 10(s)

Knowledgeable Professional

Definition

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.

State Indicator Categories

<u>Research/Policy</u>

how you draw upon current education policy and research as sources of analysis and reflection to improve

practice. (i.e. paper from course that reflected current research or analysis of policy)

<div align="right">meets: Core 9(r), 10(t)</div>

<u>Law/Ethics of Profession</u>

that you know the codes of ethics, professional standards of practice, and relevant law and policy for teaching

the level you teach. (i.e. ethics/law case study project from ED214 – could be something else like that)

<div align="right">meets: Core 9(s)</div>

Content Specialist

Definition

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.

State Indicator Categories:

<u>Relevance</u>

Demonstrate your use of content area(s) in ways that cross disciplines and address local/global issues. (i.e.

lesson plan connecting any area to current social or environmental issue, containing elements of literacy,

science, and civics)

<div align="right">meets: Core 7(b), 5(p), 5(q), 5(r)</div>

<u>Situated Understanding.</u> Demonstrate your:

- understanding that knowledge is complex, culturally situated, and ever evolving;
- means of staying aware of new ideas and understandings;
- appreciation of multiple perspectives;
- facilitation of students' awareness of multiple perspectives;
- recognition of and overcoming your own biases in how you interpret;

in your content area(s).

(i.e. content course paper w. analysis premised in critical theory – description of how it opened your eyes/surprised you)

<div align="right">meets: Core 4(o), 4(p), 4(q)</div>

Educational Designer

Definition

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.

State Indicator Categories

Flexibility

Illustrate how you adjust and revise plans based on student needs and changing circumstances

(i.e. draft plan and finished plan, annotated to show changes based on changed circumstances/student progress)

<div align="right">meets: Core 7(q), 8(p)</div>

Collaboration with adult stakeholders:

Select artifacts and write descriptions illustrating how you collaborate with:

- o Families,
- o Community,
- o Colleagues,
- o Specialists (e.g., special educators, related service providers, language learning specialists, librarians, media specialists), &
- o Administrators (e.g. principal, assistant principal, athletic director, district curriculum director)

in face-to-face and/or digital forums to promote positive environment and student learning.

(i.e. parent emails, IEP conference notes (redacted), debrief notes w. OSTEs/other teachers)

<div align="right">meets: Core: 1(g), 1(k), 3(f), 3(n), 7(l), 7(o), 10(a), 10(b), 10(c), 10(f),</div>

<div align="right">10(g), 10(h), 10(i), 10(j), 10(p), 10(q), 10(r) Elementary 2(c),2(e), 10(a)</div>

Educational Facilitator

Definition

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.

State Indicator Categories

Differentiating

Show your awareness and understanding of diversity among your students when planning, adjusting, and facilitating instruction.

(i.e. PBA – fuller description of differentiating and adapting work you did for it– can refer to commentary responses as well)

Meets: Core 8(p)

Engagement & Collaboration with students

Show how you engage *collaboratively* with students to:

- support high learning expectations
- extend interaction with ideas & people
- develop shared values & expectations,
- encourage self-directed learning
- promote meaningful discussions
- encourage mutual responsibility
- share building & evaluation of the learning environment with them.

(i.e. PBA planning + demonstration video– write-up description of how you did these things)

meets Core: 3(g), 3(h), 3(j),3(p), 3(q), 3(r), 8(q), 8(s), 10(d)

Educational Evaluator

Definition

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

State Indicator Categories

Multiple Assessments

Demonstrate your commitment to using more than one assessment for a learning situation and using the resulting combination of data to identify students' strengths and needs.

(i.e. formative and summative for same concepts, description of how one informed the other)

<div align="right">meets: Core 6(u), 6(w)</div>

Student Involvement in Assessment

Demonstrate how you have engaged students actively in assessment of themselves and communication about their own progress and learning.

(i.e., a student self-assessment project w. explicit requirement for them to communicate their understanding of their progress, steps they can take to improve)

<div align="right">meets: Core 6(r)</div>

Culturally Responsive Educator

Definition

The successful teacher 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 values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice, i.e., a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all.

State Indicator Categories

Cultural Difference

Illustrate how you respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests and how this influences your teaching. (i.e. assignment from ED 345)

<div align="right">meets: Core 2(m), 7(n), 9(q)</div>

Personal Biases

Illustrate that you reflect on your own personal biases and access resources to deepen your own understanding of differences (gender, culture/ethnic, learning challenges) to improve your teaching

(i.e. assignment from ED 345)

<div align="right">meets: Core 9(l), 9(q)</div>

Reflective Professional

Definition

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

State Indicator Category: Reflection

Illustrate that you know how to use two or more specific strategies to analyze and reflect on your own practice and plan for adaptation/adjustment going forward. (i.e., journaling & sharing w. mentors/colleagues to get feedback)

<div align="right">meets: Core 9(a), 9(k), 9(p)</div>

Appendix 3: Rubric for Professional Portfolio

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
Writing Conventions & Voice	There are multiple errors in conventions/structure that interfere with meaning and/or the voice does not represent that of a professional and/or there are ten or more mechanical errors	Conventions/structure may have some errors, but they do not interfere with meaning. There may be between three-nine mechanical errors	Conventions and structure have minimal errors; the voice represents that of a knowledgeable professional with professional language included There are three or fewer mechanical errors	<u>Proficient level is achieved, plus:</u> Conventions and structure have no errors; advanced professional language is clearly, smoothly, and accurately integrated throughout
Definition Restatements	Definitions are not restated, copied from officially provided definitions, or are inaccurate	Restatement of definitions are accurate	Restatement of definitions are comprehensive, accurate, and personally rendered	<u>Proficient level is achieved, plus:</u> Restatement of definitions provides insights into the meaning that are not apparent in the officially provided definitions that are theoretically informed.

Philosophical Foundations & Dispositions	Candidate's final product does not effectively address a view of each one of the following (any that are missing are grounds for insufficient rating): ○ the meaning of education ○ the purpose of school, ○ the role of the teacher ○ cultural competence ○ students with learning challenges	Candidate's final product effectively describes their view of each of the following: ○ the meaning of education ○ the purpose of school, ○ the role of the teacher ○ cultural competence ○ students with learning challenges	<u>Basic level is achieved, plus:</u> The final product accurately refers to known educational philosophies/approaches/ theories/theorists to frame and support their views AND portrays growth in dispositions central to becoming a caring professional teacher.	<u>Proficient level is achieved, plus:</u> The final product is theoretically sophisticated in its application of educational philosophy and psychology to support views and provide critiques of competing views.

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
	Examples, descriptions, and/or artifacts are insufficient to effectively demonstrate that the candidate:	**Examples, descriptions and artifacts illustrate that the candidate:**	<u>**Basic level is achieved, plus:**</u>	<u>**Proficient level is achieved, plus:**</u>
Dedicated Professional				
Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per

			in terms of the principle	example that are varied in how they communicate the candidate's experience performing in terms of the principle.
<u>Leadership</u>	modeled practice or led professional learning activities or served in other leadership roles.	modeled effective practice for teaching colleagues and led professional learning activities or served in other leadership roles	Examples portray a disposition to value and work on taking leadership roles.	The examples explicitly reference ethical standards for educational leadership (*i.e. Idaho Code of Ethics for Educators, Council of Exceptional Children Code of Ethics, etc.*)
<u>Advocacy</u>	has engaged in public advocacy for o the needs of students o strengthening the learning environment o enacting system change	has engaged in public advocacy for o the needs of students o strengthening the learning environment o enacting system change *(i.e. attendance at school board meetings, correspondence w. legislators, involvement with campaigns, protests)*	Examples portray a disposition to value and implement advocacy efforts	The examples illustrate significant continuous involvement in advocacy movements and/or organizations for the sake of students and learning.

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement)* 4
	Examples, descriptions, and/or artifacts are insufficient to effectively	**Examples, descriptions and artifacts illustrate that the candidate:**	<u>**Basic level is achieved, plus:**</u>	<u>**Proficient level is achieved, plus:**</u>

	demonstrate that the candidate:			
Knowledgeable Professional				
Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
Policy/ research	has drawn upon current education policy or research as sources of analysis and reflection to improve practice.	has drawn upon current education policy or research as sources of analysis and reflection to improve practice.	Examples illustrate the candidate's engagement with both policy AND research + Examples portray a disposition to remain aware of current policy and research	The examples illustrate a sophisticated knowledge of policy or research areas at a level of engagement typical for graduate studies in education.
Law/Ethics	is aware of relevant ethical codes and laws regarding teaching/schools	is aware of the basic legal and ethical codes that apply to teachers.	Examples portray a disposition to remain engaged with legal and ethical codes and issues relevant to teaching	The examples illustrate a sophisticated, nuanced, and critically-minded view of the relation between ethical/legal codes and the realities of teaching

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement)* 4
	Examples, descriptions, and/or artifacts are insufficient to effectively demonstrate that the candidate:	**Examples, descriptions and artifacts illustrate that the candidate:**	**Basic level is achieved, plus:**	**Proficient level is achieved, plus:**
Content Specialist				
Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
<u>Relevance</u>	uses content in ways that cross disciplines or to address local/global issues.	uses content in ways that cross disciplines and address local/global issues.	Examples portray a disposition to integrate academic disciplines and use content to address local/global issues.	The examples illustrate comprehension of systematic relations between disciplines and how content is integral to understanding and solving local/global issues
	o understands	o understands	the candidate uses	The examples

Situated Understanding	content knowledge as complex, culturally situated, and ever evolving; o remains aware of new ideas and understandings; o appreciates multiple perspectives; o recognizes that their own bias is present in how they interpret	content knowledge as complex, culturally situated, and ever evolving; o remains aware of new ideas and understandings; o appreciates multiple perspectives; o recognizes that their own bias is present in how they interpret	content to facilitate in students one or more of the following: o Understanding that knowledge is complex, culturally situated, and ever evolving, o Awareness of new ideas and understandings o Appreciation of multiple perspectives o Examination of personal bias in interpretation	illustrate that the candidate uses content to facilitate in students ALL of the following: o Understanding that knowledge is complex, culturally situated, and ever evolving, o Awareness of new ideas and understandings o Appreciation of multiple perspectives o Examination of personal bias in interpretation

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
	Examples, descriptions, and/or artifacts are insufficient to effectively demonstrate that the candidate:	**Examples, descriptions and artifacts illustrate that the candidate:**	**Basic level is achieved, plus:**	**Proficient level is achieved, plus:**
Educational Designer				
Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
	adjusts and revises plans based on student	adjusts and revises plans based on student	descriptions portray a disposition to remain	The examples illustrate advanced

Flexibility	needs and changing circumstances	needs and changing circumstances	attentive to student needs and changing circumstances as a guide to classroom environment, unit, and lesson design	alterations in design or execution of design based explicitly on aspects of student need or changed circumstances that the candidate describes in depth with reference to theory/research.
Collaboration w. adults	has collaborated with: - families, - community, - colleagues, - specialists OR - administrators	has collaborated with: - families, - community, - colleagues, - specialists OR - administrators	has collaborated with at least three of the below: - families, - community, - colleagues, - specialists - administrators + Examples portray a disposition to value collaboration with other adult stakeholders	The examples illustrate extensive collaboration with members of ALL of the listed stakeholder groups.

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
	Examples, descriptions, and/or artifacts are insufficient to effectively demonstrate that the candidate:	**Examples, descriptions and artifacts illustrate that the candidate:**	<u>**Basic level is achieved, plus:**</u>	<u>**Proficient level is achieved, plus:**</u>

Educational Facilitator

Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
<u>Differentiation</u>	plans, adjusts, and facilitates instruction based upon student diversity.	plans, adjusts, and facilitates instruction based upon student diversity.	Examples portray application of differentiation theories to situations with their students and a disposition to attend to diversity of all students in planning, adjusting, and facilitating instruction	The examples illustrate purposeful application of several theories of differentiation (i.e., receptive/ perceptive mode differences, intelligences, learning styles, universal design)
<u>Collaboration w. students</u>	engages collaboratively with students to: ○ support high learning expectations	engages collaboratively with students to: ○ support high learning expectations	Examples portray a disposition to value and maintain classroom environments of community and	The examples illustrate purposeful application of specific classroom community and environment strategy techniques

	o extend interaction with ideas & people o develop shared values & expectations, o encourage self-directed learning o promote meaningful discussions o encourage mutual responsibility o share building & evaluation of the learning environment with them.	o extend interaction with ideas & people o develop shared values & expectations, o encourage self-directed learning o promote meaningful discussions o encourage mutual responsibility o share building & evaluation of the learning environment with them.	collaboration with students.	derived from research *(i.e., socioemotional learning, invitational education, dialogic classrooms, etc.)*

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement*) 4
	Examples, descriptions, and/or artifacts are insufficient to effectively demonstrate that the candidate:	**Examples, descriptions and artifacts illustrate that the candidate:**	**Basic level is achieved, plus:**	**Proficient level is achieved, plus:**
Educational Evaluator				
Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
Multiple Assessments	uses more than one assessment	uses more than one assessment	description portrays alignment from	The examples illustrate sophisticated

	for a learning situation or uses the resulting combination of data to identify students' strengths and needs.	for a learning situation or uses the resulting combination of data to identify students' strengths and needs.	standards, through goals, objectives, activities, to both formative and summative assessments & portray a disposition to use assessment diagnostically.	application of assessment analysis in multiple assessments and connects the analysis to conclusions about student progress
Student Involvement in Assessment	engaged students actively in assessment of themselves and communication about their own progress and learning	engaged students actively in assessment of themselves and communication about their own progress and learning	descriptions portray that the candidate's preferred classroom environment is one in which student self-assessment and communication about progress are the norm.	The examples illustrate that the candidate uses specific strategies to assist students to achieve deep levels of self-reflection, understanding about their learning, or meta-awareness.

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
	Examples, descriptions, and/or artifacts are insufficient to effectively demonstrate that the candidate:	**Examples, descriptions and artifacts illustrate that the candidate:**	**Basic level is achieved, plus:**	**Proficient level is achieved, plus:**
Culturally Responsive Educator				
Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
<u>Cultural Differences</u>	respects students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	respects students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	Examples illustrate how respect of and value for cultural difference influence candidate's instruction. Examples portray a disposition to value, seek to understand, and work positively with students' individual	The examples illustrate that the candidate teaches students to understand and engage positively with individual and cultural differences among their students in a manner that promotes social justice.

				and cultural differences.
Personal Biases	reflects on personal biases and accesses resources to deepen understanding of differences	reflects on personal biases and accesses resources to deepen understanding of differences	Examples illustrate how the candidate understood and transcended their own existing biases and portray a disposition to continue to do so	The examples illustrate that the candidate teaches students to engage in questioning and transcending their own biases in a manner that promotes social justice.

Reflective Professional

Feature Examples	performed in terms of the principle	performed in terms of the principle	Descriptions clearly communicate how the examples represent the candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	The descriptions evoke the meaning of the principle at an advanced level of understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.

Appendix 4:
Rubric for Transition Period and for Data Collection Site Entry

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
Writing Conventions & Voice	There are multiple errors in conventions/structure that interfere with meaning and/or the voice does not represent that of a professional and/or there are ten or more mechanical errors	Conventions/structure may have some errors, but they do not interfere with meaning. There may be between three-nine mechanical errors	Conventions and structure have minimal errors; the voice represents that of a knowledgeable professional with professional language included There are three or fewer mechanical errors	Proficient level is achieved, plus: Conventions and structure have no errors; advanced professional language is clearly, smoothly, and accurately integrated throughout
Definition	Definitions are not	Restatement of	Restatement of	Proficient

Restatements	restated, copied from officially provided definitions, or are inaccurate	definitions are accurate	definitions are comprehensive, accurate, and personally rendered	<u>level is achieved, plus:</u> Restatement of definitions provides insights into the meaning that are not apparent in the officially provided definitions that are theoretically informed.
Philosophical Foundations & Dispositions	Candidate's final product does not effectively address a view of each one of the following (any that are missing are grounds for insufficient rating): ○ the meaning of education ○ the purpose of school, ○ the role of the teacher ○ cultural competence ○ students with learning challenges	Candidate's final product effectively describes their view of each of the following: ○ the meaning of education ○ the purpose of school, ○ the role of the teacher ○ cultural competence ○ students with learning challenges	<u>Basic level is achieved, plus:</u> The final product accurately refers to known educational philosophies/approaches / theories/theorists to frame and support their views AND portrays growth in dispositions central to becoming a caring professional teacher.	<u>Proficient level is achieved, plus:</u> The final product is theoretically sophisticated in its application of educational philosophy and psychology to support views and provide critiques of competing views.

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement*) 4
	Examples, descriptions, and/or artifacts are insufficient to effectively	**Examples, descriptions and artifacts illustrate that the candidate** performed in	<u>**Basic level is achieved, plus:**</u> Descriptions clearly communicate how the examples represent the	<u>**Proficient level is achieved, plus:**</u> The descriptions evoke the meaning of the principle at an advanced level of

	demonstrate that the candidate performed in terms of the principle	terms of the principle	candidate's performance/growth in the principle. Two of more artifacts per example are used to clearly demonstrate performance/growth in terms of the principle	understanding and practice in synthetic ways that integrate education theory or research Three or more artifacts are provided per example that are varied in how they communicate the candidate's experience performing in terms of the principle.
Dedicated Professional				
Knowledgeable Professional				
Content Specialist				
Educational Designer				
Educational Facilitator				
Educational Evaluator				
Culturally Responsive Educator				
Reflective Professional				
Comments (optional):				

Appendix B: Performance-Based Assessment

LEWIS-CLARK STATE COLLEGE
— C O L L E G E —
Division of Teacher Education

Unit Teaching Performance Assessment

Secondary Version

Fall, 2019

ED 445/447 – Secondary Teaching Methods & Methods in the Content Areas

ED 460/461 – Professional Internship in Education

Contents

Performance Based Assessment (PBA) Candidate Instructions

Meet with your evaluators to decide upon (1) exact due dates for each section (2) modes/formats of exchange.

By the end of the semester, you must have submitted each section of the PBA, complete, in Taskstream.

Go over each page of the assignment for each section slowly and carefully, noting questions that you have.

Bring those questions to seminar class. The class should go over the entire project, and welcome and respond to your questions.

> For this project, always think of your responses as **elaborative** – a matter of *explaining fully*.
> This project is what you will do as a teacher *with a lot of addition*.
> You are showing that you know *what* you are doing, *when* to do it, *how* to do it most fully, and *why* you are doing it. These are elements that you will not have to make explicit in your daily teaching life. You need to do it here in order to think through each piece and grow from the thinking. The Teacher Education Division needs it in order to certify that you are indeed getting and using the professional knowledge that is expected of teachers.

Section 1: Planning

A. Context Information: Fill in context information for your **school** & **class** you will be working with.

B. Unit Plan: Create and submit your unit plan with full contents for each section as described in the prompts.

Lesson Plans: Your unit requires three (3) lesson plans. For each lesson plan, create it according to the prompts and submit.

- 1 of the lesson plans must integrate student-used digital technology to achieve learning outcomes
- 1 of the lesson plans must employ a literacy strategy for increasing reading comprehension and/or writing competence.

C. Commentary: Answer the prompts to describe your design of the unit and lesson plans

Section 2: Performing

A. Video: Video yourself teaching one of the 3 lessons, which your mentor & OSTE are observing.

B. Commentary: Answer the prompts to describe your teaching of the lessons in the unit.

Section 3: Assessing

A. Aggregated Data: Create and submit a chart/table of data aggregating results from the assessments with analytic categories.

B. Completed Student Samples: Gather, digitalize, and submit three complete student summative assessment samples, with your responses and markings. The three samples should be one high, one middle, and one low outcome. One of them should be from one of your students identified for modifications (Student A or Student B). *Please redact all student names from the uploaded versions*.

C. Commentary: Answer the prompts to describe your assessment of the unit.

Section 4: Reflecting & Professional Responsibility

answer the prompts to reflect on teaching the unit and address professional responsibility issues.

Section 5: Content Area Additions

Each content area (ELA, Mathematics, Science, Social Studies, Communications, & Psychology) has enhancement standards with indicators that need to be met in this PBA. Each area has an assignment for additional considerations in the main sections and additional commentary to make. Be sure to carry this out for your content area.

Complete Assignment Instructions/Templates

Section 1: Planning

A. Context Information

School Demographics:

1. Name
2. Location
3. Grades served
4. Number of Students
5. Number of Support staff, divided out between instructional and administrative support
6. Ethnic/Racial Distribution
7. % on IEP/504 plans

   (if available via principal or special ed director at school. If no precise figure available, an estimate will do – simply state that your figure is an approximation based on lack of availability of precise information)
8. SES *(usually by % on free/reduced lunch program)*

Classroom Demographics:

1. OSTE Name
2. Grade level
3. Gender distribution
4. Ethnic/Racial Distribution
5. % on IEP/504 plans
6. SES (usually by % on free/reduced lunch program)

Cultural Relevance:

Student Personal, Cultural, Community Strengths - What do you know about your students' cultural/language backgrounds and practices and their home communities? How can you teach to these strengths specifically? How can you address challenges that their backgrounds create in working within school culture?

B. Unit Plan

Topic   Name & short description of the topic of your unit.

Standards Addressed by the Unit

Compile & list all the standards that the unit and lessons will address. Remember to use all the required sources for standards, including the State, nationally recognized (i.e. Common Core), and S.P.A. standards *(ie. National Council for the Social Studies, National Council of Teachers of Math, Council for Exceptional Children, New Generation Science Standards, etc).*

You can copy/paste ones used in the unit plan for each lesson plan as each one applies to the lesson.

Or you can build the other way, finding the ones appropriate to the lesson plans and then compiling those to paste into this list on the unit plan. <u>Select carefully</u>. At the lesson plan level, any standards that you choose will have to be aligned through goals, objectives, activities, and assessment so that all you have planned relates back to meeting the ones you selected.

Unit Goal(s)

Goals are big, general, comprehension outcome(s) that you are trying for the students to get. Large conceptual verbs like understand, comprehend, perceive, synthesize are the ones appropriate to goals. A goal is not an objective – it is larger and more holistic, not operationalized. Phrasing is direct, student-centered: "the student will…."   Your lessons may have their own goals, and/or they may merely contribute to the one(s) listed here, in which case, it is perfectly acceptable to copy from the unit level and paste it into the lesson where it applies.

Unit Rationale

● The Real: Why this is really something that matters for people to know in their real lives?
● Students' Prior Knowledge: How what you're teaching fits with students' prior knowledge, thus will be in zone of proximal development. Cite evidence of what students *know*, what they can *do*, and what they are still learning to do.

- Educational Psychology: How your unit fits with student developmental levels, learning theory, and/or motivational theory. This is one of the spaces to bring out what you learned in educational psychology. The list below is just a sampling of what is available to pull from:
  - Developmental level(s) of students - Cognitive (Piaget), Identity (Erikson), Moral (Gilligan/Kohlberg), Ethnic/Minority Identity (Cross, Phinney, etc.)
  - Cognitive/Constructive Learning Theories - Assimilation/Accommodation of concepts into schema (Piaget), theory re. Problem Solving, theory re. Critical Thinking, theory re. Creative Thinking, Movement from Occurrence to Knowledge/from Stimulus to Long Term Memory
  - Motivation Theory - Maslow's Hierarchy of Needs, Expectancy (Vroom)/ Value Expectancy, Self-Determination (Deci & Ryan), Attribution

*What **not** to write: A rationale is not a re-listing of the standards. It is also not a statement of what they will need for later in school (that is just using school to justify school). It is not saying what you will do (save that for the activity section of the lesson plans). Finally, it is not a statement that this is important just because it is important. So please do not do any of those things in your statement.*

Unit Assessment Plan

Describe and include the formal, summative assessment that you will use.

Look at the requirements in Section 3: Assessment & the rubrics. Whatever you design must:

- Provide quantitative data sufficient for you to graph/chart from which to discern meaningful patterns of student performance
- give qualitative student responses sufficient for you to give them meaningful feedback to help them improve moving forward.

Possible suggestions to facilitate these needs: pre-test/post-test design, item analysis can be carried out, student demographics (gender, SES, ethnicity, etc.) can be associated w. results.

You will be asked to describe modification of the assessment for students with specific learning challenges, so be sure to do so in line with what you determine for the section below re. Adapting Instruction.

Accommodating & Adapting Instruction:
Two Students, Their Challenges, & Useful Accommodations/Adaptations

<div>

Definitions: Differentiating, Accommodating, Adapting

- <u>Differentiating</u> is the broadest term. It means changing what is done to address all student variations – multiple intelligences, receptive/perceptive modes, processing differences, and identified learning differences.
- <u>Accommodating/Adapting</u> instruction refers specifically to changes made for students with identified learning differences (usually special education)
  - o <u>Accommodations</u> are changes made in which the student is expected to meet the same objective(s) as the rest of the students.
  - o <u>Adaptations</u> are changes made in which the objective is varied/altered for the needs of the student.

  Accommodations are preferable where possible in most cases, but adaptations are an option.

  <u>This section of your plan is about **Accommodating/Adapting** Instruction, *not* about differentiating more generally</u>

</div>

- Decide upon **two** students (called Student A and Student B – no real names, please) for whom you will be creating accommodations or adaptations in each lesson. These should be students with IEPs or 504 plans.

We are aware that you might not have, or know that you have, two real students with specified learning challenges (IEP's or 504's) in your class. If and only if this is the case, invent two fictional students with very different specific learning challenges and perform this same work for them in designing your unit and lessons to show us you know how to do it well. If you have to do this, simply state that you have created these fictional students for this section so that it is clear.

- Give a detailed description of the learning challenges for your Student A and your Student B and how they are manifested in class.
- Go on to the internet and research ideas for accommodating/adapting for students with these learning differences.
- Write the best ideas that you find that could help these students throughout this unit (whether or not you will actually employ all of them).
- Cite the sources and reference.

When you do the lesson plans, do not simply copy/paste this section in. For the lesson plans, the changes must be specific to carrying out that lesson. Take a sub-set of the accommodations/adaptations that you list here for each student appropriate to the specific situation of the lesson and described in that lesson's context.

Lesson Plans

These instructions are for each one of <u>three</u> that you design

- 1 of the lesson plans must integrate student-used digital technology to achieve learning outcomes
- 1 of the lesson plans must employ a literacy strategy for increasing reading comprehension and/or writing competence.

Name of Lesson

Standards Addressed

Sub-set of the standards gathered for the unit – include the ones addressed in this lesson. Use State of ID content standards and any relevant professional association standards (i.e. NCSS, NCTM, CEC…). <u>Select carefully</u>. Any standards that you choose will have to be aligned through goals, objectives, activities, and assessment, so that all you have planned relates back to meeting the ones you selected.

Goal(s)

(*see description of goals at unit level*) Note that the goal(s) included here can be pasted from the unit level, or can be just for this lesson, as you see fit. There should be at least one goal, even if the one lesson is only a part of achieving it.

Objective(s)

Format your objectives to include A.B.C.D.:

- Actor = the students,

● Behavior = the action they will take to perform/demonstrate meeting the objective.
Each objective is a definite, concrete, measurable action. Use definite-action, specific verbs
(discuss, write, identify, indicate, analyze, etc.)   Helpful tool: Refer to this Social Learning Systems
website for verbs that you can use for objectives, tied to various Bloom's levels. Remember, no
big, holistic verbs like "learn" or "understand" – performance words only!

● Criteria/Condition is the format of production of that verb (i.e., "in a two paragraph paper…" "in a
ten minute partner-talk…"etc.),

● Degree = how many/much you need to see to rate a success/lack of success in meeting the objective
(i.e. "at least three accurate facts…" "a self-made definition that is still correct…" etc.)

Anticipatory Set/Bell Ringer/Hook

Describe what will grab the students' attention & engagement at the outset, list approximate time taken

Activity

This should actually be the largest component of the plan – this is what you actually plan to do with the students. Describe what you are going to do with the students, planned as specifically as possible (remembering that students will not respond as you expect much of the time). The ideal for describing activities is somewhere between a script and an outline. A good guideline is whether a substitute could teach your plan with what you have written. Another piece of advice in design is whether someone could visualize what is happening during the class based upon what you have written. List approximate time you figure for each component {i.e.: "small group discusses how to answer (7 min)"}

Technology *(For the 1 lesson plan that integrates student-used digital technology)*

In your activity, be sure to explicitly indicate when/how digital technology is used by the students, as learned in your ED 224 & 424 courses. When responding to the commentary question, you need to be able to point to where and how the students were *using* the technology to pursue the objectives. They must not be passive watchers/listeners, but must actively engage with the digital technology.

Literacy Strategy *(For the 1 lesson plan that employ a literacy strategy.)*

In your activity, be sure to use an explicit literacy strategy for increasing reading comprehension and/or writing competence, as learned in your RE course(s). When responding to the commentary question, you need to be able to name the strategy and point to where and how the students were using it to pursue the objectives.

Accommodations/Adaptations

List lesson-specific, student-specific accommodations and/or adaptations for your two chosen students with learning challenges, Student A and Student B.

Remember: Accommodations are adaptations for which the objective and essentials of the activity remain the same. Adaptations are changes for which you have to change the objective, and usually alter the activity significantly to meet the needs of the student.

If, in this case, it is an adaptation, please also list the adapted objective(s) for the student.

Note: Don't just copy and paste entire modification section from unit plan level! Use a subset of the ideas for each student as would be appropriate to this lesson and describe its use in the context of this lesson.

Assessment

Describe the assessments that you will employ for the lesson (informal and formal, formative and, if you are using one for this lesson, summative). If you are using evaluation criteria or rubric, include those. If you have assessment prompts/questions, include the instrument

Materials

 "shopping list" of materials so you know what you need is at hand before actual application of the lesson.

C. Unit and Lesson Planning Commentary

Accurate, specific, and comprehensive answers will yield a proficient rating. A distinguished rating can be achieved by also accurately referencing education theory or research relevant to your statements.

This is an opportunity to utilize knowledge from all your courses. Sample suggestions for courses to refer back to are suggested by each question, but these are just suggestions.

1. Describe how your unit will enable the students to interpret/comprehend new ideas, **construct meaning**, and respond using their own construction of the concepts.
   (Educational Psychology, Literacy Course(s), Methods Courses)

2. Explain how your **lessons will build on each other** to help students **make connections** to deepen their learning of the topic.
   (Educational Psychology, Literacy Course(s), Methods Courses)

3. Describe how your planned **assessments** (both informal and formal) will provide direct evidence of students' abilities to interpret, construct meaning, and respond.
   (Assessment, Methods Courses)

4. Explain how the modification of your planned **assessments** allows students with specific learning challenges to demonstrate their learning.
   (Assessment, Special Education course(s), Educational Psychology)

5. List common misperceptions/mistakes that you expect students to make in this material and your plans to respond.

6. Describe your active engagement strategies: What parts of this whole lesson get them interested, engaged, involved? Any parts that inspire them to form their own questions, help them retrieve prior knowledge/other connections, how you will use humor, real life/relevant/fun fictional examples, etc.
   (Educational Psychology, Literacy Courses, Methods Course(s))

7. Describe how/why you chose to design/include specific supporting methods/materials. These are your visuals, graphic organizers, other targeted work-sheets, etc.
   (Methods Courses, Literacy Course(s) Special Education Course(s))

8. Describe the differentiation that you applied in each of the lessons. Describe any elements of

universal design that are present.
(Educational Psychology, Special Education Course(s), Literacy Course(s))

9. Describe places in the lesson where you challenge the students to question further and/or justify their thinking.

10. For the lesson *with the integration of student-used digital technology*, how was the technology application included specifically to facilitate student engagement, achieving of learning outcomes, and/or construction of knowledge.
(Technology courses, Methods Courses)

11. *For the lesson with the specific literacy strategy*, How was the literacy strategy designed to facilitate increasing the students' reading comprehension and/or writing competence.
(Literacy Course(s))

Rubric, Section 1: Planning

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement*) 4
Outcomes: (Standards, Goals, Objectives, Rationales)	Outcomes: ● are incomplete and/or expressed in inappropriate form (*i.e. objective statements use goal verbs, significant standards are missing, or rationale uses future lessons to justify*) ● represent only modest learning expectations ● focus on process rather than concept, content, or product	Outcomes: ● are formed/ expressed correctly (*i.e. goals not mixed up w. objectives, objectives contain necessary components*) ● represent high expectations for quantity/quality of learning ● express what students are expected to learn (rather than merely descriptions of process)	Basic level is achieved, plus outcomes: ● are well-targeted to the students in the specific class ● promote authentic construction of knowledge	Proficient level is achieved, plus outcomes: ● explicitly relate backward to prior outcomes and forward to future learning – outcomes build to a larger result ● significantly varied such that all students receive optimum benefits
Alignment (elements = Standards, Goals, Objectives, Activities, Assessments)	Outcome elements are not aligned, or there is alignment only between any two elements.	There is alignment between 3 elements OR between *all* elements for only *some* of the standards or objectives	There is alignment between 4 elements OR between *all* elements for *most* of the standards and objectives	Outcome elements are all aligned, accounting entirely for every standard and objective
Coherence of Plan for Effective Instruction	● a generic approach is taken ● timing is not accounted for	● engagement by the students is promoted by the design of the activity, with correct consideration of their developmental levels. ● timing is reasonable	Basic level is achieved, plus: ● students' instructional needs are anticipated ● knowledge construction and student response is provided for +	Proficient level is achieved, plus: ● student misconceptions are anticipated and addressed ● higher level thinking, knowledge construction, and response is provided for ● students are grouped to

			Commentary justifies why learning tasks (and/or accommodations/adaptations) are appropriate using examples of students' prior academic learning or community, cultural, and/or personal strengths/ needs.	optimize for each student's success + Commentary explains how lesson plans *build on each other* to help students make connections to deepen their learning of the topic.
Facilitation of content	Planned Instructional strategies are ill-matched to facilitation of content (i.e., merely "stand & deliver")	Planned Instructional strategies are suited to general facilitation of the content	Planned instructional strategies are matched specifically to the students to facilitate construction of content knowledge	Proficient level is achieved, plus: ● The plans employ interdisciplinary content purposefully. ● Instructional strategies are innovative best-practices for facilitating the particular content
Differentiation	There is little/no differentiation evident in the plans	There is modal differentiation of instruction in the plans (i.e. visual, auditory, and written modes explicitly built into instructions/ activities)	Differentiation made to address specified, varied receptive/perceptive modes and intelligences and/or learning styles	Activities and assessment are built purposefully with universal design, differentiation, & choice for students
Supporting Materials/Resources	supporting materials do not align with the outcomes and/or do not add to the conceptual learning in any significant way	supporting materials are accurate, appropriate, and relevant and support the activity and outcomes	Basic level is achieved, plus: supporting materials are accessible and employed in ways that provide scaffolds for student learning	Proficient level is achieved, plus: The supporting materials are interwoven with the activity and outcomes in a manner that enhances higher level thinking and authentic knowledge construction
Specialized Component: Technology Integration	Digital technology integration is not present or is not representative	At least one of the lesson plans contains digital technology use	The digital technology is used by the students in an integrated way to increase engagement	The digital integration offer students choices in in means of accessing the content,

	of purpose to improve outcomes in technology integration	which will be used by the students	and achieve learning outcomes	working on the processes, or representing outcomes.
Specialized Component: Literacy Strategy	A literacy strategy is not present or is not representative of purpose to improve outcomes in technology integration	At least one of the lesson plans contains a specific, identified literacy strategy	The identified literacy strategy is effectively designed to increase student reading comprehension and/or writing competence	The identified literacy strategy encompasses both receptive (reading) &expressive (writing) skills and presents students with choices in pursuing the outcomes.
Accommodations & Adaptations	● Accommodations/ adaptations are inaccurate, un-researched (or the research sources are unreliable ones). ● No distinction between accommodation and adaptation is present ● Suggested accommodations/ adaptations are generic, not specific to the lessons or the students.	● Accommodations/ adaptations are in place, derived from research, for at least two selected students with learning challenges ● Accommodations/ Adaptations recognize distinction between accommodation & adaptation ● Accommodations/ Adaptations are appropriate to facilitate learning	Basic level is achieved, plus: ● A range of specific accommodations/ adaptations, supported with evidence, are listed for the selected students with learning challenges. ● Accommodations/ adaptations employed come from the set researched, and are lesson and student specific	Proficient level is achieved, plus: The Accommodations/ adaptations are explicitly, coherently designed in line with the students' IEPS/504 and in consultation with the special education specialist(s) who work with the selected students, which is described in the commentary.
Assessment Design	Types of assessment not matched to learning expectations	Types of assessment match learning expectations	● Assessment criteria, instructions, prompts, and/or rubrics facilitate students' correct responses related to the outcomes ● As well as a formal/summative assessment for the unit, informal and formative assessments are designed into the plans to offer sources of evidence for progress towards the outcomes. + Commentary describes how	Proficient level is achieved, plus: ● Every learning outcome has a specific assessment ● Lesson plans indicate possible adjustments based on formative assessment data ● Assessments are designed to allow student choice in how to display achievement of the outcomes + Commentary describes how design or modification of

			assessments provide evidence of students' abilities to interpret, construct meaning, and respond	planned assessments allows students with specific learning challenges to demonstrate their learning.
Writing Conventions & Voice	There are multiple errors in conventions/structure that interfere with meaning and/or the voice does not represent that of a professional and/or there are ten or more mechanical errors	Conventions/structure may have some errors, but they do not interfere with meaning. There may be between three-nine mechanical errors	Conventions and structure have minimal errors; the voice represents that of a knowledgeable professional with professional language included There are three or fewer mechanical errors	Conventions and structure have no errors; advanced professional language is clearly, smoothly, and accurately integrated throughout

Average Score for Section 1: Planning:

Section 2: Performing

A. Setting up and Teaching the Demonstration Lesson

- Be sure that you are permitted to video your class – the schools usually have permission forms on file. If they do not, LCSC has forms that can be used – contact your mentor and get this done. For students who cannot be on video (parents will not give permission), have a seating or other plan that keeps them out of the video.

- Choose one of the three lessons you have designed to be your demonstration lesson (if it is impossible to teach one of the ones planned because of scheduling, you may agree with mentor and OSTE to use a different lesson for the demonstration).

- Contact your evaluators (OSTE, mentor, and professor from clinical course) to schedule when you will teach your demonstration lesson so that it fits with your class' schedule and they can observe. If any of the evaluators cannot observe in person, they can use the video.

- Set up to video your demonstration lesson. We have GoReact for this purpose, although if mentor, OSTE, and candidate agree to use other means of sharing video as needed, that is fine. For instance, if all evaluators were present to see the demonstration lesson, the video is not necessary for them to evaluate (unless they want to have it for review), but only for you to view your own performance. If evaluator(s) could not attend, the video must be available to them in some way.

  If you cannot record directly into GoReact because of internet issues, you can record locally using MP4 format and then move it into GoReact later.

  For recording, the <u>minimum</u> standard production value/equipment is Ipad or equivalent recording from a fixed position that captures you and your interaction with the students for the majority of the lesson with audio that allows for hearing the majority of your interactions with them.

- Teach your demonstration lesson.

- Be sure evaluators have copy of video as needed.

- View the video yourself.

Accurate, specific, and comprehensive answers will yield a proficient rating. A distinguished rating can be achieved by also accurately referencing education theory or research relevant to your statements.

Answer the prompts below to describe your teaching of the lessons in the unit.

Using the lesson(s) in which you were observed (and/or for which you have provided video), answer each of the following questions.

1. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds? If you feel you could do it better in the future, describe what you would do.

2. How did you reinforce a classroom environment in which there are high learning expectations? If you feel you could do it better in the future, describe what you would do.

3. What classroom norms and procedures did you use for maintaining the environment, managing, and instruction? If you feel you could do it better in the future, describe what you would do.

4. How did you arrange the classroom and/or students within it to create the best environment for your lesson(s)? If you feel you could do it better in the future, describe what you would do.

5. How did you format your communication with students to maximize positive outcomes? If you feel you could do it better in the future, describe what you would do.

   Possibilities for answering include (but are not limited to):

   - serializing instructions/chunking information,
   - varying cognitive levels of questions,
   - wait-time,
   - validations,

   - interaction patterns,
   - clarity of language,
   - aspects of differentiation for different intelligences/modes of perception/reception)?
   - How did you link to students' prior knowledge?

6. How did you invite students' intellectual engagement to construct meaning? If you feel you could do it better in the future, describe what you would do.

7. How did your accommodations/adaptations function in practice in facilitating the progress of students with special learning needs? If you feel you could do it better in the future, describe what you would do.

Rubric, Section 2: Performing

	Unsatisfactory 1	Basic 2	Proficient (TARGET) 3	Distinguished *(rare achievement)* 4
Learning Environment	The candidate demonstrates: ● disrespectful interactions with students ● little focus on the learning environment	The candidate: ● demonstrates respect for students ● provides a learning environment that functions.	The basic level is achieved, plus the candidate: ● demonstrates rapport with students ● provides a positively challenging learning environment ● encourages accurate use of language.	The proficient level is achieved, plus the candidate: ● promotes mutual respect among students ● provides opportunities for varied student expressions. ● Displays passion for and deep understanding of topic(s). ● demonstrates knowledge and caring about students beyond the classroom
Procedures/ Management	The candidate: ● allows disruptive behavior to interfere with student learning, ● allows students to ignore correction ● enables students to routinely be off-task	The candidate: ● uses classroom management procedures effectively to *control* student *behavior students respond primarily in compliance as opposed to growth mindset)*	The candidate: ● employs classroom management procedures effectively to optimize the learning environment for positive student engagement ● ensures the learning environment applies to groups and individuals.	The proficient level is achieved, plus the candidate creates situations in which: ● students self-manage the procedures ● students monitor their actions and words toward one another ● students optimize the learning environment.

Communication with Students	The candidate: ● makes language errors, and/or uses language that is not aligned with student understanding ● is unclear in giving directions - confuses students ● does not provide learning outcomes to become clear to the students ● asks only low level questions ● responds to student comments in a reductive manner *(i.e. yes/no, correct/incorrect)*	The candidate: ● uses language that is generally correct and clear to students ● is clear in directions and procedures ● provides clear learning outcomes either via explicit (*direct instruction*) or emergent (*dialogic instruction*) means. ● questions at various levels ● validates students' comments and uses them to prompt learning	The basic level is achieved, plus the candidate: ● uses language precisely and adds to students' understanding ● explains content clearly and accurately ● connects to students' prior knowledge. ● effectively chunks and models directions/procedures ● questions in ways that promote higher-level thinking and constructed meaning. ● prompts peer-to-peer discussions ● works to allow all students' expressions are clear	The proficient level is achieved, plus the candidate: ● focuses on making academic language a part of students' active vocabulary ● anticipates students' misunderstandings and constructs conceptual scaffolding, matching the students' zones of proximal development ● links curricular learning tasks to greater contexts of students' lives ● demonstrates skill in eliciting student responses and peer interactions that increase student understanding at high levels

	Unsatisfactory 1	**Basic** 2	**Proficient (TARGET)** 3	**Distinguished** *(rare achievement)* 4
Engaging Students	The candidate: ● does not align activities with planned outcomes ● implements activities that require only passivity and/or compliance ● accepts rote responses from students ● paces the lesson(s) poorly ● shows little-or-no ability to make minor adjustments as needed ● shows no attention to classroom arrangement/geography	The candidate: ● aligns activities with planned, basic outcomes ● enables most students to reach the basic learning outcomes ● implements activities requiring student involvement ● paces the lesson(s) for most students to achieve the outcomes ● makes minor adjustments within the flow of classroom learning as needed ● Arranges classroom geography sufficiently to carry out the learning tasks.	The basic level is achieved, plus the candidate: ● aligns planned outcomes with activities to promote higher-level thinking and consistent knowledge construction ● implements activities that promote positive engagement with concepts, student expression of their own constructions ● pace excellent for most students to achieve the outcomes ● arranges the classroom geography to enhance the activities ● accommodates students' questions and interests ● impromptu measures are taken to add seamless	The proficient level is achieved, plus the candidate facilitates: ● students intellectual engagement for deep processing, going beyond planned outcomes ● student explanation of their thinking ● a pace that allows most students to consolidate and expand their understanding ● "teaching moments" – s/he seizes opportunities to enhance learning spontaneously ● instruction in the moment to address misunderstandings.

			adjustments to lessons	

Variation
 	
Enacted
 	
(Incudes ***Accommodations/ Adaptations*** for students with identified specific learning challenges
 	
and/or
 	
Differentiations, which is for all students – i.e. receptive/perceptive modes, intelligences, learning styles)
	The candidate:
	
	● does not make visible modifications in teaching or in selecting material
	
	    AND/OR
	
	● makes little visible differentiation in the teaching, or the materials selected
		The candidate:
		
		● enacts modifications appropriate to facilitate learning of selected students with specific learning challenges
		
		    AND/OR
		
		● differentiates instruction at basic levels (*i.e. receptive/perceptive modes of visual, aural, and textual are all facilitated*)
			<u>The basic level is achieved, plus the candidate</u>:
			
			● enacts student and lessons modifications for select students with learning challenges
			
			    AND/OR
			
			● differentiates for different receptive/perceptive modes AND intelligences and/or learning styles
				<u>The proficient level is achieved, plus the candidate</u>
				
				● makes modifications are explicitly, coherently enacted in line with students' IEPS/504 and in consultation with the special education specialists
				
				    AND/OR
				
				● applies universal design, differentiation, and purposefully chooses to address different intelligences and learning styles

Average Score for Section 2: Performing:

Section 3: Assessing

A. Aggregated Data

Submit a graphic (table or chart) of data aggregating results from the assessments with analytic categories.

This graphic should be useful to you in analyzing the assessment for patterns of performance.

For instance: (1) an item analysis tells you which items in your assessment were more challenging for more of the students, and also potentially reveals flaws in your teaching or assessment design – it leaves you space to interpret why and to determine action moving forward. (2) Setting out performance curves of the class as a whole, then for sub-groups of the class (gender, GPA, any other grouping you might have) and determining standard deviations gives you a sense of overall performance and to find any marked sub-group differences in terms of your objectives.
Refer to your materials from ED318 – Assessment for more ideas and how to employ them.

B. Completed Student Samples

Submit three complete student summative assessment samples, with your responses and markings.

The three samples should be one high, one middle, and one low outcome.

One of them should be from one of your students identified for modifications (Student A or Student B).

Please redact all student names from the submitted versions.

The target in this part is that your commentary to the students tells them what precisely errors were (rather than just indicating incorrectness), how they can correct those, and how they can show you the improvements in specific future instances.

Accurate, specific, and comprehensive answers will yield a proficient rating. A distinguished rating can be achieved by also accurately referencing education theory or research relevant to your statements.

C. Commentary

Answer the prompts below to describe your assessment of the unit.

1. Identify the specific learning objective(s) measured by the assessment you chose for analysis.

2. How is your assessment designed to meet the outcomes (standards, goals, and most directly, objective(s)).

3. Describe your analysis of the assessments: Discern patterns of learning/constructing meaning in terms of the objective(s) for:
   ● the whole class
   ● groups within class
   ● individual learners

4. Based on your analysis, describe what you believe are the best next steps for instruction for:
   ● the whole class
   ● groups within class
   ● individual students

5. Explain how feedback provided to the 3 focus students addresses strengths and needs relative to the learning objectives measured.

6. Describe how you will facilitate the understanding of the feedback and further growth for the 3 focus students going forward.

Rubric, Section 3: Assessing

Using Assessment:	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
In Alignment with Outcomes (standards, goals, objectives)	There is little/no evidence of assessment for the unit or what is present is not aligned with outcomes	There is a summative/ formal assessment implemented and evaluated that is aligned with outcomes	Basic level is achieved, plus: ● The summative/formal assessment is aligned to represent student performance regarding all of the unit outcomes (standards, goals, and objectives) ● There are formative/informal assessments planned and implemented that provide evidence of student movement towards the outcomes.	Proficient level is achieved, plus: ● The summative, formal assessment offers students choice in the product and the means of producing it (differentiated assessment design) ● At least some of the formative/informal assessment provides artifacts that the candidate can use as data for reflection
Diagnostically	There is no aggregation or analysis of data, or it exists but is inaccurate or otherwise inchoate.	The candidate provides: ● a summative aggregation of data from assessment that	Basic level is achieved, plus: ● The summative aggregation offers data that is revealing in terms of how/why students	Proficient level is achieved, plus: ● Data, analysis, & explanation from work samples provide sufficient qualitative information for

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		is clear and accurate. ● an analytic explanation of the data in terms of student learning using the aggregation and/or the work samples.	achieved or did not. ● The analytic explanation proposes explanation/exploration of how/why students achieved as they did or did not – whole class, groups, and individual student. ● Work samples are employed to explain patterns of class performance.	the candidate to see multiple aspects of performance and reasons for inadequate performance. ● The candidate uses this rich data to propose ways to move forward for the whole class, groups of students, and individual students.
for Evaluation, Student Understanding, and Student Motivation	Either no evaluation is given to students or it is reductive (i.e., a single mark with no further explanation)	The candidate has given students both marks/grades on the assessment and basic marks or comments to indicate places where they were in error or performed well in terms of the outcomes.	Basic level is achieved, plus: Marks and comments are given, descriptive/detailed enough to help students understand: ● their level of achievement ● how/why they missed elements ● places where they performed well.	Proficient level is achieved, plus: The candidate purposefully employs the marks and remarks to students to give a definite, specific way for each student to move forward, enriching what was done accurately/well, and giving guided opportunity to try again what was not accomplished in terms of the outcomes.

Average Score for Section 3: Assessing:

Section 4: Reflecting & Professional Responsibility
(commentary)

Answer the prompts below to describe your overall reflection of teaching the unit.

Reflecting on the Unit

1. What do you believe were your greatest strengths in your planning, performing, and assessing this unit?

2. Describe some moments of new understanding you gained in carrying out this unit.

3. If you were doing this unit again, how would you change your
   - unit/lesson design,
   - performance
   - assessment

   for

   - the whole class
   - groups of students
   - individuals

   What opportunities did you feel that you missed?

{ the following questions are not to be used in ED447}

4. Evaluate the use of the technology integration that you did for at least one of the lessons. Did it provide the benefits that you anticipated? Are there other benefits? Were there drawbacks? How will you integrate technology in the future?

5. Evaluate the use of the literacy strategy that you employed. Is it your perception that it increased student reading comprehension and/or writing competence? If so, in what ways or to what extent?

For which students (all of them, groups, individuals)? Were there any drawbacks to the use of the strategy? How will you approach the use of this literacy strategy in the future? Remove these for 426/447

Reflecting on Professionalism Across the Semester

1. Describe how you have maintained information on student attendance, completion of work/assessments, student progress in learning, and any non-instructional records for this unit and for the class in general.

2. Describe the communication with families that you have had over the semester regarding what is going on in the class and regarding individual students both in terms of academic progress and matters of the classroom environment.

3. Describe your interactions with your OSTE and other candidates, support personnel, and/or administrative staff over the course of the semester. Describe any participation you have done in school events and/or school/district projects. Remove these for 426/447

4. Tie what you have been learning throughout your program to what you have done with your class this semester. Name concepts and/or practices that came from your classes that you have seen or used in practice, found valuable, found to be true and/or helpful. Name the specific classes if you can remember.

5. Judge your own performance across the semester in terms of your practices of

a. Integrity/honesty

b. open-mindedness

c. confidentiality

d. diligence in serving students

e. ensuring that all students receive opportunity to succeed

f. understanding and compliance with school & district policies, rules, and norms

What actions/behaviors this semester would you use as *evidence* of these aspects of your character?

(you are encouraged to reference your portfolio)

Rubric, Section 4: Reflecting and Professional Responsibility

	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement*) 4
Evaluation of strengths & Expression of new understanding	The candidates self-evaluation of strengths is either missing, or is at odds with the view of the evaluator. The candidate either offers no moments of new understanding or ones that are obvious without the requirement of the clinical experience.	The candidate offers sound evaluation of her/his strengths The candidate offers at least two genuinely new understandings s/he gained from the clinical experience.	<u>Basic level is achieved, plus:</u> The candidate's evaluation of her/his strengths is accurate according to the view of the evaluator and is insightful in terms of his/her future in teaching. The candidate explains her/his new understandings in terms of how they will influence his/her actions and views going forward in teaching.	<u>Proficient level is achieved, plus:</u> In the context of expressing her/his strengths, the candidate offers a sophisticated evaluation of her/his capacities in various elements of being a candidate. The new understandings are offered in a rich context of her/his philosophical progress in contemplating the meaning and direction of education as well as her/his own teaching.
Evaluation of needs for improvement and change	The candidate offers no evaluation of her/his perceived weaknesses or need to progress, or the evaluation is at odds with the view of the evaluator.	The candidate offers sound evaluation of her/his weaknesses/needs for improvement The candidate offers at least two changes s/he intends to pursue.	<u>Basic level is achieved, plus:</u> The candidate's evaluation of her/his needs for improvement are accurate according to the view of the evaluator and are insightful in terms of his/her future in teaching.	<u>Proficient level is achieved, plus:</u> The candidate's evaluations contain sophisticated reasoning and provide insight regarding the mission and purpose of teaching and how s/he will participate personally in helping contribute or make positive

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				change in the meaning of schooling for students and the society.
			The candidate explains changes in both specific elements of design, performance, and/or assessment AND her/his own persona, approach, and/or general performance.	
		The rest of this rubric is not applicable to ED 447		
Evaluation of use of specialized components	The candidate offers no evaluation of her/his use of technology integration or the literacy strategy, or the explanation is merely a statement of having carried them out.	The candidate offers sound evaluation of her/his use of technology integration. The candidate offers sound evaluation of her/his use of a literacy strategy.	Basic level is achieved, plus: The evaluation of technology integration offers significant explanation of the benefits, drawbacks, and future technology integration plans. The evaluation of the literacy strategy offers significant explanation of the benefits and failures for increasing student reading comprehension and/or writing competence.	Proficient level is achieved, plus: The evaluation of technology integration offers a rich view of the possibilities, limitations, and drawbacks/trade-offs inherent in technology integration. The evaluation of the literacy strategy includes insightful commentary on the variable success based upon the students employing it, how such strategies are used, and the purposes for which they are well and ill-suited.

	Unsatisfactory 1	Basic 2	Proficient 3 (**TARGET**)	Distinguished 4 *(rare achievement)*
Record-Keeping	The candidate has not maintained information on student attendance, completion of assignments, or progress in learning, or has done so poorly to the extent that there is confusion	The candidate has maintained information on student attendance, completion of assignments, and/or progress in learning in an effective way.	<u>Basic level is achieved, plus:</u> The records were kept in a way that is effective and comprehensive for evaluative, diagnostic, and legal purposes.	<u>Proficient level is achieved, plus:</u> The records are kept in a way that is highly revealing for evaluative and diagnostic purposes as well as exceeding legal requirements.
Communication & Collaboration with other Stakeholders	There is little to no communication or collaboration represented, or the candidate's statements of positive attributes in these regards are at odds with the view of the evaluators.	The candidate has communicated necessary messages to family members regarding individual students and informing families of school/class events The candidate has collaborated with the college mentor, the OSTE, and other faculty/staff as required by the position.	The candidate communicates with the family members of many students, offering positive messages about the students as well as ones about negative situations and class and school events The candidate has reached out to collaborate with the college supervisor and OSTE to improve her/his plans and performance, and has noted and acted upon their feedback. S/he has also collaborated with at least one of the specialists in the school and works well with the administrative and support staff.	<u>Proficient level is achieved, plus:</u> The candidate has a system in place for the communication of positive messages about individual students and for receiving and replying to responses from parents from any and all communications. The candidate shows particular fluency with communicating with families across cultural divides The candidate has reached out to the school's specialists to get their input on improving her/his

| | | | The candidate has helped in extracurricular situations at the school/district | own practice in regard to specific groups of students and individual students.

The candidate regularly assists in extracurricular situations at the school/district. |
|---|---|---|---|---|
| Growing in the Profession | The candidate offers little/no evidence of the connection between the candidate preparation curricula and his/her experiences in the clinical experience | The candidate offers select, individual examples of connection between what was taught in the candidate preparation program and what happened in clinical experience. | The candidate offers a variety of connections between what was learned in the candidate preparation program and what happened in clinical experience in ways that reflect a deepening of understanding and a gaining of synthetic meaning that will assist her/him as a candidate in the future. | Proficient level is achieved, plus:

The candidate's expression offers a mature, critical commentary discussing the limits and possibilities of connecting theory to application. |
| Professional Character | The candidate offers little/no evidence of the required positive character attributes, or his/her positive account stands in contrast to the view of the evaluator. | The candidate offers sound examples to provide evidence for various attributes of professional character. | The candidate offers specific examples as positive indicators for each attribute of professional character as listed. | The candidate's examples are reinforced by narrative describing the candidate's understanding of why each of the attributes is vital for a professional candidate, and the view of the evaluator is that the candidate indeed possesses the attributes in high measure. |

Average Score for Section 4: Reflecting:

OVERALL AVERAGE SCORE FOR PBA: _____
(this is the number that the candidate enters as the 'grade' in the Candidate Artifact Archive)

Section 5

Secondary Content Areas

Section 1, Planning

Make sure that your Unit & Lesson Plans are:

- standards-based, coherent, and relevant

and contain explicit components for:

- language conventions (grammar, usage, mechanics)
- literacy,
- reading a range of text types (i.e. informational, poetry, novel, different genres, periods, authors) and
- writing (a range of genres/formats)
- speaking & listening – participating fluently in conversation/collaboration

and that they integrate discipline(s) outside of ELA (i.e. social studies, science, math, fine arts) such that the ELA material increases capacity/fluency in the other discipline(s)

Additional Questions for Section 1 Commentary:

How do your plans demonstrate:

1. knowledge of school and community context?
2. current theory and research about teaching/learning of reading/writing?
3. contemporary technologies?
4. a variety of strategies, individual and collaborative, that engage students with the texts and the concepts?

Section 2: Performing

Additional Questions for Section 2 Commentary:

How did you:

5. Offer the students breadth and depth of texts, purposes, and complexities in order to facilitate the students' growth in becoming independent, critical, and strategic readers and communicators?
6. Instruct in ways responsive to student differences (gender, race/ethnicity/ nationality, appearance, abilities, spiritual belief, sexual orientation, socioeconomic status, and/or languages/dialects)?
7. Engage the students with complex, social justice issues related to maintaining a diverse, inclusive, equitable society?

Section 3, Assessment

Additional Questions for Section 3 Commentary:
(you can use your work from the semester to answer, not just the one unit)

How did you:

- Employ a range of authentic assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting?
- Responds to students' writing in ways that engage students' ideas and encourage their growth as writers over time?
- Differentiate later instruction based on earlier evaluation of assessments?

Evaluators will judge the Remaining ELA Initial Certification Standards based upon existing work in the PBA:

Accommodation/Adaptation of instruction to benefit students with particular learning challenges (ELL, IEP, 504, GT, at-risk), using instructional strategies that are motivating and accessible to all students (i.e. elements of universal design). (Section 1: Planning & Section 2: Performing)

Model ethical practices and engage in a variety of experiences related to ELA and reflect on their own professional practices, engaging in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement (Section 4: Reflecting)

Rubric For Section 5: English/Language Arts

ID Standard	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished *(rare achievement)* 4
7.P.2, 3, 4 (a) 8.P.1 Planning	There is little evidence that the candidate designs using standards in ways beyond a mechanical compliance approach.	Candidate plans standards-based, coherent and relevant learning experiences in literacy, reading and writing	<u>Basic level is achieved, plus:</u> The plans reflect knowledge of school and community context, current theory and research about teaching/learning of reading/writing, contemporary technologies, and include a variety of strategies, including individual and collaborative approaches	<u>Proficient level is achieved, plus:</u> The designs engage students to become self-guiding learners.
7.P.1 Interdisciplinarity	There is little/no evidence that the candidate teaches for curriculum integration or crosses disciplines	Candidate plans instruction which reflects disciplines outside of ELA (curriculum integration)	<u>Basic level is achieved, plus:</u> The plans employ the material of ELA (reading, writing, speaking, listening, and language) coherently to grow student capacity and fluency with the other disciplines	<u>Proficient level is achieved, plus:</u> The candidate has the students working on interdisciplinary projects in collaboration with candidates of the other disciplines
1.P.2, 3.P.1.a 7.P (b) Efficacy and Variety – reading	The candidate is presentational or merely procedural in approach, rather than facilitative of student growth and does not seem to employ a wide range of text genres or types.	Candidate facilitates reading and make meaning of a wide range of texts (e.g. different genres, periods, forms, authors, cultures, forms of media -- literature, poetry, informational text, and digital media)	<u>Basic level is achieved, plus:</u> The candidate uses a variety of strategies and approaches (e.g. workshops, project based learning, Socratic seminars, literature circles) to engage students meaningfully with the texts	<u>Proficient level is achieved, plus:</u> The candidate influences the students to become habitual readers of their own volition and from their own desire.
1.P.3, 3.P.1.a 7.P (c)	There is little/no evidence that the candidate facilitates growth of student interest or ability in composition beyond rote mechanisms	Candidate facilitates student composition of texts in a wide range of genres and formats including digital media	<u>Basic level is achieved, plus:</u> The candidate uses a variety of strategies and approaches (e.g. workshops, project based learning,	<u>Proficient level is achieved, plus:</u> The candidate influences the students to become habitual writers/authors of their own

Efficacy and Variety – writing	and/or repetition, or that the candidate works in a variety of genres/formats		guided writing) to engage students meaningfully in composing text for a variety of audiences	volition and from their own desire
5.P.1, 9.P.1 Conventions of language use	There is little evidence that the candidate systematically addresses uses of language conventions or holds her/himself or the students to account for errors in usage and conventions.	Candidate designs and implements instruction related to the use of language conventions (grammar, usage, and mechanics) and holds her/himself and the students to account for correct language usage.	Basic level is achieved, plus: The instruction facilitates students' strategic use of writing conventions for different audiences, purposes, and modalities.	Proficient level is achieved, plus: The candidate influences the students to purposefully employ conventions and modes for different effects.
5.P.4 Participation	There is little/no evidence that the candidate designs and implements instruction specific to speaking and listening	Candidate designs and implements instruction related to speaking and listening	Basic level is achieved, plus: The instruction leads to students having the skills to participate fluently and coherently in conversations and collaborations.	Proficient level is achieved, plus: The candidate influences the students to become active and critical participants in conversations and collaborations.
5.P.3 Critical thinking	.There is little evidence that the candidate instructs using breadth/depth of texts, purposes, or complexity (i.e. the addressing of standards is rote and aimed at mechanical compliance)	Candidate designs and implements instruction for breadth and depth of texts, purposes, and complexities(e.g., literature, digital, visual, informative, argument, narrative, poetic)	Basic level is achieved, plus: The instruction facilitates the students' transition/growth in becoming independent, critical, and strategic readers and communicators	Proficient level is achieved, plus: The candidate influences the students to become habitual in their critical mindset and their exploration of important concepts and issues.

Average Score for Section 5: ELA: _____   *(remember to include in overall average score for PBA)*

Section 5: Mathematics

Section 1, Planning

Make sure that your Unit & Lesson Plans:

- Are Standards-based
- Use instructional sequences for mathematical practice,
- Use best practices to meet standards,
- Use precise language.
- Employ a variety of instructional strategies for investigating and understanding mathematics including
    o inquiry,
    o discourse, and
    o problem-solving approaches
- Connect the abstract and the concrete and ask useful questions to clarify or improve reasoning.
- use a variety of problem-solving approaches for investigating and understanding mathematics, including the use of different models (hands-on, visual, and symbolic)

Additional Questions for Section 1 Commentary:

How do your plans:

1. Account for students' current mathematical knowledge and understanding and uses a variety of representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models)?
2. Account for student mathematical:
    o development,
    o ways of thinking,
    o dispositions,
    o interests, and
    o experiences ?
3. apply knowledge of learning progressions and learning trajectories intentionally to move students toward more sophisticated mathematical reasoning?

Section 2: Performing

Additional Questions for Section 2 Commentary:

How did you:

1. Encourage students to make connections between specific problems and general quantitative concepts/approaches, facilitating a cohesive framework for mathematical ideas?
2. Elicit students' use of mathematical reasoning and problem-solving strategies?
3. Fluidly move between different cognitive levels as needed to facilitate student movement to higher levels of cognitive processing of concepts?
4. guide the development of students' ways of thinking, and mathematical dispositions?
5. Show how you value students' ideas and input in the process?

Evaluators will judge the Remaining Mathematics Initial Certification Standards based upon existing work in the PBA:

The candidate:

- appropriately differentiates (for modal, intelligences, inductive/deductive, operations/comprehensive, cultural differences) and accommodates and adapts (IEP, 504, ELL) instruction in order to ensure mathematical understanding for all students.
- appropriately uses technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software). The technology is integrated such that the students are using it meet both lesson and reasoning outcomes
- uses assessment to determine student reasoning and conceptions/misconceptions to guide and facilitate learning. The informal/formative as well as formal/summative assessments are used to create appropriate interventions for students

Rubric, Section 5: Mathematics

ID Standard	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (*rare achievement*) 4
4.K.5, 4.P.4, 7.K.1, 7.P.1, 1.K.1, 2.K.1, 8.K.1, 8.P.2, 8.P.3 design accounts for standards, best practices, and students	There is little/no evidence that the candidate designs based upon standards, best practices, or students' levels of knowledge or understanding in design (*i.e. merely proceeding through the school's curriculum text chapters*)	The candidate knows, designs, and implements standards and instructional sequences for mathematical practice, and engages students in the use of best practices to meet standards, accounting for students' current mathematical knowledge and understanding and uses a variety of representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.	Basic level is achieved, plus: The designs account for student mathematical: development, ways of thinking, dispositions, interests, and experiences, and employs a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches	Proficient level is achieved, plus: The designs indicate purposefully differentiated scaffolding for different levels and ways of understanding in the class
1.K.2, 1.P.2, 3(a), 7.K.2 learning progressions/trajectories	There is little/no evidence that the candidate considers trajectories or progressions in design or instruction	The candidate applies knowledge of learning progressions and learning trajectories	Basic level is achieved, plus: The knowledge is applied intentionally to move students toward more sophisticated mathematical reasoning overall (not merely better solving of specific	Proficient level is achieved, plus: All of the work that candidates facilitate is framed by its moving towards greater sophistication in quantitative

			problems)	reasoning
1.P.3 students as problem-solvers	There is little/no evidence that the candidate intends the students to become independent problem solvers.	The candidate plans and facilitates in ways that guide the development of students' ways of thinking, and mathematical dispositions.	<u>Basic level is achieved, plus:</u> The plans and facilitation value students' ideas and input in the process	<u>Proficient level is achieved, plus:</u> The instruction gets students to structure the problems and the solving themselves
1.P.1 students as math thinkers	There is little/no evidence that the candidate intends students to become generally mathematically/quantitatively literate.	The candidate encourages students to make connections between specific problems and general quantitative concepts/approaches	<u>Basic level is achieved, plus:</u> The candidate facilitates the development of a cohesive framework for mathematical ideas in the students	<u>Proficient level is achieved, plus:</u> All of the work that the candidate facilitates is framed by its relevance in terms of holistic quantitative reasoning
4.P., 8.K.1, 8.P.1 increasing students' cognitive levels	There is little/no evidence of the teacher's intention to increase the cognitive level of students' quantitative reasoning	The candidate connects the abstract and the concrete and asks useful questions to clarify or improve reasoning. The discussion/activities elicit students' use of mathematical reasoning and problem-solving	<u>Basic level is achieved, plus:</u> The questioning/activities fluidly move between different cognitive levels as needed to facilitate student movement to higher levels of cognitive processing of concepts.	<u>Proficient level is achieved, plus:</u> The questioning/discussion targets students' ZPD's appropriately

		strategies.		
2.P.1, 4.K.1, 3, 4.P.2 differentiation & modification	There is little/no evidence of appropriate differentiation or modification of lessons	The candidate uses a variety of problem-solving approaches for investigating and understanding mathematics, including the use of different models (hands-on, visual, and symbolic)	Basic level is achieved, plus: The candidate appropriately differentiates (for modal, intelligences, inductive/deductive, operations/comprehensive, cultural differences) and adapts (IEP, 504, ELL) instruction in order to ensure mathematical understanding for all students.	Proficient level is achieved, plus: Choice of means/approaches and universal design are built into all lessons intentionally
8.K.4, 8.P.4 Technology Integration	There is little/no evidence of intentional integration of technology for students	The candidate understands and appropriately uses technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).	Basic level is achieved, plus: The technology is integrated such that the students are using it meet both lesson and reasoning outcomes	Proficient level is achieved, plus: The technology integration provides choice and accounts for universal design.
8.K.5, 8.P.5, 6.K.1 6.P.1, 2.K.2 Use of Assessment	There is little/no evidence that the candidate employs assessment for anything other than summative evaluation	The candidate uses assessment to determine student reasoning and conceptions/misconceptions to guide and facilitate	Basic level is achieved, plus: The informal/formative as well as formal/summative assessments are used to	Proficient level is achieved, plus: There is choice and universal design employed in the

		learning.	create appropriate interventions for students	design of assessments.

Average Score for Section 5: Mathematics: _____   *(remember to include in overall average score for PBA)*

UNDER CONSTRUCTION, Summer 2019

5a – all Science candidates

5b: Science, Biology

Note: There are no PBA-related requirements for the Chemistry Endorsement

5b: Earth Science

Section 1: Planning

Make sure that your plans:

- Contain 3 disciplines within the social studies across the unit
  (*for instance, if it is a history unit, include a geography component and an economic component into lessons, each that the students actually work with*).
- Use both primary and secondary sources when working with the students
  (*documents, artifacts, maps, graphs, charts, and or tables*).
- Have the students engage in research that includes use of and discernment between primary and secondary sources, and in a way that is meaningful to student outcomes.
- Use and have the students engage with history framing concepts/themes: chronological vs. thematic approach to history, continuity vs. change as drivers of history, plus the concepts of conflict and of compromise.
- Have the students take a historical episode and illustrate how people would experience, interpret, and write the history differently from their differing perspectives based on their ideology, generation, gender, race/ethnicity/nationality, and/or religion
- Work explicitly on the students' speaking and listening skills.
- Have a literacy strategy that helps the students read and/or write more clearly in social studies.

Additional Section 4 Commentary: Social Studies

In your clinical experience (could be the unit, could be outside of the evaluated unit), how did you:

1. provide opportunities for learners to engage in civic life, politics, and/or government?

2. include current events in a regular way in your class?

3. integrate social studies knowledge into forums with your students to consider the world as it is and is becoming: limited resources, shared responsibility for the natural environment, cultural pluralism, increasing interdependence of economic and social systems?

4. Discuss international matters?

Rubric, Section 5: Social Studies – History

ID Standard	Unsatisfactory 1	Basic 2	Proficient (**TARGET**) 3	Distinguished (_rare achievement)_ 4
H4.P.1 (b) social studies interdisiplinary	The candidate makes little/no attempt to provide elements from the social studies outside of history	The candidate employs political, social, cultural, geographic, and/or economic concepts	Basic level is achieved, plus: The candidate does so in ways that are integrated with the history curriculum.	Proficient level is achieved, plus: The candidate requires the students to reflect an understanding that the social studies are all present within one another
SS4.P.2, SS5.P.3 Research, Primary & Secondary Sources	Unit requires no independent research from the students	The candidate uses primary and secondary sources in teaching and does so accurately Unit includes requirement for students to research	Basic level is achieved, plus: The research is facilitated for students to understand the best use of primary vs. secondary sources and perform their own searches for accurate, useful evidence to use.	Proficient level is achieved, plus: The requirements in assessment of student research require that the students have and identify both primary and secondary sources, annotate to describe the perspectives/biases likely to be in each, and employ citation and referencing correctly.
H4.P.1 (a), H4.P.4 History Concepts	The candidate's teaching does not discern in terms of history concepts: chronological vs. thematic approach, continuity vs. change, conflict, and	The candidate discerns in her/his teaching between history frames: chronology vs. theme approaches, continuity vs. change, conflict and compromise	Basic level is achieved, plus: The candidate does so explicitly, and helps students to build the concepts into their active vocabularies.	Proficient level is achieved, plus: The candidate assesses students on their understanding of the various frames of historical understanding.

66

	compromise		
SS1.P.1 Civic Life	There is no mention or use of civic, current political, or governmental issues	The candidate integrates current civic/political/governmental issues and presents students with means citizens use to participate	The candidate provides opportunity for learners to actually engage in civic life/politics/government.	The course and/or unit integrate civic/political participation and reflection upon them as an assignment for students.
SS5.K.1 Current Events	Current events are not present in the curriculum for the candidate's class	Current events are considered in class	Basic level is achieved, plus: Current events are framed using historical contexts and attempts are made for students to understand varying perspectives	Proficient level is achieved, plus: The historical contexts are used to guide students to comprehend how history and current events are interpreted and presented differently depending upon people's background, stance, and perspective (ideology, generation, gender, race/ethnicity/nationality, religion)
SS5.P.2 Current/Future Issues	Current/Future Issues are not considered in the candidate's class	Current/Future Issues are considered in class in some format	The candidate includes current/future world concerns in her/his teaching – environmental issues, pluralism, interdependence.	Proficient level is achieved, plus: The candidate integrates world issues into her/his teaching of history in thematic or another consistent, regular way
H4.P.2 Social Issues	Issues that divide people's perspectives in society are not present in the candidate's teaching	Issues of gender, race/ethnicity/ nationality and religion are mentioned	Issues of gender, race/ethnicity/nationality and religion included meaningfully in the curriculum	Proficient level is achieved, plus: The unit includes outcomes that students demonstrate some form of understanding that differing perspectives have merit and truth
H4.P.3 International Perspective	There is no attempt to present or provide any perspective outside that of the United States	International relationships are considered in class	The candidate integrates international perspectives into the teaching of history	Proficient level is achieved, plus: The candidate requires students to represent history from a perspective outside that of the United States.
SS8.K.1, 8P1	*Strategies for clear and coherent reading, speaking, listening, and writing within social studies understood and employed*		

Content A. Literacy	*(consistent with standards)* – assessed in the literacy strategy area of general planning and performance

Average Score for Section 5: Social Studies: _____ *(remember to include in overall average score for PBA)*

Appendix C:
Disposition Evaluation

Intern's Dispositions Survey

When filling this out, please use the categories' descriptions as a guideline. Think of them as a whole to determine the rating rather than as separate requirements. Having no basis for judgment on one or two of the descriptions should not result in an N/A for the category. You can use the comments area to include particular strengths/weaknesses that are exceptions to your overall rating, describe other aspects of dispositions in the category that you used to make the rating, and/or personal reasons that you concluded on the rating.

Dispositions related to:

1. Students' Development

The intern:

- takes responsibility for promoting students' growth and development (1.D.3),
- respects students' differing strengths and needs and is committed to using those to further each student's development and growth (1.D.2, 1.D.3),
- sees students' misconceptions as opportunities for them to learn (1.D.2),
- values the input of others (families, colleagues, other professionals) in supporting each student's development (1.D.4).

+ Any other intern disposition that you believe should be evaluated regarding their students' development and growth.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

2. Learning Differences

The intern:

- believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential (2D1),
- respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests (2D2),
- makes learners feel valued and helps them learn to value each other (2D3),

- values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning (2D4),

+ Any other intern disposition that you believe should be evaluated regarding their students' students' learning differences.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

*please only use N/A if there is really no basis to determine an overall rating

3. Learning Environments

The intern:

- is a thoughtful and responsive listener and observer (3D5),
- seeks to foster respectful communication among all members of the learning community (3D4),
- values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning (3D2),
- is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning (3D3),
- is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments (3D1).

+ Any other intern disposition that you believe should be evaluated regarding learning environments.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

4. Content Knowledge   &   5. Content Application (*combined*)

The intern:

- is committed to work toward each student's mastery of disciplinary content and skills (4D4),
- values knowledge outside his/her own content area and how it enhances student learning (5D2),
- believes in staying current with new ideas and understandings (4D1),

- appreciates multiple perspectives within the discipline and facilitates students' critical analysis of these perspectives (4D2),
- realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving (4D1).
- recognizes the potential of biased presentation and seeks to appropriately address bias (4D3).
- values using disciplinary knowledge as a lens to address local and global issues (5D1).
- values flexible learning environments that encourage student exploration, discovery, and expression across content areas (5D3).

+ Any other intern disposition that you believe should be evaluated regarding content knowledge or its application.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

6. Assessment

The intern:

- takes responsibility for aligning instruction and assessment with learning goals (6D2),
- is committed to providing timely and effective descriptive feedback to students on their progress (6D3),
- is committed to making accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs (6D4),
- is committed to engaging students actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning (6D1),
- is committed to the ethical use of various assessments and assessment data to identify student strengths and needs to promote student growth (6D5).

+ Any other intern disposition that you believe should be evaluated regarding assessment.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

please only use N/A if there is really no basis to determine an overall rating

7. Planning

The intern:

- takes professional responsibility to use short- and long-term planning as a means of assuring student learning (7D3),
- believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances (7D4),
- respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction (7D1),
- values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (7D2).

+ Any other intern disposition that you believe should be evaluated regarding planning.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

8. Instruction

The intern:

- values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs (8D4),
- values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication (8D2),
- is committed to deepening awareness and understanding the strengths and needs of diverse learners when adjusting instruction (8D1),
- is committed to exploring how the use of new and emerging technologies can support and promote student learning (8D3).

+ Any other intern disposition that you believe should be evaluated regarding their students' instruction.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

9. Professional Learning, Ethical Practice & 10. Leadership, Collaboration (*combined*)

The intern:

- takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (10D3),

- actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for students and accountability for their success (10D1),
- embraces the challenge of continuous improvement and change (10D5),
- takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice (9D1),
- is committed to deepening understanding of his/her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with students and their families (9D2),
- sees him/herself as a learner, seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice (9D3),
- understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy (9D4),
- respects families' beliefs, norms, and expectations and seeks to work collaboratively with students and families in setting and meeting challenging goals (10D2),
- takes responsibility for contributing to and advancing the profession (10D4).
+ Any other intern disposition that you believe should be evaluated regarding professionalism, leadership, collaboration, and/or ethical practice.

☐ **Inadequate**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**	☐ **N/A***

Comments

Strengths, Challenges, reasoning for scoring, description of anything other than the list that went into your rating

please only use N/A if there is really no basis to determine an overall rating

*The College Faculty Mentor and OSTE complete this form and scores are entered into the division's data collection site by the faculty mentor.

Appendix D: Forms & Documents
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Danielson Evaluation Rubric

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Dispositions Concern Form

Dispositions Remediation Plan Form

Code of Ethics for Idaho Professional Educators

Name of Lesson

Standards Addressed

This is a sub-set of the standards gathered for the unit – put the ones here that are addressed in this lesson.

Goal(s)

(see description of goals at unit level)

Note that the goal(s) included here can be pasted from the unit level, or can be just for this lesson, as you see fit. There should be at least one goal, even if the one lesson is only a part of achieving it.

Objective(s)

Format your objectives to incude A.B.C.D.:

- Actor = the students,
- Behavior = the action they will take to perform/demonstrate meeting the objective.
    Each objective is a definite, concrete, measurable action.
    Use definite-action, specific verbs (discuss, write, identify, indicate, analyze, etc.)
    Helpful tool: Refer to this Social Learning Systems website for verbs that you can use for objectives, tied to various Bloom's levels.
    Remember, no big, holistic verbs like "learn" or "understand" – performance words only!

- Criteria/Condition is the format of production of that verb (i.e., "in a two paragraph paper…" "in a ten minute partner-talk…"etc.),
- Degree = how many/much you need to see to rate a success/lack of success in meeting the objective (i.e. "at least three accurate facts…" "a self-made definition that is still correct…" etc.)

Anticipatory Set/Bell Ringer/Hook

Describe what will grab the students' attention & engagement at the outset, list approximate time taken

Activity

While the instructions for this are the shortest, this should actually be the largest component of the plan – this is what you actually plan to do with the students. Describe what you are going to do with the students, planned as specifically as possible (remembering that students will not respond as you expect much of the time). The ideal for describing activities is somewhere between a script and an outline. A good guideline is whether a substitute could teach your plan with what you have written. Another piece of advice in design is whether someone could visualize what is happening during the class based upon what you have written.

List approximate time you figure for each component {i.e.: "small group discusses how to answer (7 min)}

Adaptations

List the lesson-specific, student-specific accommodations and/or modifications for your two chosen students with learning challenges, Student A and Student B.

Remember: Accommodations are adaptations for which the objective remains the same. Modifications are adaptations for which you have to change the objective.

If your adaptation in this case is a modification, please also list the modified objective(s) for the student.

Assessment

Describe the assessments that you will employ for the lesson (informal and formal, formative and if you are using one for this lesson, summative).

If you are using evaluation criteria or rubric, include those.

If you have assessment prompts/questions, include the instrument

Materials

This is just the "shopping list" of materials so you know what you need is at hand before actual application of the lesson.

Guidelines for Successful Journals during Clinical Internship

Journaling during clinical internship is important for personal reflection and for dialogue between the mentor and the intern. The journals do carry a separate grade during ED 426, but do not carry an independent score/grade in ED 429 or ED 460/461; instead, the entries are part of a holistic pass/fail grade submitted at semester's end by the mentor. Since the journaling is qualitative and has one evaluator (the mentor), it is necessarily somewhat subjective, a matter of agreed discussion between the mentor and the intern. However, the following guidelines provide targets for the intern writing and the mentor evaluating:

I. Frequency & Quantity: Increased frequency (how often) and quantity contributes to more meaningful, personal discovery and clarification of thought.

The target is at least three entries per week of approximately 500 words *(500 words = 1 single-spaced page).*

II. Reporting/Reflecting: Interns' journals will contain a blend of

(1) reporting – narrative of who, what, when, where, how things happened – and

(2) reflecting - meaningful exploration of important learning issues, ideas, conclusions, etc.

The target is to use reporting as a forum for meaningful reflection such that the proportion of reflection to reporting is high.

III. Attention to LCSC Professional Principles

Intern's journal entries will reflect on the connection between events/ideas from the internship and at least one of the eight LC Division of Teacher Education Principles each week.

- Dedicated Professional
- Knowledgeable Professional
- Content Specialist
- Educational Designer

- Educational Facilitator
- Educational Evaluator
- Culturally Responsive Educator
- Reflective Professional

The choice of principle will generally be up to the intern, though the mentor can request (or even require) attention to a particular one in a given week as needed.

IV. Attention to Wellness Issues

It is readily apparent that habits of body and mind are important factors in achieving and maintaining overall wellness and that overall wellness is an important factor in exemplary teaching. Wellness can include matters of diet, exercise, sleep, substance use/abuse, recreation, spiritual considerations, relationships, etc.

The target is to report and reflect upon their wellness activities for the week at least once in every week of journaling.

These guidelines are flexible. The mentor may determine any adjustments that may need to be

made in the best interest of the intern. The intern and the mentor should work closely together when completing these entries.

Journal entries are expected each week for the first 10 weeks of the semester

Danielson Evaluation Rubric

Domain #1: Planning & Preparation

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
1a Knowledge of Content & Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	
1b Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	
1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	
1d Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has	

| | | designed particular approaches to be used. | |

Domain #2 : Classroom Environment

	Unsatifactory (1)	Basic (2)	Proficient (3)	Comments
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	a. Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. b. Students rarely demonstrate disrespect for one another. c. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	a. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. b. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. c. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	a. The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," students indicate that they are interested in the completion of a task rather than the quality of the work. b. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. c. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	a. The classroom culture is a place where learning is valued by all. b. High expectations for both learning and hard work are the norm for most students. c. Students understand their role as learners and consistently expend effort to learn.	
2c. Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	a. Some instructional time is lost due to partially effective classroom routines and procedures. b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. c. With regular guidance and prompting, students follow established routines.	a. There is little loss of instructional time due to effective classroom routines and procedures. b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. c. With minimal guidance and prompting, students follow established classroom routines.	
2d. Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	a. Standards of conduct appear to have been established, but their implementation is inconsistent. b. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	a. Student behavior is generally appropriate. b. The teacher monitors student behavior against established standards of conduct. c. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	
2e. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	a. The classroom is safe, and essential learning is accessible to most students. b. The teacher makes modest use of physical resources, including computer technology. c. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	a. The classroom is safe, and students have equal access to learning activities. b. The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	

Domain # 3: Instruction

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 3a. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	a. The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. b. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. c. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. d. The teacher rarely takes opportunities to explain academic vocabulary.	a. The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. b. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. c. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. d. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	
Danielson 3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	a. The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. b. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	a. While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. b. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	
Danielson 3c. Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	a. The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. b. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	a. The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. b. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	
Danielson 3d. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	a. Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. b. Questions and assessments are rarely used to diagnose evidence of learning. c. Feedback to students is general, and few students	a. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. b. Questions and assessments are regularly used to diagnose evidence of learning.	

	assess their own work. d. Adjustment of the lesson in response to assessment is minimal or ineffective.	c. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. d. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	
Danielson 3e. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	a. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. b. Adjustment of the lesson in response to assessment is minimal or ineffective.	a. The teacher successfully accommodates students' questions and interests. b. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. c. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	

Domain 4: Professional Responsibilities

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 4a. Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	
Danielson 4b. Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	
Danielson 4c. Communicating w. Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	
Danielson 4d. Participating in	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers	

the Professional Community	teacher avoids becoming involved in school events or school and district projects.	The teacher participates in school events and school and district projects when specifically asked.	to participate in school events and in school and district projects, making a substantial contribution.	

Danielson 4e. Growing & Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	
Danielson 4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	

Suggested Questions for Exit Interview:

This document contains questions that can be used for exit interviews with the LCSC Teacher Education program's interns. The questions are organized by suggested LCSC principles to ensure that the intern has ample opportunities to address each one. Some questions might fit more than one principle based on the intern's responses.

Please be prepared to ask your interns about 12-16 questions during the interview in order to get a complete overview of the intern's experiences and qualifications. At least one question for each LCSC principle must be addressed during the interview; the remaining questions are to be determined by the interview team either prior to, or during, the interview. The exit interview team is also strongly encouraged to ask the following question (or some variation of it) during the interview: "We're considering another 15 applicants for this 4th grade (or insert other grade/content area) position. Tell us why we should hire you over those 15 applicants? What strengths do you bring to our school and staff? Or, something like "What might set you apart from the other ten individuals whom we are interviewing for this position?"

The intern should be prepared to answer any of the questions in this document. All standard descriptions taken from [LCSC's Teacher Education program website's standards document](http://www.lcsc.edu/media/2312659/Professional-Standards-for-Teaching.pdf) (full link: www.lcsc.edu/media/2312659/Professional-Standards-for-Teaching.pdf)

The Dedicated Professional: The successful teacher is on who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.
- Aside from your classroom teaching responsibilities, in what other ways might you be able to contribute to our school if you were hired?
- Discuss a highly successful instance in which you collaborated with your on-site teacher educator or other professional to provide your students with an effective learning experience.***Could also be Educational Designer/Facilitator
- How are you prepared to be a caring professional who teaches for understanding in communities of learning?
- Briefly discuss LCSC's Teacher ED mission statement and how the 3 main aspects are a part of you and your classroom.
- How would you summarize the LCSC Conceptual Framework for the teacher education program in relation to your classroom teaching experiences?

The Knowledgeable Professional: 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.

- Tell us about your philosophy on education and how children learn best.
- Explain your philosophy about what is most important for students to know and be able to do.
- How do you plan to engage students of different ability levels?
- Discuss two significant choices you have made related to classroom environment that have directly impacted student learning. What led you to make these choices?
- Describe how you want to organize your classroom space.
- Describe several constructivist methods or strategies you have used in your teaching.
- Explain your philosophy about classroom management and effective teaching.

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 teachers. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.
- Describe the main components of an effective reading (or substitute any content area here, particularly at the secondary level) program.
- What subject area is a strength for you and what subject area is more of a challenge for you and why?
- What technological skills will you bring to this school?

- We have a challenge with our reading (or insert any content area) scores and need help; what specifically can you bring to our school to help with this?

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.How have you used technology to design, adapt and plan lessons that address the students' needs to develop information literacy and problem-solving skills?
- Describe one of your lesson plans that you feel exemplifies your ability to design quality activities that are meaningful for all students and addresses curriculum goals or state standards.
- Discuss a standards-based lesson you have developed and delivered. Describe how you use the CCSS and Idaho State Standards to develop that lesson. How did you ensure equitable access for all of your students?
- What are the goals that you feel are necessary for your students to accomplish?

The Educational Facilitator: The successful teacher is one who effectively implements instructional strategies to facilitate leaning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.Describe one of your most successful lessons.
- How is technology used in your practice?
- How do you display enthusiasm about your subject?
- How do you encourage positive social interactions and active engagement in learning with your students?
- How do you plan to engage students of different ability levels?
- Describe what the first day of school will be like in your first year as a teacher. What do you think is important to accomplish on that first day?

The Educational Evaluator: The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.Describe what you've learned about the process of assessment and how you view the purpose of assessment.
- How do you plan to evaluate your students?
- Describe a time when you helped someone achieve success.
- What have you learned about your own practice from analyzing student work? Describe formal and informal ways you have used to assess whether students are showing mastery of the skills and content you have taught. Provide examples of how you differentiate your instruction based upon the data you have collected.

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.
- What are your thoughts and experiences related to involving parents/family? What strategies would you employ to improve such involvement?
- Discuss your thoughts related to working with culturally diverse students/communities and what new learning you've experienced while at LCSC.
- Can you describe an instance in which you effectively dealt with multiculturalism or individual diversity during the internship? Explain.
- What one or two students with whom you worked as an intern stand out in your memory? Why?
- A parent comes to you to discuss the grade his/her child received on a project and is angry about it -- saying it's unfair and wrong. How do you handle this?

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.
- What has been your greatest experience working in the classroom during this internship year?
- What has been the biggest challenge in the classroom you've experienced during this internship year?

- Which LC Standard would you say is a strength for you? Use your Portfolio to support your answer.***May reference another standard too depending on answer.
- Which LC standard is an area you feel you need to strengthen? Again, please use your portfolio.***May reference another standard too depending on answer.
- Reflect upon a lesson that did not go very well - what did you learn about yourself, your students and the learning process?
- What program standard caused you the most difficulty in obtaining evidence and why?
- What is the section or item in your portfolio about which you are proudest and why? Please share that selection.
- What was the highlight of your internship experience? Why?
- What caused you the greatest concern during the internship? Why?
- Explain why the evidence in any section of your portfolio demonstrates your ability to meet the particular program standard. (***You can specify a particular standard if you need more information during the interview about a particular one.)
- With the experience gained from your internship, do you still want to be a teacher and why?
- What qualities or characteristics of your OSTE do you most admire and why?
- Think about your successes and challenges in teaching. How do you approach the change process if you discover something in your teaching practice isn't as effective as you would like? What information do you use to identify what needs to be changed and what strategies or steps do you use to implement the desired changes?
- Select three words that described you as a beginning teacher. How have you changed since you began teaching? What three words would you choose to describe yourself as a teacher now? Explain your choices.
- Describe a situation that you feel that you mishandled. What would you do differently in the same situation today?

Dispositions Accolade Form

(send to candidate and to candidate's advisor)

Candidate's Name _____ School Site or Course _____

Evaluator _____ Date _____

Comment in the fields below for each of the following dispositions/indicators for which you are awarding an accolade

A. Positive and Productive Work Habits

Indicator	Comments
Is punctual and regular in attendance	
Works efficiently and manages time well	
Consistently submits work in a timely fashion	
Puts forth the necessary effort to succeed	
Works carefully and professionally	
Accepts responsibility	
Demonstrates initiative and independence	
Displays appearance/attire/habits appropriate to the professional environment	

B. Proper Interpersonal Skills

Indicator	Comments
Is respectful of the needs, ideas, and opinions of others	
Develops a positive working relationship with others	
Seeks opportunities to work w. young people; regards students in positive light	
Is open to and responds positively to suggestions/criticism/directions	

C. Professionalism and Integrity

Indicator	Comments
Displays enthusiasm for her/his content area and teaching	
Maintains proper confidentiality	
Demonstrates honesty, integrity and ethical behavior	
Fulfills the Code of Ethics for Idaho Professional Educators	

_____

Signature of Evaluator   Evaluator's Title/Position   Date

Dispositions Concern Form

(send to candidate and to candidate's advisor)

Candidate's Name _____ School Site or Course _____

Evaluator _____ Date _____

Comment in the fields below for each of the following dispositions/indicators for which you have a concern

B. Positive and Productive Work Habits

Indicator	Comments
Is punctual and regular in attendance	
Works efficiently and manages time well	
Consistently submits work in a timely fashion	
Puts forth the necessary effort to succeed	
Works carefully and professionally	
Accepts responsibility	
Demonstrates initiative and independence	
Displays appearance, attire, & habits appropriate to the professional environment	

B. Proper Interpersonal Skills

Indicator	Comments
Is respectful of the needs, ideas, and opinions of others	
Develops a positive working relationship with others	
Seeks opportunities to work with young people; regards students in positive light	
Is open to and responds positively to suggestions/criticism/directions	

C. Professionalism and Integrity

Displays enthusiasm for her/his content area and teaching	
Maintains proper confidentiality	
Demonstrates honesty, integrity and ethical behavior	
Fulfills the Code of Ethics for Idaho Professional Educators	

_____

Signature of Evaluator   Date

_____

Evaluator's Title/Position

Dispositions Remediation Plan

A dispositions concern has been expressed for _____ by _____, who serves

                                         (Candidate)   (Evaluator name)

as the candidate's _____. The concern form is attached to this remediation plan. On _____, a

                              (role)   (date)

meeting was held with the above-named candidate and evaluator and the candidate's Division of Teacher Education

advisor, _____. In that meeting, the following plan was established to remediate the disposition concern(s):

      (Advisor Name)

Plan	Dates for check/completion
Final Review Meeting	

We were present at the remediation plan meeting, understand the nature of the dispositions concern, and agree to the plan, the dates for check and review, and the conditions of success/failure to remediate.

_____   _____   _____

Candidate   date   Division of Teacher Ed. Academic Advisor   date   Qualified Evaluator   date

***

If the remediation plan has been determined to be ineffective by the advisor and the initial evaluator, the candidate shall be advised to (1) pursue a new remediation plan (w. a new form – 2 total opportunities permitted) or (2) withdraw from the Teacher Education Program. In the case of a decision by the evaluator and advisor to recommend that the candidate withdraw, the candidate may appeal the case to the Division of Teacher Education Chair for review in consultation with the candidate, the initial evaluator, and the advisor.

***

The preceding plan has been carried out to completion, and the decision of the advisor and evaluator is that:

☐ The candidate has successfully remediated, and the concern for the disposition(s) have been alleviated. The candidate may continue to proceed in the Teacher Education Program.

☐ The candidate has been partially successful in remediation, but an additional plan should be carried out to be sure that the patterns and processes of the disposition improve further or remain adequate (start a new form).

☐ The candidate has been unsuccessful in remediation. The candidate should withdraw from the Teacher Education Program.

_____   _____

Division of Teacher Education Academic Advisor   Date   Qualified Evaluator of Candidate   Date

Code of Ethics for Idaho Professional Educators

Please visit the following website for more information. The 10 principles are also described on this website as well as other important information regarding the code of ethics all Idaho educators are expected to follow.

Link to [ID Professional Educator Ethics](http://www.sde.idaho.gov/cert-psc/psc/ethics.html).

(http://www.sde.idaho.gov/cert-psc/psc/ethics.html)

- Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes.

- Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom.

- Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.

- Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice.

- Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.

- Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.

- Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.

- Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.

- Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.

- Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles.

Appendix E:
Forms To Complete At End of Clinical Internship

(Note: The Intern will be sent a link to fill out an evaluation of the program, OSTE, and College Faculty Mentor on Qualtrics. Text of those evaluations is not included here, but is available upon request)

Alumni Contact Information and Authorization

We request your assistance to simplify our follow-up efforts: The Division of Teacher Education and Lewis-Clark State College engage in significant and meaningful follow-up studies of graduates. The results attained are used for important accreditation reports and to revise and reform our programs.

Since our graduates frequently move, tracking for surveys becomes difficult. Divisions frequently are required to expend substantial cost to find alumnae.

To assist us, could you please **provide (1) a non-LC email that will likely be one you continue to look and (2) contact information for two people** who are highly likely to know how to get in touch with you and are the least likely to change their contact information of all the people you know.

Your Non-LCSC Email Address_____

People who would know how to contact you

1.Name _____**Relationship**_____

Telephone Number _____**E-Mail**_____

2.Name _____**Relationship**_____

Telephone Number _____**E-Mail**_____

I, _____, hereby authorize the above-
       (print name)
mentioned individuals to release my phone number, address, and email address to the Lewis-Clark State College Division of Teacher Education.

Signature _____**Date**_____

Semester of Graduation/Program Completion _____

_____

✓

State of Idaho
Individualized Professional Learning Plan Form

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

		Professional Action Plan Goal Criteria
S	**Specific Standards-Based**	• Is the goal clearly focused on what is to be accomplished? • Why is this goal important? • Is it based on the *Framework for Teaching* (or *Framework for Specialist*) components and aligned critical attributes?
M	**Measurable**	• Can this goal be measured? • Will the teacher be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	• Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	**Relevant**	• How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	**Time Bound**	• Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures and *3c – Engaging Students in Learning:* During 2012-13 **(WHEN),** the 6th Grade Teacher **(WHO)** will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing "high interest" Student Learning Outcome Aligned Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work **(DATA SOURCE).**

Directions for Goal Setting: Candidates must choose…

1. A minimum of three goals developed collaboratively between the candidate and the university mentor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2)
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2)

✓

Candidate Professional Action Plan

Candidate Name:	Date:	University:

Domain Two Goal (2a – 2d): Identify Component _____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component _____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Action Plan:

Candidate's Signature:_____   Date: _____

University Representative:_____   Date: _____

Idaho Teacher Candidate Evaluation
(Based on the Charlotte Danielson Model)

Teacher Candidate_____   Term/Year _____

Institution   _____

In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.

* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

Strengths	Domain 1	1	2	3	4*	Growth Opportunities
	Planning and Preparation (Correlated to Idaho Core Teacher Standards 1, 2, and 7)					
	A. Demonstrating knowledge of content and pedagogy	☐	☐	☐	NA	
	B. Demonstrating knowledge of students	☐	☐	☐	NA	
	C. Setting instructional outcomes	☐	☐	☐	NA	
	D. Demonstrating knowledge of resources	☐	☐	☐	NA	
	E. Designing coherent instruction	☐	☐	☐	NA	
	F. Designing student assessments	☐	☐	☐	NA	

	The Classroom Environment					
	(Correlated to Idaho Core Teacher Standard 5)					
Strengths	**Domain 2**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Creating an environment of respect and rapport	☐	☐	☐	NA	
	B. Establishing a culture for learning	☐	☐	☐	NA	
	C. Managing classroom procedures	☐	☐	☐	NA	
	D. Managing student behavior	☐	☐	☐	NA	
	E. Organizing Physical Space	☐	☐	☐	NA	

	Instruction and Assessment					
	(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)					
Strengths	**Domain 3**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Communicating with students	☐	☐	☐	NA	
	B. Using questioning and discussion techniques	☐	☐	☐	NA	
	C. Engaging students in learning	☐	☐	☐	NA	
	D. Using Assessment in Instruction	☐	☐	☐	NA	
	E. Demonstrating flexibility and responsiveness	☐	☐	☐	NA	

	Professional Responsibilities (Correlated to Idaho Core Teacher Standard 9 and 10)					
Strengths	**Domain 4**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Reflecting on teaching	☐	☐	☐	NA	
	B. Maintaining accurate records	☐	☐	☐	NA	
	C. Communicating with families	☐	☐	☐	NA	
	D. Participating in the professional community	☐	☐	☐	NA	
	E. Growing and developing professionally	☐	☐	☐	NA	
	F. Showing professionalism	☐	☐	☐	NA	

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

_____   _____

Teacher Candidate's Signature   Date

_____   _____

Mentor Teacher's Signature   Date

_____   _____

University Supervisor's Signature   Date

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