

A thick dark blue vertical bar runs down the left side of the page. A blue arrow-shaped banner points to the right from this bar, containing the text 'Spring 2023'. In the bottom left corner, there are several thin, curved, light blue lines that sweep upwards and to the right.

Spring 2023

Dickinson State University

Master of Arts in Teaching

Student Teacher Handbook

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Congratulations! You are about to embark on an exhilarating journey! We hope that you will savor the challenges and joys it will bring. We know from experience that these next 12 weeks will bring memories you will carry with you throughout your lives.

Student teaching is the culminating experience in the Master of Arts in Teaching Program at Dickinson State University. It requires one to display the knowledge, skills, and dispositions about teaching and learning that have accrued throughout your graduate coursework.

The student teaching course is a valuable professional experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the student teaching semester will depend on the cooperative efforts of many people. Our hope is that the student teacher, cooperating teacher, and university supervisor will form a triad with closely connected goals – all resulting in a positive, relevant, and meaningful student teaching experience. It is both the aim and expectation of Dickinson State University's Teacher Education Council and the School of Education that our candidates will become reflective professional educators who facilitate successful student learning.

Student Teaching Expectations and Required Assignments

Expectations

As a student teacher intern, it is your responsibility to acquire the professional persona of a teacher and to learn all you can about teaching. There are a number of people who will work with you to help make that happen. There are, however, a few things that only you can provide. First, is your sincere and full-time attention to your work in the school, second, is your willingness to be both respectful and flexible in all your interactions in your assigned school. Refer to Appendix L.

As you prepare for this all-important culminating experience, you are advised to carefully read the EDUC 575 syllabus and the Student Teaching Handbook to familiarize yourself with the required assignments and expectations. **You must complete all required assignments, as well as meet the expectations of your Cooperating Teacher and University Supervisor in order to successfully complete this course of your program, earn a passing grade for EDUC 575 and be eligible for licensure.** Listed below are general suggestions to follow for a successful student teaching experience:

- **Make your role as teacher your priority – you are not to request to be excused early or allowed to report late because of work schedules or personal business.**
- Be an active member of the school community. Attend all school meetings and events that your cooperating teacher is expected to attend, perform duties as required, participate and volunteer.
- Dress professionally with the exception of special dress days per your assigned school.
- Act and speak like a teacher. You are there to be a teacher, not a “buddy” to the children and adolescents you will be teaching.
- Protect yourself from the slightest suspicion of misconduct with students.
- Treat all students and school information with the **utmost confidentiality**.
- Read and meticulously follow all policies of the school to which you are assigned.
- Be respectful and behave professionally with students, parents, colleagues, administrators, supervisors, and community members.
- Attend all university seminars and meetings.
- Seek opportunities to learn more about teaching – subscribe to a teaching journal, surf the web, visit the library, and collaborate with your student teaching peers and educational professionals.
- Prepare! Develop your organization skills, obtain appropriate materials, set up a grade book, start an “ideas” file, graciously accept resources your cooperating teacher and others share with you.
- Avoid “water cooler” talk.
- Engage students through planning, enthusiasm, motivation, and classroom management.
- Accept constructive criticism and adjust teaching accordingly.
- Manage time well (both assignment deadlines and classroom).
- Stay healthy!

Social Media Policy

The student teaching experience ushers you from the life of a student into the profession of teaching. As a teacher, your personal life will undergo more scrutiny than it would in most other professions. Whether intentional or not, your social media presence sends messages about your character and ability to serve as a role model for K-12 students. If you have not done so already, take appropriate action with regard to privacy settings in your social media accounts. Material that is available on the public domain should be screened to ensure it does not contain embarrassing or inappropriate content. **Under no circumstances should you create a post that could be interpreted as disparaging to parents, students, or school/districts.**

Student Teaching Placement and Seminars

The student teaching experience will span a minimum of 12 weeks. Student teachers typically begin classroom teaching with one class or one content area, and classes or content areas are then added until the Student Teacher is teaching all of the classes or subject areas of the Cooperating Teacher. The Cooperating Teacher, Student Teacher and University Supervisor determine the amount of full-time teaching done by the Student Teacher. However, full-day teaching for a minimum of two weeks, in a 12-week student teaching experience is required. Student teachers with two placements will complete a minimum of two weeks of full-time teaching during their first placement and a minimum of one week full-time teaching in their second placement.

No other coursework should be taken during this semester unless specifically approved by the Chair of the School of Education. Student teachers follow the calendar of the cooperating school rather than the Dickinson State University calendar during the assignment. The placement may be changed or cancelled at any time if the building Principal or the University Supervisor believes the change is beneficial to the Student Teacher.

Student teachers also participate in many school activities outside the classroom. These activities may include attendance at faculty meetings, PTA/PTO meetings, athletic events, musical programs, school plays, professional meetings, parent-teacher conferences, and other related school activities. The student teacher earns six (6) semester hours of credit. The Student Teacher will be invited to attend Dickinson State University pre-student teaching and post-student teaching seminars. Topics such as the Unit Plan, Impact on Student Learning, Final Portfolio, etc. will be sessions at these seminars. Refer to Appendix L.

Attendance

During the student teaching semester, candidates are expected to demonstrate their readiness to teach by assuming the characteristics of a professional teacher. You are expected to follow the procedures of your assigned school. Student teachers should expect to arrive early and leave late, not be absent from school and remain at school and “on duty” during school hours. One of the most important responsibilities of a teacher is to be in attendance every day and to plan for student learning. When student teachers must be absent, they are expected to notify their cooperating teacher in advance and provide complete lesson plans, materials, and resources necessary for the Cooperating Teacher to take over the Student Teacher’s teaching responsibilities. The University Supervisor and the Director of Field Experience are also to be notified of **ALL** absences via email as soon as possible. The Student Teacher will be required to make up absences in excess of two (2) emergency days. Refer to Appendix L.

For absences due to illness, student teachers should call their cooperating teacher(s) as early as possible. Other absences (family emergency, professional obligations, interviews, etc.) must have prior approval of the Cooperating Teacher and University Supervisor.

Student teachers who are unable to complete the student teaching assignment because of an extended absence (illness, family emergency, etc.) and who have otherwise been performing adequately in student teaching may receive an “Incomplete.” In some situations, candidates may be eligible for a second student teaching assignment. The Student Teacher must meet with the Chair of the School of Education and possibly the Teacher Education Council prior to a decision being made on the opportunity for a second student teaching placement. **Note: A grade of “Incomplete” is typically allowed only for emergencies and not for performance issues.**

Portfolio Defense

Be cognizant throughout the semester of the requirements for the portfolio presentation at the end of the semester. It is important to begin gathering data for your artifacts as soon as you begin working with the students. Look over those requirements (Appendix J) and plan how to capture the evidence needed for artifacts for each InTASC standard. Place these artifacts in InTASC folders you set up on your desktop during the pre-student teaching seminar.

Pre-Student Teaching Seminar

Professional Development Plan

From the list of program outcomes, (InTASC Standards 1-10) you will identify areas of strength or needed focus – (1) an area where you need most guidance and support; (2) an area where you are fairly confident but know you can improve; (3) an area you feel is a strength. During the Pre-Student Teaching Seminar, we will review and revise your Professional Development Plan in preparation for your student teaching experience. At your first conference with your University Supervisor and Cooperating Teacher, you will discuss your self-ratings and discuss your personal Professional Development Plan (Appendix A). Progress on the plan will be evaluated in your second conference with your University Supervisor and Cooperating Teacher. At the Post-Student Teaching Seminar, you will again meet with your University Supervisor to discuss progress toward established goals. The ratings on the third round will serve as the basis for your final portfolio preparation during the Post-Student Teaching Seminar.

Letter to Parents/Guardians and Parental Permission

At the beginning of your student teaching experience, you will want to introduce yourself to the parents/guardians of your students. This should be a brief introduction in the class newsletter, parent letter or email, etc. Please do not include any personal contact information such as your cell phone number or personal email address. Use the school's phone number and your DSU email address. Refer to Appendix B.

You will also need to obtain parental permission for their child to be included in photos/videos for your portfolio. Discuss this with your Cooperating Teacher as many schools already have policies in place and permission to video/photograph is already on file in the school office. If so, you will just need to determine which students have permission on file. If not, you will want to create a permission slip.

Parents/Guardians are asked to sign and return the form indicating if they do, or do not, give permission for their child to be included in photos/videos. Signed permission slips should be kept in the classroom. Refer to Appendix B. **Your Cooperating Teacher must approve the letter/permission form before you send it to parents.**

Unit Plan and Impact on Student Learning Project Overview

You will be required to write a Unit Plan following the required criterion found in Appendix H. During Pre-Student Teaching Seminar, we will review the Unit Plan requirements and answer questions regarding your Unit Plan. You will need to be aware of the requirements of the Impact on Student Learning Project as the data collection will take place during the implementation of your Unit Plan. Your University Supervisor and you will look over the requirements of the data to be collected during your second conference to ensure you are aware of all the needed data to be collected for the Impact on Student Learning Project. Your analysis of this data will be completed and submitted to your Student Teaching Portfolio by the end of your student teaching practicum.

Impact on Student Learning Project

A key element of this assignment is the collection of data from your Unit Plan to indicate the Student Teacher's impact on Student Learning. Student teachers will use technology (Excel, Microsoft Word, etc.) to compile the data in a graphic format and write an analysis of their students' progress toward the stated goals of the unit. Refer to Appendix I.

InTASC Standards Artifact #3

Student teachers will need to be continually collecting evidence of the ten InTASC Standards throughout their student teaching experience. These artifacts must demonstrate your knowledge of the standard and how the standard was implemented in your classroom. You will store this evidence (ex: bulletin board, student paper, etc.) in folders on your desktop for use as artifact #3 in your final InTASC portfolio in Anthology Portfolio and in your final presentation. A brief description of how the photo represents the standard should accompany the photo. Note: Your final portfolio defense is not the same as your Student Teaching Application Portfolio. You will take it to the “next level” by stating “how” this artifact used during student teaching evidences your knowledge of the InTASC standard.

Professional Application Packet

By the end of your student teaching experience, you will be ready to enter the professional education community! We want you to be as prepared as possible to secure your first teaching job, if you are not already on a provisional teaching assignment. At this time, we will begin developing/revising your application materials, such as letters of interest or application letters, resumes etc. Throughout your student teaching experience, you will want to add your additional experiences to this draft form of your resume.

Student Teaching Portfolio

You will use your Student Teaching Portfolio in Anthology to submit all of your forms for your formal observations by your University Supervisor, lesson plan and reflection for Cooperating Teacher Observations, Unit Plan, etc.

Conferences with University Supervisor

See Appendix K for Conference forms.

First University Supervisor Conference

Professional Development Plan

From the list of program outcomes, (InTASC Standards 1-10) you will identify areas of strength or needed focus – (1) an area where you need most guidance and support; (2) an area where you are fairly confident but know you can improve; (3) an area you feel is a strength. During your first conference with your University Supervisor and Cooperating Teacher, you will discuss your self-ratings and develop a personal Professional Development Plan (Appendix A).

Letter to Parents/Guardians and Parental Permission

Share your plans for introducing yourself to the parents of your students with your University Supervisor. This should be a brief introduction in the class newsletter, parent letter or email, etc. Please do not include any personal contact information such as your cell phone number or personal email address. Use the school’s phone number and your DSU email address. Share your plans for obtaining parental permission for photographing and videotaping. Discuss options if parental permission is not obtained for all students in the classroom. Refer to Appendix B.

Student Teaching Information Form

Provide your University Supervisor a complete daily/weekly schedule including any special days (parent-teacher conferences, no school, early release, professional development days, etc.) Refer to Appendix C.

Weekly Lesson Plans

Student teachers are expected to plan and implement lessons regularly throughout the semester. The district or the Cooperating Teacher will sometimes provide lessons taught. Additionally, each school site will have varying expectations for how lessons are submitted to administration and/or uploaded to electronic portals for family and student access. In some cases, a particular lesson format is required by the school. Given these various influences, the Student Teacher should discuss the expectations for submitting weekly lesson plans with the Cooperating Teacher **AND** University Supervisor. All weekly lesson plans should also be emailed to the University Supervisor. Clarify with the University Supervisor what format to use (i.e. DSU template, School template, etc.). The format may differ from the expectations of the Cooperating Teacher. **Regardless of the frequency and format of weekly lesson plans, the plans presented during formal observations by the University Supervisor should follow the DSU Lesson Plan template.**

Classroom/Teacher Observations

These observations provide the Student Teacher an opportunity to learn from experienced professionals. In addition, the Student Teacher gains a broader understanding of what is expected of an accomplished teacher. During the first days of your student teaching experience, you should observe class sessions led by your Cooperating Teacher. If in the elementary setting, you should also observe the PE, music, art, computer, and other specialist that teach your students. If in the secondary setting, you should observe other teachers suggested by your Cooperating Teacher. These classroom observations should be a time for you to acclimate to your assigned students and the classroom/school protocols. Take the opportunity to observe other teachers of the same grade level, within the same content area, as well as other disciplines. Take advantage of this opportunity to glean additional tools for your teacher tool kit. Refer to Appendix D as a guide for you during these observations. **Your Cooperating Teacher and University Supervisor will establish the number of observations for you to complete.**

Unit Plan and Impact on Student Learning

As you begin your student teaching, you will need to be thinking about your Unit Plan and Impact on Student Learning Project. What topic/subject will you develop and implement it? When will you implement it? What is your driving question? What are your goals/objectives? How will you assess them? What data do you need to collect? Refer to Appendix H and I.

Second University Supervisor Conference

Student/Family Connections

Explain how you have reached out to your students' family members, or the plans you have to do so. In what ways have you (or will you) use students' lives outside of school as a resource for their learning? Provide specific examples and, if available, the results of these efforts. Become familiar with your students is a requirement of your Unit Plan. Refer to Appendix H.

Successes/Challenges

What successes/challenges have you had with students who struggle to learn or struggle to fit into the school norm? This could be students with exceptionalities (i.e., physical/learning disability or gifted/talented), English language learners, students from a non-dominant cultural or socio-economic background. In what ways did you contribute positively to these students' growth? What lessons have you learned because of this experience?

Unit Plan and Impact on Student Learning

How is the planning for your Unit Plan and Impact on Student Learning Project progressing? What topic/subject will you develop and implement it? When will you implement it? What is your driving question? What are your goals/objectives? How will you assess them? What data do you need to collect?

Read through the requirements for videotaping the lesson your University Supervisor will be observing? Refer to Appendix G, H and I.

InTASC Standards and Artifact #3

How is your collection of Artifact #3 for your InTASC standards progressing? Share your desktop folder with your artifacts to date. Discuss options for collecting artifacts. Refer to Appendix J.

Third University Supervisor Conference

Professional Development Plan

Revisit your Professional Development Plan (Appendix A) from the Pre-Student Teaching Seminar. Discuss with your University Supervisor/Cooperating Teacher areas of growth and areas still needing development. Obtain feedback from your University Supervisor and Cooperating Teacher.

Impact of Student Learning Data

Discuss documents needed for the Impact on Student Learning Project: Student results on pre-assessment, mid-formative assessments and post-assessment, examples of students' assessments (below average, average and above average for all assessments). Remember all assessments must have feedback given to students. Does your pre- and post-assessment measure all of your goals? Do you have a mid-formative assessment for each goal?

InTASC Standards and Artifact #3

How is your collection of Artifact #3 for your InTASC standards progressing? Share your desktop folder with your artifacts to date. Discuss options for collecting artifacts. Have you collected videotaped evidence? Refer to Appendix J.

Fourth University Supervisor Conference

Classroom Environment

Describe how you use (or would use if this were your classroom – if you are unable to actually apply changes to the environment) the physical space of the classroom to enhance learning with non-print, visual items, (i.e. creation of a word wall, anchor chart, bulletin board), arrangements of furniture, etc. Explain why the physical space plays a critical role in learning and sharing ideas you have for utilizing this aspect of the classroom in your future teaching. Consider adding photos in your artifact folders that represents how you did this on at least one occasion.

Professional Collaborations

Discuss with your University Supervisor the types of professional collaborations. In what ways have they been beneficial? Are there ways you would have liked them to go differently? How do you see professional collaboration playing a role in your experience as a professional educator?

Classroom Observations

Toward the end of your student teaching assignment, you should observe other teachers in the building (and perhaps throughout the district). Take the opportunity to observe other teachers of the same grade level, within the same content area, as well as other disciplines. Once you have your own classroom, it will be a rare occasion for you to witness teaching outside your own setting. Take advantage of this opportunity to glean additional tools for your teacher tool kit. Use the form for Observation Blocks (Appendix D) as an observation guide. Your Cooperating Teacher and University Supervisor will establish the number of observations you are to complete.

Impact of Student Learning Data

Share data from unit plan on spreadsheet. Discuss comparison charts (graphs) to use in reflection paper. Show selected assessments you will be using in the reflection paper. Does your pre- and post-assessment measure all of your goals? Do you have a mid-formative assessment for each goal? Is there feedback on all assessments? Refer to Appendix I.

Final Portfolio and Artifact #3

How is your collection of Artifact #3 for your InTASC Standards progressing? Share your desktop folder with your artifacts to date. Discuss options for collecting artifacts. Have you collected videotaped evidence? Explain “how” each artifact will demonstrate your knowledge of the InTASC Standard. Refer to Appendix J.

Required Assignments

Unless otherwise specified, all required assignments will be submitted to your University Supervisor by uploading them into the appropriate places in your Student Teaching Portfolio.

NOTE: The first time you submit a Lesson Observation, your University Supervisor’s name may not appear for you to click on. If that happens, click the “add guest” link that is directly above the “submit” button. Complete the form that appears in the pop-up window (you only need to include the name and email address) and then save the profile and submit.

University Supervisor Observed Lessons/Reflections

Your University Supervisor will do formal observations of your teaching **at least 3 times** throughout the experience. The second observation must occur during the student-developed unit plan. **At least two days prior to the scheduled visit, the Teacher Candidate should submit their lesson plan to their University Supervisor in their Student Teaching Portfolio for these observed lessons, the Student Teacher is required to use the DSU Pre-Teach Narrative and Lesson Plan templates (Appendix E). Within 48 hours of the observed lesson, the Student Teacher is required to submit to their University Supervisor their reflection of the lesson. The DSU Reflection template is required for these submissions (Appendix F).** Refer to the rubrics in Appendix E and F. Additionally, Appendix G is the Lesson Observation form and rubric for the University Supervisor.

Videotaped Lesson and Reflection

Candidates will videotape the lesson from the **second** University Supervisor’s observation during your unit plan, view it, and evaluate it using documented evidence from notes written during their viewing session using the Observation Form template (Appendix G). After viewing the videotaped lesson and filling in the Observation Form, complete the DSU Lesson Reflection (Appendix F). **Candidates should submit the (1) Observation Form, and (2) the Lesson Reflection, to their University Supervisor within 48 hours after lesson delivery. When submitting these two documents into their Student Teaching Portfolio, the candidate will hit “submit” and then check BOTH the rubrics – one for the Observation/Reflection rubric and one for the Self-Assessment rubric which will be completed by the student in their Student Teaching Portfolio.** See Videotaped Lesson/Reflection Instructions in their Portfolio for specific steps for completing the rubric.

Cooperating Teacher Observed Lessons/Reflections

Your Cooperating Teacher will do formal observations of your teaching **at least 2 times** throughout the experience. The lessons observed by your Cooperating Teacher should differ from the lessons observed by your University Supervisor. The Cooperating Teacher and the Student Teacher will decide on the lesson

plan format that the Student Teacher will follow – using the DSU lesson plan template is optional. The Student Teacher will provide a copy of their lesson plan to the Cooperating Teacher prior to the observation. **Student Teachers will submit the lesson plan and a reflection of the observed lesson within 48 hours of teaching the lesson using the DSU Reflection template (Appendix F).**

NOTE: Prior to the Cooperating Teacher’s observations provide your Cooperating Teacher with a copy of the Lesson Observation form (Appendix G) and the Lesson Observation rubric (Appendix G) for their use during the observations.

The process for submitting the Lesson Plans for formal observations by your Cooperating Teacher is slightly different from the process you will use for the other assignments. **You will not submit in your Student Teaching Portfolio until AFTER the lesson has been observed.** Please follow these steps:

1. Go to the appropriate CT Observation #1 or #2 link in your **Student Teaching Portfolio** and click the green “submit” button.
2. You will be prompted to “enter the name of assessor to whom you wish to submit.” Begin typing in the name of your Cooperating Teacher until the full name pops up. Click on the name to select it, then click submit.
3. Your Lesson Plan and Reflection must be one submission into this link **after** the observation.

NOTE: The first time you submit a Lesson Observation, your Cooperating Teacher’s name may not appear for you to click on. If that happens, click the “add guest” link that is directly above the “submit” button. Complete the form that appears in the pop-up window (you only need to include the name and email address) and then save the profile and submit.

Unit Plan and Impact on Student Learning Project

Student teachers are required to design and teach at least one (1) instructional unit. The length of the unit may vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. **Instructional units should be chosen and designed in collaboration with the Cooperating Teacher. The unit plan must be submitted to the University Supervisor via Anthology at least two weeks prior to implementation and must be approved by the University Supervisor and Cooperating Teacher before it can be implemented. (Appendix H).**

In addition to providing a rationale, lesson plans, and other miscellaneous components, a key element of this assignment is the collection of data to indicate the Student Teacher’s impact on student learning. Student teachers are required to develop and implement pre-test(s), formative assessment(s), and post-test(s), and supply samples of student work demonstrating various levels of achievement at these checkpoints during the unit. Student teachers are required to use technology (Excel, Microsoft Word, etc.) to compile the data in a graphic format and write an analysis of their students’ progress toward the stated goals of the unit. Refer to Appendix I.

NOTE: The Unit Plan and Impact on Student Learning Project must be completed with a score of “Proficient” (3) on each rubric criterion; otherwise, candidates will need to revise and resubmit. No more than three submissions will be allowed. If after two revisions and resubmissions of the Unit Plan and/or Impact on Student Learning Project still does not earn a score of “Proficient” (3) or better on each criterion, student will receive a failing grade for the course.

Student Surveys

Just as you have been asked to evaluate faculty effectiveness for your course at DSU, you will now solicit feedback from your students on your performance as their teacher this semester. We highly encourage you to utilize the electronic survey link accessed through your Student Teaching Portfolio – Student Surveys. This requires students to have access to a computer lab or iPad for completing the online survey. This is something you should arrange ahead of time before the end of your placement. For those working

with young students, you may need to use an altered paper/pencil format as using computers or iPads may not be developmentally appropriate. **Student teachers are not to alter the survey.** If you need to use paper/pencil surveys, contact the Director of Field Experiences to obtain a master copy of the survey for you to copy and use with your students. Student teachers should consult their University Supervisor to determine the sampling of students surveyed. If in the elementary setting, student teachers will likely survey the entire class. If in the secondary setting, student teachers will survey a minimum of two sections. K-12 student teachers will also survey a minimum of two sections from each placement.

The student teacher should not be in the room when the surveys are completed. If you are using paper copies of the survey, supply a large envelope for collection of the surveys, ask the “proctor” to seal and sign over the sealed envelope once all surveys are collected, and drop off (mail) the envelope at the School of Education Office.

Week 5 Student Teaching Seminar

Mock Interviews and Discussion Panel

Time to prepare you for entering the professional education community! We want you to be as prepared as possible to secure your first teaching job. At this seminar, you will be participating in mock interviews with current and/or former building principals followed by a discussion panel

Post-Student Teaching Seminar

Student Surveys and Exit Survey

The results of your student surveys will be provided and reviewed. If your exit survey has not been completed, you will be required to complete it at this time.

Applying for your ND Teaching License

North Dakota Educational Standards and Practices Board (ESPB) personnel will be providing our teacher candidates with information on the professional ethics of teachers. ESPB will guide you through the application process for obtaining your teaching license and answer your questions on licensing.

Professional Development Plan

During the Post-Student Teaching Seminar, you will again meet with your University Supervisor to discuss progress toward established goals. These ratings will serve as the basis of your final portfolio presentation.

Final Portfolio Defense

You will prepare and present an overview of your student teaching experience, including evidence of your competencies in each of the DSU Teacher Education Program InTASC Standards 1-10. Artifact #3 will be uploaded to your Portfolio in Anthology along with a brief explanation. See instructions that are more detailed and the assignment rubric in Appendix J. All student teachers will be present for their peer student teachers’ presentations as assigned. Final Presentation dates/times will be scheduled during this seminar.

Mental Health Training

Mental Health Training is a requirement for Licensure in the State of North Dakota. You may have completed this training in your EDUC 350 Portfolio Preparation course last semester or you may have had training during a Professional Development Day in your assigned school. If not, you will be required to complete a mental health training session. Contact the Director of Field Experiences to schedule this training.

Student Teacher Evaluation

Student teachers earn a letter grade for their student teaching performance. Periodically throughout the student teaching experience, the Cooperating Teacher, University Supervisor, and the Director of Field Experiences will formally evaluate the Student Teacher. **Candidates cannot successfully complete student teaching without having completed ALL required assignments and attended the all required seminar sessions as detailed in the *Student Teacher Handbook*.** Additionally, the Unit Plan and Impact on Student Learning Project must be completed with a score of “Proficient” (3) or better on each criterion; otherwise, candidates will need to revise and resubmit (with a limit of two revisions and resubmissions).

Summative Evaluation of Teacher Candidate

Candidates must score at “Emergent” (2) or above on all criteria in the final summative evaluation rubric. If a candidate earns more than three “Emergent” scores in the final summative evaluation completed by the Cooperating Teacher(s) and University Supervisor, a consultation will be held among the Chair of the School of Education, the Director of Field Experiences, the University Supervisor, and the Cooperating Teacher(s) to discuss the suitability of the teacher candidate for the classroom. This consultation determines whether the candidate has successfully completed student teaching or whether the candidate will earn a grade of “F” for the EDUC 575 course. The University Supervisor will enter the teacher candidate’s final grade for the course into Campus Connection.

Student Teacher with Distinction

The honor of “Student Teacher with Distinction” will be awarded to those who complete the experience at the level of 95% or higher (score of 3.4 or higher), score an average of a three or better on all final portfolio criteria and receive a 3 or above on all final surveys completed by Cooperating Teacher(s), University Supervisor and Director of Field Experience (refer to Appendix L). Those honored with this distinction will receive a personalized letter explaining the distinction to include in their application materials.

The formula used to calculate earned letter grades and the achievement of “Student Teacher with Distinction” level is as follows:

- 50% Performance (lesson observations, progress reports by cooperating teacher, final evaluations by cooperating teacher and the university supervisor)
- 40% Required Assignments (lesson plans, unit plan, impact on student learning project, etc.)
- 10% Final Presentation

Intervention Procedures

If it is determined that the Student Teacher is having problems and is unable to correct those problems – depending on the severity, one of the following will occur:

1. Removal from assignment

The Director of Field Experiences and /or the Chair of the School of Education will consider removing a student teacher from his/her assignment when any of the following occur:

- The appropriate school authority, for just and explained reasons, requests that the Student Teacher be removed.
- The University Supervisor believes circumstances will impair either the development or maintenance of a satisfactory learning environment.
- Either the Cooperating Teacher or the Student Teacher has exhibited unethical behavior.
- A decision has been reached that the Student Teacher cannot receive a satisfactory grade, and the Student Teacher or the Cooperating Teacher requests the removal.
- Excessive absenteeism, tardiness, multiple missed deadlines, lack of assignments submitted, and/or failure to comply with established rules and policies is evident.

Any person directly involved with the arrangement can make initial discussions for a withdrawal. However, these discussions must be made with the University Supervisor, the Director of Field Experiences, and the Chair of the School of Education.

2. Extension of Student Teaching

It may be necessary, for various reasons, to extend the student teaching experience beyond the required 12 weeks. The student teaching experience will be extended for a period of time, not to exceed an additional 12 weeks, to be determined by the Director of Field Experiences and the Chair of the School of Education if any of the following occur:

- The Cooperating Teacher and the University Supervisor have concerns about specific weaknesses with the Student Teacher and an extension is needed to determine if the Student Teacher can strengthen these weaknesses.
- The Student Teacher for various approved reasons has excessive absences.
- The Student Teacher requests an extension to which all parties agree.

3. Unsatisfactory Recommendation

If the Cooperating Teacher and the University Supervisor feel that the Student Teacher cannot fulfill the duties normally expected of a teacher, a failing grade will be submitted to the registrar. The Director of Field Experiences and the Chair of the School of Education will support this failing grade provided:

- The Student Teacher has been given a fair opportunity to remediate the prescribed weaknesses;
- Progress report forms show written evidence of weakness;
- There is evidence the Student Teacher has received sufficient supervision from the Cooperating Teacher and the University Supervisor to justify recommendation;
- The Director of Field Experiences and the Chair of the School of Education have been informed and consulted about the situation.

General Timeline and Samples of Student Teaching Tasks

Early in the semester:

- Check with your Cooperating Teacher prior to the first day of your assignment regarding the material you will be responsible for so you can begin preparations
- Become familiar with the adopted standards for the grade level and content areas you will be teaching. Become familiar with school policies, including emergency protocols
- Understand classroom protocols and rules
- Become familiar with community and parental/guardian concerns
- Examine lesson/unit plans devised by the Cooperating Teacher
- Become familiar with assessment instruments and school/classroom grading scale/policies
- Observe other classrooms and teachers
- Begin preparing your Unit Plan
- Teach individual lessons (designed by the Cooperating Teacher or Student Teacher)
- Identify appropriate resources for lesson/unit preparation
- Teach one or two classes through modeling and/or teaming with the Cooperating Teacher

Later in the semester:

- Communicate learning goals and instructional procedures to students and parents/guardians
- Make content comprehensible to students through multiple methods/strategies
- Manage the classroom effectively to increase instructional effectiveness and maximize student learning
- Challenge students to extend their thinking and monitor classroom learning
- Design and administer appropriate evaluation/assessment options, including diagnostic, formative, and summative evaluations
- Respond to student work in constructive ways and determine grades based on evaluations
- Self-evaluate one's teaching performance
- Conference with your Cooperating Teacher and University Supervisor concerning professional growth
- Observe other classrooms and teachers
- Demonstrate your impact on student learning



EDUC 575 Student Teaching Internship

Master of Arts in Teaching

6 credits

School of Education

Course Syllabus

Course Information

Instructor: University Supervisor

Textbook: DSU Master of Arts in Teaching
Student Teaching Handbook

Materials: Active Chalk and Wire Subscription

Location and Time: TBD

Director of Field Experiences

Ms. Jeri Braunagel

Office: Klinefelter 212

Phone: (701) 502-4341

E-mail: jeri.f.braunagel@dickinsonstate.edu

Director of Graduate Studies

Dr. Joan Aus

Phone: (701) 502-4349

E-mail: joan.aus@dickinsonstate.edu

Course Description

Students taking this course will apply the concepts and methods learned in the Teacher Education program to the classroom during 12 weeks of supervised teaching in their licensure area.

University Outcomes

This course addresses DSU Learning Outcome #6: Demonstrate advanced accomplishment in discipline specific performance.

School of Education Outcomes

Students will demonstrate competence in each of the ten program outcomes (InTASC Standards) while carrying out their teaching duties at their student teaching field experience sites (see the Teacher Education Handbook and Student Teaching Handbook for further details):

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

As a future teacher, you are entering a profession for which several groups have established standards by which to measure your knowledge and skills. This field experience is intended to help you meet those standards as you encounter them in assessments of your qualifications to teach (*before* you receive a teaching license) and in evaluations of your teaching effectiveness (*after* you have entered the profession).

1. [Model Core Teaching Standards](#) from InTASC (Interstate Teacher Assessment and Support Consortium)
2. [Praxis II: Standards for Principles of Learning and Teaching](#) from ETS (Educational Testing Service)
3. [Core Propositions](#) from the NBPTS (National Board for Professional Teaching Standards)

Course Student Learning Outcomes

Every student teacher must demonstrate what he/she knows and can do. The following expectations are built on good educational practice, InTASC standards, and ND state standards for teacher licensure. Demonstration of every component is required and will be documented through completion of classroom observations and the required assignments.

Planning:

- Daily (short range) Planning – develop written daily plans for all lessons that include critical components and characteristics of good instruction.
- Unit (long range) Planning – develop at least one Unit Plan that includes all the components and characteristics of good instruction.

Instruction:

- Demonstrate competence using various instructional strategies: Direct, cooperative, inquiry, lecture, questioning/discussion, Socratic seminar, other.
- Demonstrate competence with teaching aids and technology.
- Demonstrate ability to analyze and correct instruction using video tape, reflection, and written analysis.

Assessment:

- Demonstrate competence in developing a variety of assessments that are valid and reliable.
- Consistently monitor and assess student progress throughout instruction.
- Utilize pretests and posttests to assess student growth and improvement and provide remediation strategies.
- Demonstrate ability to interpret student assessments to critique effects of teaching.

Management of the Learning Environment:

- Develop positive, task-oriented classroom environment.
- Develop positive relationships with students.
- Deal appropriately with behavior/discipline problems.

Communication:

- Demonstrate respectful and effective communication skills.
- Maintain clear communication with parents.
- Create and maintain positive school and professional contacts.
- Demonstrate a stewardship and collaborative approach to teaching.

Professionalism:

- Understand and follow the Professional Code of Ethics.
- Understand and follow laws pertaining to schools, teaching, and the care of children.
- Demonstrate competence with and understanding of state and content standards.

Course Content

During your student teaching experience, you will be assigned to at least one cooperating teacher in your licensure area where you can serve as an apprentice – practicing the art and craft of teaching by working with actual students and performing teacher-related duties. A university supervisor works with you and the cooperating teacher to promote your development and ensure that you meet the School of Education's expectations as described in the *Master of Arts in Teaching Student Teaching Handbook*. The cooperating teacher and university supervisor serve as both mentors and evaluators, completing formative and summative reports of your achievement/areas for improvement.

Teaching and Learning Strategies

This capstone experience provides students the opportunity to apply all the content learned throughout the Master of Arts in Teaching program. Under supervision of their cooperating teacher, students will assume full responsibility of the classroom they are assigned – including planning, classroom management, instruction, assessment, and reflection.

Assessment of Learning

Candidates cannot successfully complete student teaching without having completed all required assignments as detailed in the *Master of Arts in Teaching Student Teaching Handbook*. Additionally, the Unit Plan and Impact on Student Learning project must be completed with a score of “Proficient” (3) or better on each criterion; otherwise, candidates will need to revise and resubmit (limit of 2 revisions/resubmissions). Candidates must score at “Emergent” (2) or above on all criteria in the final evaluation rubric. If candidate earn more than 3 “Emergent” scores in the final evaluation completed by the cooperating teacher and the university supervisor, a consultation will be held among the Director of Field Experiences, the Educational Programs & Data Coordinator, the University Supervisor, the Cooperating Teacher, and the Chair of the School of Education to discuss the suitability of the student for the classroom. This consultation determines whether the candidate has successfully completed student teaching or whether the candidate will earn a grade of “F” for the EDUC 575 course.

Final earned grades for the course will be determined based on the following formula:

- Teaching Performance (observed lessons and summative evaluations) 50%
- Assignments (Unit Plan, Impact on Student Learning Project, etc.) 40%
- Final Presentation 10%

Accessibility Services

Students with disabilities who believe they may need an accommodation in this course are encouraged to contact the Coordinator of Accessibility Services at 701-502-4364 in the Academic Success Center to ensure that accommodations are implemented in a timely fashion.

Course Communication

Students are required to use university email accounts for official correspondence in the course.

Frequently Asked Questions

Is a Student Teacher allowed to substitute?

NOTE: The following does not apply to a student teacher intern with a Provisional Teaching License under contract with the school.

Yes, and no. According to state guidelines, a student teacher may substitute “in the class where s/he is assigned” once during the semester. This should occur only in the event of an emergency and cannot exceed two consecutive days.

Student teachers with a substitute license can substitute in other classes beyond the two-day limit. However, substituting done in this capacity cannot count toward student teaching days. If student teachers miss assigned student teaching days to substitute teach in another class, the days missed must be made up after the end of student teaching. All substitution days/times are to be reported to your University Supervisor and the Director of Field Experiences.

Are there exceptions to the professional dress requirement?

While student teachers are expected to dress professionally during their experience, they should also adapt to special circumstances within the school. Candidates should join school faculty as they take part in “pajama day,” “crazy day,” “jean day,” and the like.

What if a student teacher has to miss a day of school?

Candidates are expected to attend all day and every day. In emergencies and illnesses, the need for an absence may arise. In these situations, candidates should immediately notify the cooperating teacher/school before the start of the missed school day. **All absences must be reported to the University Supervisor and the Director of Field Experiences as soon as possible.** More than two emergency absences may require extension of the student teaching experience.

Can I work during my student teaching assignment?

Dickinson State University, the Teacher Education Council nor the School of Education cannot dictate whether, or not, candidates are employed during their student teaching assignment. **It is highly recommended** that candidates **do NOT work** during their student teaching semester so they can devote as much time, focus, and energy as possible to their student teaching responsibilities. Consider this placement the longest and most intense job interview you will ever have! You will want to do your best during this assignment to prove your competence and success as a beginning teacher. Your future success as an initial educational professional relies heavily on your performance during student teaching and the recommendation of your Cooperating Teacher and University Supervisor. Your utmost goal should be leaving behind a reputation of a quality teacher and valued colleague.

Guidelines for Cooperating Teachers and University Supervisors

The purpose of the student teaching experience is to provide prospective teachers with extended experiences in actual classroom situations. In these settings, student teachers participate directly in teaching-learning situations under the guidance of experienced teachers. While engaged in student teaching, students have opportunities to test theories and put into practice pedagogical methods and technical content they have learned. Most importantly, through student teaching, they have opportunities to grow through experiences of working in “real” situations with expert mentors. Without question, the student teaching assignment is the single most important experience in the entire teacher preparation program and will perhaps influence the future success of prospective teachers more than any other single segment of their formal education.

Thank you for your willingness to work with our student teachers! The expertise you share is invaluable for our students who are entering the most influential and meaningful semester of their professional preparation. As an experienced educator, you serve as a mentor and role model to the student teacher by providing a bridge between educational theory and practice. As you prepare for the upcoming semester, we are hopeful the assignment overviews and other information included in this handbook will serve as a helpful guide to your role as a cooperating teacher or university supervisor.

Best wishes for a successful semester!

Guidelines for Cooperating Teacher

Cooperating Teacher Roles and Responsibilities

NOTE: These roles will vary if the Student Teacher Intern is a contracted teacher under a Provisional Teaching License. Contact your University Supervisor or Director of Field Experiences if you have any questions on your role.

- Provide support for the Student Teacher as s/he completes assignments and other requirements.
- Conduct both informal and two formal observations (Appendices F & G for evaluation rubric).
- Work with the University Supervisor to determine appropriate goals/plans for the Student Teacher’s continued development.
- Communicate frequently with the University Supervisor about the Student Teacher’s performance.
- Complete all required documents, including paperwork necessary for processing contracts and electronic (Anthology) progress reports, final disposition survey and summative evaluation of the Student Teacher (Appendices L and M for rubrics).
- Meet with the Student Teacher and University Supervisor for scheduled conferences, as requested.

Listed below are specific, sequenced suggestions for guiding the Student Teacher through a successful semester:

The First Day

- Provide a work area for the Student Teacher.
- Have appropriate materials ready, such as faculty handbook, course outline, pacing guide.
- Review with the Student Teacher procedures related to discipline, attendance, homework, make-up work, accidents/emergencies, and your record-keeping system.
- Tour relevant school facilities and point out available teaching resources and how they can be obtained.
- Introduce the Student Teacher to the students, emphasizing the fact that s/he will be one of their teachers.
- Introduce the Student Teacher to administrators, guidance personnel, and other faculty.
- Provide a schedule of relevant professional activities and meetings and require the Student

Teacher to attend, including district and statewide meetings.

- Explain the added duties which the Student Teacher will be required to assume, such as playground supervision, lunchroom duty, and chaperoning.
- Discuss with the Student Teacher the danger of inappropriate conduct and appearance, stressing the need for a friendly but professional relationship between the Student Teacher and the students.
- Assist the Student Teacher in mapping out the term's activities early in order to provide an overall picture of the student experience.

Initial Observation Period

Most student teachers are ready and eager to begin some teaching duties immediately, such as taking attendance, handing out materials, and working with individual students and small groups. However, during the first several days, the Student Teacher should do more class observation than teaching and should not assume responsibility for whole class teaching during the first week.

- During the first few days, the Student Teacher should observe class sessions led by the Cooperating Teacher and they should observe other teachers recommended by you, the Cooperating Teacher. Observations during this time should help acclimate the Student Teacher to the school, the students and classroom protocols expected by the Cooperating Teacher. **(See additional explanation of student teacher's observation expectations in the University Supervisor Conferences portion of this handbook)**
- Be sure that the Student Teacher is given specific direction during this experience. For instance, you may suggest that the Student Teacher take note of classroom management techniques.
- Have the Student Teacher take careful notes of the range of teaching procedures used in the classroom; moreover, decide which may be effective for various classroom activities.

Introduction to Teaching

As the Student Teacher progresses through the observation period, s/he should be assigned responsibilities gradually leading to full-time teaching. Plan activities beginning with the first day that will help the Student Teacher get ready for the teaching experience.

- Have the Student Teacher take attendance, prepare materials, make or revise a seating chart, and score/record daily work.
- Provide the Student Teacher with information about students with special needs.
- Arrange to have the Student Teacher work with individual students and small groups.
- Include the Student Teacher in classroom discussions.
- Have the Student Teacher utilize classroom technology, such as interactive white boards, document cameras, and computer-related materials.
- Allow the Student Teacher to gradually begin teaching the whole class by arranging for him/her to explain assignments or to teach part of the lesson.

Planning

The Student Teacher is required to do extensive lesson planning and may need assistance, especially at first, with effective planning as well as with evaluating the plans. Candidates are required to use the DSU Lesson Plan Template (See Appendix E) for lessons observed by the University Supervisor. Beyond those lessons, they should follow the lesson plan protocol for the school. Please inform the Student Teacher of the expectations for lesson planning established for the school/district. It would also be helpful to allow the Student Teacher access to your lesson plans and teaching aids.

- Go over each Student Teacher's lesson plan with him/her at least one day before the lesson is to be taught.
- Allow the Student Teacher an increasing amount of freedom in planning.
- Stress the need for a variety of teaching methods in lessons.

Teaching

Allow the Student Teacher to gradually assume as much teaching responsibility as you feel s/he can handle without adversely affecting the educational process of your students. A realistic teaching experience, one encompassing all of the dimensions of the teaching role, provides the strongest preparation for the Student Teacher. Therefore, we encourage this to occur as early and for as long as is reasonable in any given context. **At a minimum, the Student Teacher should full-time teach for two complete weeks.**

- Remain with the Student Teacher early in the experience, gradually reducing your time in the classroom allowing the Student Teacher sufficient time alone with the students.
- Be prepared to suggest and demonstrate alternative teaching techniques.
- Encourage the Student Teacher to develop his/her own teaching approach.
- Assist the Student Teacher in developing classroom management techniques.
- Give guidance in situations outside the classroom such as in the lunch room, on the school grounds, and parental interaction.
- **Allow the Student Teacher to eventually assume responsibility for the entire teaching day. This should occur for a minimum of two weeks – and the longer, the better.**
- Utilize the last scheduled week of student teaching to slowly ease the teaching back to the Cooperating Teacher, allowing the Student Teacher time to observe the Cooperating Teacher and other teachers in the district.

Evaluation and Conferencing

Provide regular conferences with the Student Teacher during the entire student teaching experience. Give the Student Teacher feedback on a regular informal basis, especially during the early part of the experience.

- Encourage the Student Teacher to practice self-reflection and self-evaluation. Let the Student Teacher have the first opportunity to assess the effectiveness of the lesson and to point out weaknesses. A suggested format for observations is contained in Appendix G.
- Discuss errors and problems with the Student Teacher in a manner which does not erode his/her self-confidence.
- Arrange a formal conference with feedback at least once a week.
- Participate in a mid-term conference (University Conference #2 or #3) with the Student Teacher and University Supervisor.
- In addition to informal observations, complete formative and summative formal evaluations on the Student Teacher. The initial progress report should occur at the end of week 6 (Appendix N). The summative evaluation (Appendix M) will occur after the end of the Student Teacher's assignment. It is a good idea to make note on the rubric in Appendix M throughout the student teaching experience as this will make completing this rubric at the end of the experience less time consuming. These evaluations will occur using rubrics to be completed in Anthology, online assessment portal. It is important to provide feedback in the comments in Anthology. An email prompt will be sent to the Cooperating Teacher providing them the access to Anthology to complete the progress report/rubrics. If access seems to be elusive, contact the Director of Field Experiences.

Note: In order to avoid any potentially serious problems with your Student Teacher, it is essential that you notify either the University Supervisor or the Director of Field Experiences at first evidence of unacceptable behavior. Examples of concerns that may warrant intervention include:

- Tries to teach with incomplete or nonexistent lesson plans
- Does not implement the suggestions of the Cooperating Teacher or University Supervisor
- Has a negative attitude toward teaching, children, teachers, etc.
- Is defensive when receiving constructive criticism
- Does not try to vary strategies
- Makes excuses about poor performance or complains about the workload, the

children/adolescents

- Rarely goes “over and above”
- Does not volunteer to help or take charge
- Does not ask for help
- Does not take time to meet with the Cooperating Teacher or University Supervisor
- Is sarcastic to the children/adolescents or adults
- Is late or frequently absent
- Shows little awareness of classroom outlines or procedures
- Demonstrates inflexibility in attitude and practices

Honorarium for Cooperating Teachers

The honorarium paid to the Cooperating Teacher is \$500.00/student teacher for a full student teaching experience. If two or more cooperating teachers are assigned to one student teacher, the amount is prorated based upon the number of classes supervised.

Guidelines for University Supervisors

University Supervisor Roles and Responsibilities

- Attend the student teaching orientation
- Contact the Cooperating Teacher as soon as possible to introduce yourself and establish common expectations for collaboration relevant to the shared student teacher
- Consult with the Student Teacher regarding the number of observations to complete during the first days and final days of student teaching
- Make at least a brief weekly contact with both the Student Teacher and Cooperating Teacher
- As your schedule permits, attend pre-student teaching seminar sessions and post-student teaching seminar sessions required of student teachers
- Play an active role in informing the School of Education of opportunities for effective collaboration with public schools
- Foster an atmosphere in which communication with the Cooperating Teacher and Student Teacher can be professional and candid
- Act as a resource person and provide appropriate materials for the Cooperating Teacher, Student Teacher and building administrator
- Document any, and all, special circumstances that bear upon candidates' performance (unexplained absences, repeated tardiness, unprofessional conduct of any sort). Contact the Director of Field Experiences for consultation and direction if any unusual problems arise.
- Complete at least three formal observations of the Student Teacher. The second formal observation must be during the Student Teacher's unit plan
- Schedule a minimum of four conferences with the student teacher – 1st conference prior to the start of the student teaching experience, 2nd conference after the first observation, 3rd conference after the second observation and 4th conference after the third observation. See University Supervisor Conferences in handbook for topics of discussion.
- Evaluate and provide feedback to the Student Teacher on assignments, scoring as appropriate in Anthology
- Schedule a conference (suggested during your 3rd conference with the student teacher) between you, the Cooperating Teacher, and the Student Teacher to discuss progress on the Professional Development Plan (Appendix A)

- Attend Post-Student Teaching Seminar for the final review of the Professional Development Plan
- Attend final portfolio presentation of your Student Teacher and score final presentations, as requested.
- Confer with the Cooperating Teacher and the Student Teacher before submitting the midterm grade in Campus Connections
- Confer with the Cooperating Teacher prior to completing the final summative evaluation
- Submit the final grade in Campus Connections once it has been provided by the Director of Field Experiences

Honorarium for University Supervisors

The honorarium paid to the University Supervisor ranges from \$650 – \$1050. (Depending on years of service as a university supervisor for DSU coupled with your highest level of education).

General Information and Phone Numbers

DSU Administrative Faculty

Director of Field Experiences: (<i>Ms. Jeri Braunagel</i>)	(701) 502-4341
Chair of School of Education (<i>Dr. Joan Aus</i>)	(701) 502-4339
Dean of College of Education, Business, and Applied Sciences (<i>Dr. Holly Gruhlke</i>)	(701) 502-2080

North Dakota Education Standards and Practices Board (ESPB)

Licensure (general questions)	(701) 328-9641
Executive Director (Dr. Becky Pitkin)	(701) 328-9646
Assistant Director (Ms. Mari Riehl)	(701) 328-9645

North Dakota Department of Public Instructions (DPI)

General Information	(701) 328-2260
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Tentative Spring 2023 MAT Student Teaching Schedule (1 placement- 12 weeks)	
<ul style="list-style-type: none"> ➤ Schedule is subject to change due to school calendars and per arrangement with University Supervisor. ➤ Weeks for formal lesson observations by University Supervisor (US) and Cooperating Teacher (CT) are suggested timelines. 	
Pre-ST Seminar January 4 th	DICKINSON, January 4th 9 am to 3 pm MT (10 am to 4 pm CT) <ul style="list-style-type: none"> <input type="checkbox"/> Overview of Student Teaching Handbook, Unit Plan and Impact on Student Learning Project <input type="checkbox"/> Professional Application Packet, Professional Development Plan. Parental Permission Requirements <input type="checkbox"/> InTASC Portfolio – Artifact #3
Week 1 January 2 nd	<ul style="list-style-type: none"> <input type="checkbox"/> Start student teaching based on your school schedule including any teacher Professional Development Days <input type="checkbox"/> 1st University Supervisor Conference (Refer to Appendix K) <input type="checkbox"/> Obtain parental permission for photos and videos <input type="checkbox"/> Observe other classrooms as assigned by CT and US during the first few days <input type="checkbox"/> Email Week 2 Lesson Plans to University Supervisor (US)
Week 2 January 9 th	<ul style="list-style-type: none"> <input type="checkbox"/> Begin planning Unit Plan and Impact on Student Learning Project with US <input type="checkbox"/> Email Week 3 Lesson Plans to US
Week 3 January 16 th	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm date/time for Observation #1 with US <input type="checkbox"/> Email Week 4 Lesson Plans to US
Week 4 January 23 rd	<ul style="list-style-type: none"> <input type="checkbox"/> US Observation #1 - Submit Pre-Teach Narrative/Lesson Plan 2 days prior and Submit Reflection within 2 days <input type="checkbox"/> 2nd University Supervisor Conference (Refer to Appendix K) <input type="checkbox"/> Submit Unit Plan to ST Portfolio and revisions, if needed. Resubmit and obtain permission to implement <input type="checkbox"/> Email Week 5 Lesson Plans to US
Week 5 January 30 th	<ul style="list-style-type: none"> <input type="checkbox"/> CT Observation #1 - Submit Lesson Plan and Reflection to Student Teaching Portfolio following observation <input type="checkbox"/> Email Week 6 Lesson Plans to US
Seminar February 8 th	<ul style="list-style-type: none"> <input type="checkbox"/> Mock Interviews and Discussion Panel 4:00-6:00 pm MT (5:00-7:00 pm CT) <input type="checkbox"/> Professional Application Packet due February 8th
Week 6 February 6 th	<ul style="list-style-type: none"> <input type="checkbox"/> Implement Unit Plan <input type="checkbox"/> Confirm date/time for Observation #2 with US (required observation of a lesson from Unit Plan) <input type="checkbox"/> Email Week 7 Lesson Plans to US <input type="checkbox"/> (CT) Initial Progress report by Cooperating Teacher at the end of Week 6
Week 7 February 13 th	<ul style="list-style-type: none"> <input type="checkbox"/> US Observation #2 (videotaped) - Submit Pre-Teach Narrative/Lesson Plan 2 days prior; Submit Videotaped Self-Assessment; Submit Observation and Reflection within 2 days <input type="checkbox"/> 3rd University Supervisor Conference (Refer to Appendix K) <input type="checkbox"/> Email Week 8 Lesson Plans to US
Week 8 February 20 th	<ul style="list-style-type: none"> <input type="checkbox"/> Email Week 9 Lesson Plans to US
Week 9 February 27 th	<ul style="list-style-type: none"> <input type="checkbox"/> CT Observation #2 - Submit Lesson Plan and Reflection to Student Teaching Portfolio following observation <input type="checkbox"/> Begin Compiling data for Impact on Student Learning Project from Unit Plan <input type="checkbox"/> Confirm date/time for Observation #3 with US <input type="checkbox"/> Email Week 10 Lesson Plans to US <input type="checkbox"/> (US) Spring Semester "Midterm" Grades to be submitted by US to Campus Connection
Week 10 March 6 th	<ul style="list-style-type: none"> <input type="checkbox"/> US Observation #3 - Submit Pre-Teach Narrative/Lesson Plan 2 days prior and Submit Reflection within 2 days <input type="checkbox"/> 4th University Supervisor Conference (Refer to Appendix K) <input type="checkbox"/> Email Week 11 Lesson Plans to US
Week 11 March 13 th	<ul style="list-style-type: none"> <input type="checkbox"/> Submit Impact on Student Learning to ST Portfolio <input type="checkbox"/> Schedule Student Surveys with CT to be administered next week <input type="checkbox"/> Email Week 12 Lesson Plans to US
Week 12 March 20 th	<ul style="list-style-type: none"> <input type="checkbox"/> Observe other classrooms/teachers as assigned by CT and US throughout the last two days <input type="checkbox"/> Revise, if needed, Impact on Student Learning and resubmit to Student Teaching Portfolio <input type="checkbox"/> CT Administer Student Surveys online on Final Day <input type="checkbox"/> Final Evaluations due (CT and US)
Post-Seminar April 19 th	<ul style="list-style-type: none"> <input type="checkbox"/> ESPB Licensure <input type="checkbox"/> Student Survey Results and Exit Surveys <input type="checkbox"/> Professional Development Plan and Final Portfolio –Artifact #3 – due by April 30th
December	<ul style="list-style-type: none"> <input type="checkbox"/> Final Portfolio Defense TBD: May 2nd to 4th <input type="checkbox"/> Submit Final Portfolio –Artifact #3 to InTASC Portfolio due April 30th <input type="checkbox"/> Pinning Ceremony: Friday, May 12th AND <input type="checkbox"/> Graduation May 13th

Appendices

Appendix A

Professional Development Plan

NOTE: The template for this plan is on the School of Education homepage.

During the Pre-Student Teaching Seminar, you will use this form to write out your Professional Development Plan relative to your identified goals for the first half of the student teaching experience. After reviewing your self-ratings with both your University Supervisor and Cooperating Teacher during your first University Supervisor conference, determine (with their insights) what actions you will undertake to focus on the areas you have identified.

During your third University Supervisor Conference, you will again evaluate yourself on this form. Discuss your ratings and plan with your University Supervisor and Cooperating Teacher. Use this form to revise your Professional Development Plan as appropriate for the remainder of the student teaching experience.

Near the end of your student teaching experience, you may want to solicit feedback from your University Supervisor and Cooperating Teacher in regards to your development on the ten InTASC Standards. During the Post-Student Teaching Seminar, you will use your final ratings as a basis of your **Final Portfolio Presentation**.

Student Teacher:

Cooperating Teacher:

University Supervisor:

For each of the program outcomes, check the box that best describes your current development. You will complete this form the first week of Student teaching, at mid-term, and at the conclusion of the experience. Share with both your Cooperating Teacher and University Supervisor. Use the following key:

- 1 = An area where I need most guidance and support
- 2 = An area where I am fairly confident, but know I can improve
- 3 = An area I feel is a strength of mine

DSU Teacher Education Program Outcomes	Initial			Mid			Final		
	1	2	3	1	2	3	1	2	3
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.									
NOTES:									
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.									
NOTES:									
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.									
NOTES:									
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.									
NOTES:									

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
NOTES:	
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
NOTES:	
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
NOTES:	
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
NOTES:	
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
NOTES:	
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
NOTES:	

Appendix B

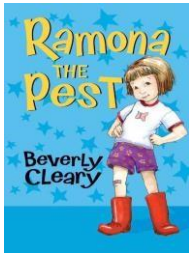
Letter to Parents

SAMPLE Letter to Parents with Permission Slip

The style of writing and letter format should reflect your school assignment. Artsy graphics may be appropriate for an elementary placement, but not for other placements. Seek guidance from your cooperating teacher as you prepare your letter.

Dear Parents/Guardians:

My name is [Your name], and I am a student from Dickinson State University. I will be helping Mr/s. _____ this semester, and I can't wait to learn more about your child! We will learn so much together! I run track, and my favorite races are the long ones. I also like to travel and see new things! Reading is one thing that I love to do. One of my favorite authors is Beverly Cleary.



[Explain what you will be doing in the class over the term and supply some information about yourself. Depending on your placement, you may consider including a photo of yourself.]



This year is going to be great and I cannot wait to get started!

Sincerely,

[Your Name]

Cut or tear on the dotted line, and return the bottom half of this letter to Mr/s. [Your Last Name] by [Date].

I am required to videotape myself as I teach a lesson, watch the video, and evaluate my teaching performance and the effectiveness of the lesson. I will also be taking pictures of classroom or school activities for my final portfolio presentation at Dickinson State University.

Please sign, date and return the form below.

☐

I give permission for my child to be included in video and/or photographs.

☐

I do not give permission for my child to be included in video and/or photographs.

Student's Printed Name: _____

Parent/Guardian Signature: _____ **Date:** _____

Appendix C

Teacher Candidate Information Form

NOTE: This template is on the School of Education homepage.

Teacher Candidate:

Phone:

Email:

Name of School:

School Phone:

Cooperating Teacher:

Phone:

Email:

Grade/Subject:

University Supervisor:

Person to contact in case of an emergency: Relationship:

Phone (cell/home/work):

List on the form below or attach your daily schedule in the assigned school, period by period, including lunch and preparation time.

Period	Time	Subject/Grade	Room

Dates school closed during placement (holidays, professional development, etc.):

Special situations (standardized testing, field trips, etc.):

Appendix D

Classroom Observations

Note: This template is on the School of Education homepage.

The following questions are designed to help you get the most out of your observations.

1. RAPPORT WITH STUDENTS

- a. Describe how the teacher facilitated interaction with and between students.
- b. What types of praise did the teacher use with students?
- c. Did the teacher interact with the students in a nonacademic situation? Describe.

2. LESSON/TEACHING STYLE

- a. What teaching technique(s) was used for this lesson?
- b. How did the teacher convey the lesson objective(s) to the students?
- c. How did the teacher prepare the students to learn?
- d. How were the students actively involved in the lesson?
- e. How did the teacher individualize the lesson for specific students?
- f. How did the teacher determine if the students understood the concept(s) being taught?
- g. How did the teacher bring closure to the lesson?

3. CLASSROOM MANAGEMENT

- a. What were some specific ways the teacher-maintained control of the class?
- b. How did the physical arrangement of the classroom enhance the lesson?
- c. How did the teacher convey classroom rules to the students?

4. USE OF VARIOUS MEDIA

- a. How did the material, other than the text/workbook, reinforce the concept(s) taught?
- b. What kinds of technology did the teacher use to help teach the lesson?

5. QUESTIONING TECHNIQUES

- a. What kinds of questions did the teacher pose to the students (i.e. open/closed/higher order)?
- b. How did the teacher ensure that all students had a chance to respond?

Appendix E

DSU Pre-Teach Narrative Template

Note: This template is on the School of Education homepage.

1. To which part of your curriculum does this lesson relate?
2. How does this learning “fit” in the sequence of learning for this class/content area?
3. Briefly describe the students in this class, including those with special needs. How has your knowledge of the students influenced your planning?
4. How will you engage the students in the learning? Will the students work in groups, or individually, or as a large group? Why have you selected these strategies?
5. How will you differentiate instruction for different individuals or groups of students in the class?
6. How have you planned to develop college and career-readiness skills in your students (e.g., engage students in problem-solving and critical thinking; implement cross- disciplinary learning experiences; teach for transfer of skills; design/implement learning experiences that require collaboration and communication skills)?

DSU Teacher Education Program Lesson Plan Template

Note: This template is accessible on the School of Education homepage.

STANDARDS: *List all of the standards that are addressed in this lesson. Write out the “address” and the text of that standard. Take a deeper look at the ISTE standards. ISTE standards for educators must be a part of every lesson, ISTE standards for students are included only if the student is interacting with technology. Every lesson must have a minimum of one academic content standard and one ISTE standard for educators. **If technology is used in the lesson, one ISTE standard for students should also be listed.***

ACADEMIC CONTENT STANDARDS – *List all of the academic standards you will address here. This includes ND Content Standards as well as other standards followed within your content area (i.e. National Council for Teachers of Mathematics [NCTM] standards)*

[Place standard here]

ISTE for Educators – *List ISTE standards for educators along with the substandard that will be implemented in this lesson.*

[Place standard and substandard here]

ISTE for Students – *List ISTE standards for students that will be implemented in this lesson.*

[Place standard and substandard here]

LEARNING OBJECTIVES & ASSESSMENT – *List your objectives for student learning for this lesson. Remember objectives are aligned to your academic content standards and must be observable and measurable. Each objective must include the behavior to be performed. You may have more than one objective, but limit each objective to only one behavior. Additionally, provide a meaningful answer to how you will assess that objective.*

Objective(s):

[Place objective(s) here]

How will you assess this objective?

MATERIALS – *List all materials and equipment that will be utilized during this lesson.*

LESSON ACTIVITIES – TEACHING METHODS AND STRATEGIES – *In this section the student will provide a detailed outline (bullet points) of how they plan to teach the lesson. Each element of the lesson should be followed by a time estimate and a research-base for that element of the lesson (i.e. Vygotsky – social cognitive learning theory) or a strategy/theory that is being implemented. Script the questions you plan to ask. List the technology you plan to use and reference the ISTE standard for that usage (i.e. Global communicator/learner). List assessments as they happen within the lesson. If a formal assessment or printed document is used, it should be attached to this lesson plan. If presentation software is used, the presentation should also be attached to this plan.*

EXAMPLE IN BLUE:

Hook – Q & A (Activate Prior Knowledge, Marzano) – 6 minutes

List of planned questions

YouTube Video (theory, theorist: ISTE for students/educators) 2 minutes

Video link & Title

Scripted introduction and/or closing

Collaborative Problem Solving (Vygotsky, social learning theory) 15 minutes

Identify the problem

Define groups (Shoulder partners)

List instructions

Instructor role

Share Time (Theory, theorist) 7 minutes

Groups spokesman summaries work

Instructor – facilitate discussion as is appropriate

Assessment (Theory, theorist) 5 minutes

Exit ticket (strategy/theorist)

LESSON MODIFICATIONS & ACCOMMODATIONS– *As applicable, describe any modifications you will make for students with special needs (e.g., ELL, special education, gifted/talented, etc.).*

Accommodations

ADHD

Hearing/Visual Impairment

Physical Impairment

Test Anxiety

EL

Other

SOURCES CONSULTED: *List all sources consulted in the planning of your lesson. Remember if what you do is not original to you, your sources must be cited. If what you do is similar to what you see on a teacher site, this site should be listed or links provided here.*

Lesson Plan – RUBRIC

(To be completed in Anthology by the University Supervisor after each formal observation.)

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Demonstrating knowledge of content	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts.	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 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.	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
Demonstrating knowledge of pedagogy	The teacher understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. The teacher cites appropriate pedagogical research that intentionally aligns with the stated student outcomes for the lesson.	The teacher's plans and practice reflect familiarity with a range of effective pedagogical approaches in the subject. The teacher cites appropriate research for all instructional strategies.	The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. The teacher cites appropriate research for most instructional strategies.	The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. The teacher cites no research, or the research cited does not support the selection of teaching strategies.
Demonstrating knowledge of students	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	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.	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 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.
Setting instructional outcomes	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	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.	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.	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.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Demonstrating knowledge of resources	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	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.	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 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.
Technology Integration	The teacher incorporates technology in planning and, when appropriate, uses interactive technologies to expand learner options for mastering content and skills. Appropriate Educator and Student ISTE standards are cited and aligned with the instructional activities.	The teacher uses technology, when appropriate, to engage learners in the lesson. Appropriate Educator and Student ISTE standards are cited.	The teacher utilizes technology in planning and cites the appropriate Educator ISTE standards. Although appropriate and available, the teacher does not utilize technology in instruction or uses technology to engage learners but does not cite the Student ISTE standards.	Although appropriate and available, the teacher does not utilize technology in planning or instruction. ISTE standards are not cited.
Designing coherent instruction	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	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.	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.	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.
Designing student assessments	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	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.	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.	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.

Based on Danielson's Framework for Teaching

Appendix F

DSU Lesson Reflection Template

Note: This template is accessible on the School of Education homepage.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?
7. Add any other comments, reactions, or questions about this lesson. For example, is there anything about which you felt particularly good, frustrated, or confused?

Lesson Reflection – RUBRIC

(To be completed in Anthology by the University Supervisor or Cooperating Teacher after each formal observation)

Criteri	4—Exemplary	3—Proficient	2—Emergent	1—Below Basic
Using assessment data	The teacher uses student learning data understand each learner's progress, adjust instruction as needed, provide feedback to learners, and document learner progress against standards.	The teacher includes analysis of documented student learning progress in reflection. In addition to suggestions for future planning, the teacher uses formative assessment data to adjust instruction in the moment (i.e. to modify planned scaffolds, to provide additional supports/acceleration for individuals or groups of learners).	The teacher documents student learning progress and references this information in the analysis of lesson effectiveness and discussion of future planning.	The teacher's reflection is based on generalizations and/or perception. Student learning data is not cited in discussion of the lesson's effectiveness.
Accuracy	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	Candidate 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.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or candidate profoundly misjudges the success of a lesson.
Efficacy	Candidate accepts ownership for the learning of all students and suggests specific, practical actions to try with specific students.	Candidate accepts ownership for the learning of all students, but does not suggest specific, practical actions for future learning beyond those already tried.	Candidate communicates ownership only for student successes and/or offers excuses for those who struggled or did not succeed.	Candidate does not communicate a general sense of efficacy (accepting responsibility for student learning).
Use in future teaching	Drawing on an extensive repertoire of skills, candidate offers specific alternative actions, complete with the probable success of different courses of action.	Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Candidate makes general suggestions about how a lesson could be improved another time the lesson is taught.	Candidate has no suggestions for how a lesson could be improved another time the lesson is taught.

Based on Danielson's Framework for Teaching

Appendix G

Lesson Observation Form

Note: This template is accessible on the School of Education homepage.

Criteria	Observed Evidence from Lesson
Candidate interaction with students	
Conveys importance of the content	
Conveys high expectations for learning and achievement	
Management of transition/routines	
Performance of non-instructional duties	
Expectations for student conduct	
Monitoring of student behavior	
Response to student misbehavior	
Organization of physical space	
Expectations for learning (purpose)	
Directions and procedures	
Explanations of content	
Use of oral and written language	
Quality of questions	
Discussion techniques	
Student participation	
Activities and assignments appropriate and engaging	
Grouping of students productive and appropriate	
Structure and pacing	
Assessments criteria	
Monitoring/Evidence of student learning	
Lesson adjustment	

Lesson Observation – RUBRIC

(To be completed in Anthology by University Supervisor or Cooperating Teacher after each formal observation)

Criteria	4—Exemplary	3—Proficient	2—Emergent	1—Below Basic
Creating an environment of respect and rapport	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	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. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. 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.	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. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	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.
Establishing a culture for learning	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	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," and students indicate that they are interested in the completion of a task rather than the quality of the work. 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. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	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.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Managing classroom procedures	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures. 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. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	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.
Managing student behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	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.
Organizing physical space	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. 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.	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.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Communicating with students	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	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. 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. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	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. 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. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	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.
Using questioning and discussion techniques	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	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. 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.	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. 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.	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.

Criteria	4—Exemplary	3—Proficient	2—Emergent	1—Below Basic
Engaging students in learning	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	The learning tasks and activities are fully aligned with the instructional outcomes and 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. The groupings of students are suitable to the activities. 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.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. 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.”	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.
Using assessment in instruction	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self- assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	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.
Demonstrating flexibility and responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or success- fully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective	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

Based on Danielson’s Framework for Teaching

Appendix H

Unit Plan

Teacher candidates are required to design and teach at least one instructional unit. The length of the unit may vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. Instructional units should be chosen and designed in collaboration with the Cooperating Teacher. In addition to providing a rationale, lesson plans, and other miscellaneous components, a key element of this assignment is the collection of assessment data to indicate Teacher candidates' impact on student learning. Teacher candidates are required to develop and implement pre/formative/post assessments. The ***Impact on Student Learning Project*** requires samples of student work from the unit at various achievement levels (below, at, and exceeding acquisition of learning objectives, level of mastery, etc.). Additionally, candidates are required to use technology (Excel or Word) to compile assessment data in a graphic format and write an analysis of their students' progress toward the stated goals of the unit.

NOTE: The Unit Plan and Impact on Student Learning Project must be completed with a score of "Proficient" (3) on each rubric criterion; otherwise, candidates will need to revise and resubmit. No more than three submissions will be allowed. If after two revisions and resubmissions of the Unit Plan and/or Impact on Student Learning Project still does not earn a score of "Proficient" (3) or better on each criterion, the teacher candidate will receive a failing grade for the course.

The following elements should be included in this assignment. Be sure to include the proper sub-heading for each of the elements in the outlined order below:

1. Title and Instructional Context:

List the unit title, as well as the subject and grade level for which the unit was designed. Describe the students in your class addressing each of the following questions in separate paragraphs. Note: This is general information that is not specific to the concepts taught with in the unit but is specific to the class of students with which this unit is to be implemented.

- How many students are in the class and what are their demographic characteristics (i.e. gender, home language, special needs, ethnicity) It is suggested that bullet points be used to provide a brief summary; write a narrative to describe any bullet points that need additional description.
- How do you become familiar with what your students already know, in terms of both skills and cultural resources?
- Give some specific examples of your students' knowledge, experiences, skills, developmental level, interests, motivation to learn, learning styles, cultural experiences. Explain how these factors shape instruction.
- Why is it important to become familiar with what your students already know, in terms of both skills and cultural resources? In other words, why is it important to know your students both academically and culturally/personally?

2. Technology, Materials, Media:

This is a list of all materials needed for the unit including reading material, media and technology resources, school and community resources, art or other supplies. It should contain all the materials students will use in working on the unit. Also, include here a list of professional resources the candidate would use in creating and implementing the unit. This is a list of materials valuable to the candidate, including Internet resources, print material in books or journals, and community/school resources.

3. Introduction and Rationale:

- Write a brief informative paragraph giving the reader a basic understanding of the unit and its connection to past and future content in the class.
- Indicate how much time is set aside for this study (i.e. ten 1-hour sessions).
- Supply a rationale for the unit describing (a) the reasons for teaching the unit, (b) list the state/discipline standards and state how the unit supports the state/discipline standards, and (c) results expected from the unit. The rationale can prove useful when an administrator or parent questions the value of a particular unit of study. It also answers the question so often posed by students: Why do we need to know this?

4. Unit Goals:

List the desired learner goals for the unit. Unit goals will be broader than the objectives you write for individual lesson plans. The unit goals must align to Common Core/state/discipline standards. Generally, units contain 3-5 broad unit goals. It is essential to remember in the creation or identification of your goals that each goal must be pre-, post- and mid-unit formatively assessed.

5. Pre-Assessment/Post-Assessment and Mid-Unit Formative Assessments:

List how you plan to measure *each* of the Unit Goals. You will need to assess each student on each Unit Goal through (a) a pre-unit assessment; (b) a post-unit assessment; and (c) a formative assessment(s) collected at a mid-point of the unit's implementation.

- The pre-assessment should indicate what level of understanding the students have about the Unit Goals prior to instruction. Include the full pre-assessment here exactly as it will be presented to the students. Also, include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the pre-assessment will be implemented and why you chose to use this particular assessment to measure the unit goals.
- The post-assessment should indicate what level of understanding the students have about the Unit Goals after completion of the unit. Include the full post-assessment here exactly as it will be presented to the students. Also, include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the post-assessment will be implemented and why you chose to use this particular assessment.
- The mid-unit formative assessment(s) will provide a mid-unit measure of students' progress toward each of the Unit Goals. Unlike the pre and post assessments, formative assessments of the unit goals generally do not occur in one class session. Usually a formative assessment of a unit goal will occur after daily instruction related to that goal. Select a unit mid-point assessment of each goal and include that full assessment(s) here exactly as it will be presented to the students. Also, include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the assessment(s) will be implemented and why you chose to use this particular assessment.

[NOTE: It is essential that this portion of the assignment be done correctly in order for you to effectively complete your Impact on Student Learning project. Make certain that you have a direct measure of each Unit Goal in the pre-assessment, the post-assessment, and the mid-unit formative assessment.]

6. Lesson Plans:

This section consists of individual daily lesson plans for the duration of the unit. The DSU Lesson Plan template from Appendix E must be used for the scheduled university supervisor's observed lesson. It is optional for all other lessons in your Unit Plan. However, you must include the objectives, activities, assessments aligned to the standards for all lessons. Be sure to purposefully design lessons that stimulate higher order thinking skills with activities that require critical or creative thinking and/or problem-solving skills throughout the unit. Care should be made to insure a variety of instructional strategies (teacher directed, collaborative, demonstration, inquiry, etc.) and assessment types (performance-based, quizzes, homework assignments, group projects, etc.) are used in the duration of the unit.

Unit Plan – RUBRIC

(To be completed in Anthology by the University Supervisor)

NOTE: The Unit Plan must be completed with a score of “proficient” (3) or better on each rubric criterion; otherwise, candidates will need to revise and resubmit. (Maximum of two revisions/resubmissions). If candidate does not meet “proficient” (3) or better on each rubric criterion, a failing grade for the course will be assigned.)

Criteria	4--Exemplary	3--Proficient	2—Emergent	1—Below Basic
Familiar with students <i>InTASC Standard 2.c; 2.d; 2.k; 3.n; 10.m; 10.q</i>	Candidate demonstrates a comprehensive understanding of the importance of becoming familiar with students and a clear understanding of students’ background experiences and how that shapes the instruction for students.	Candidate demonstrates some understanding of the importance of becoming familiar with students and has some familiarity of students’ background experiences and how that shapes the instruction for students.	Candidate has some familiarity of students’ background experiences and can state in a generic way how that may influence student learning.	Candidate does not demonstrate an understanding of the importance of becoming familiar with students or of how students’ background experiences shape instruction for the students.
Instructional Context and Materials <i>InTASC Standard 1.b; 1.e</i>	Instructional materials and/or resources required for the unit, as well as additional professional resources available to create and implement the unit are described and clearly appropriate for learning goals.	Instructional materials and/or resources required for the unit to create and implement the unit are appropriate for learning goals.	Instructional materials and/or resources required for the unit are included, but their appropriateness is not immediately evident.	Candidate did not provide required instructional materials and/or resources required for the unit are not listed.
Introduction and Rationale <i>InTASC Standard 4.a; 4.h;5.j; 5.k</i>	Introduction provides a clear description of how the unit connects to previous and future content and explains accurately how the content of the unit fits within the structure of the discipline. Rationale thoroughly describes (a) how the unit prepares students for real-world performance tasks, (b) how the content enhances learning in other disciplines, and (c) how the unit supports the national standards of the discipline.	Introduction describes how the unit connects to previous and future class content. Rationale explains the importance of the unit to prepare students for future learning or for real world tasks.	Introduction describes loosely how the unit connects to previous and future class content. Rationale explains the importance of the unit in a very generic, vague manner.	Introduction does not clearly explain the relationship between the unit and past/future class content. Rationale does not explain the purpose of the unit in terms of future learning or real-world tasks.
Unit Goals <i>InTASC Standard 7.d</i>	Unit goals are clearly articulated in terms of measurable student outcomes, are aligned to Common Core as well as appropriate national standards for the discipline. They represent and appropriate level of depth for unit-wide learning.	Unit goals are clearly articulated in terms of measurable student outcomes and are aligned to Common Core and/or state/national standards for the discipline.	Unit goals are aligned to state/national standards for the discipline.	Unit goals are not consistently correlated with Common Core and/or state standards.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Pre/Post/Mid-Unit Assessments <i>InTASC Standard 6.a; 6.h; 6g</i>	Pre/Post/Formative-Unit assessments and their scoring guides are included. All assessments are clearly aligned to the Unit Goals. Candidate provides a well thought-out and pedagogically appropriate explanation for why the assessments were selected.	Pre/Post/Formative-Unit assessments and their scoring guides are included. All assessments are clearly aligned to the Unit Goals. Candidate provides superficial explanation for why the assessments were selected.	Candidate provides appropriate pre/post/formative-unit assessments aligned to Unit Goals. Scoring guides for each assessment are included.	Candidate does not provide pre/post/formative-unit assessments aligned to Unit Goals; or does not provide scoring guides form the assessments.
Lesson Plans <i>InTASC Standard 2.a; 2.b; 3.b; 3.d; 3.e; 3,j; 6.a; 6.e; 7.a; 7.b; 8.a; 8.d</i>	Lesson plans contain aligned objectives, activities, and assessments designed to develop student learning of standards. Most of the planned activities are intended to engage students in critical or creative thinking and problem solving. Diverse student needs are clearly accommodated in lessons. Lessons provide frequent opportunities for students' active engagement and include a variety of instructional strategies and assessment formats.	Lesson plans contain aligned objectives, activities, and assessments designed to develop student learning of standards. There is some evidence of planning for students' development of critical or creative thinking and problem solving. Lessons are more student-centered than not, and there is an attempt to include multiple instructional strategies and/or assessment formats.	Lesson plans generally include appropriate/aligned objectives, activities, and assessments. Plans occasionally stimulate critical thinking or problem-solving. There is limited variety of instructional strategies and assessment formats.	Lesson plans do not follow required format, are missing elements, or are unclear. Planned activities allow little room for critical or creative thinking; or provide insufficient variety in instructional strategies and/or assessments.

Appendix I

Impact on Student Learning Project

The “Impact on Student Learning” project provides an opportunity for the teacher candidates to closely examine their effect on students’ learning. There are three basic components to this project:

1. Samples of student work in pre/post/formative assessments from low, average, and high levels of performance with your feedback included; *[NOTE: Your students’ assessments can take any form you desire, and a variety of assessment forms would be present during the course of your unit plan. Some examples include historical documentaries, research papers, traditional tests, performance recordings, portfolios, and debates. Select assessments designed for students to demonstrate the degree to which they have mastered the intended unit goals]*
2. Excel spreadsheet and graphs representing student performance data;
3. Reflection paper.

Using the student assessment (pre, post, and formative) data collected during implementation of the Unit Plan, you will conduct analyses in Excel and write a reflection paper on the impact of your instruction on students’ learning. Prior to implementing the unit, you will have identified the unit goals, conducted a pre-unit assessment on those goals, and recorded that data in an Excel spreadsheet. During the unit, you will record in the same Excel spreadsheet data collected on formative assessments for each of the unit goals. Likewise, at the conclusion of the unit you will collect the post- unit assessment data from each of the unit goals and record it in the spreadsheet.

Once you have your data recorded correctly in Excel, you are ready to examine your instructional effectiveness. Specifically, you are interested in examining the data to determine what you seem to have taught well, what areas you might want to strengthen in the future, and if all student populations appeared to have an equitable learning experience. To determine this, you first need to calculate the average performance for each assessed area. Additionally, you will create charts to graphically represent the impact you had on student learning. You should include at least the three following graphs:

- comparison of pre/post data for the overall class;
- representation of pre, formative, post data for each goal; and
- comparison of pre, formative, post data by student sub-population (male, female, ELL, SPED, G/T).

Reflection Paper

Once you have your data averaged and charts created, you will write a reflection of your instructional effectiveness based on your interpretation of the data. The reflection paper should include careful responses to the questions below. Be certain to support your responses with evidence from the recorded data.

- Identify the overall percentage of increase from the pre-assessment to the post-assessment of the unit. Use the following formula: difference divided by pre-assessment score times 100.
- Were the goals met by all students by the end of the unit?
- Were the goals attained equitably among the various student populations (male, female, ELL, SPED, G/T)?
- Were students appropriately prepared for the various assessments and assessment formats? Explain how you know this. Were appropriate modifications/accommodations made for students with exceptionalities and English language learner needs?

- Were there any patterns you noticed in the pre, formative, and/or post unit assessment data that seemed curious?
- What impact did the feedback you provided students have on their achievement?
- Based on the data, what would you say are your instructional strengths?
- What areas for improvement can you identify for your instructional practice based on the student data?

Impact on Student Learning – RUBRIC

(To be completed in Anthology by the University Supervisor)

NOTE: The Impact on Student Learning project must be completed with a score of “proficient” (3) or better on each rubric criterion; otherwise, candidates will need to revise and resubmit with a maximum of three submissions.

Criteria	4--Exemplary	3--Proficient	2—Emergent	1—Below Basic
Data Spreadsheet and Charts <i>InTASC Standard 6.g</i>	Data spreadsheet includes averages of student performance scores and additional descriptive statistics. Appropriate charts were presented to and clearly represent required information (pre/post comparison, class trend data on pre/formative/post data, data comparison among student subpopulations). Included additional analysis of data (i.e. comparison of multiple class periods).	Data spreadsheet includes averages of student performance scores. Appropriate charts were presented and clearly represent required information (pre/post comparison, class trend data on pre/formative/post data, data comparison among student subpopulations).	Data spreadsheet contains at least averages of student performance scores. Charts were presented for the three required areas; however, they may not have clearly communicated the intended information (chart labels missing or unclear; some data sets incomplete).	Data spreadsheet missing and/or does not contain at least averages of student performance scores; and/or missing one or more charts representing the required information.
Samples of Student Work/Written Feedback and their Impact <i>InTASC Standard 6.c; 6.i; 6.j; 6.o</i>	Candidate provided samples of student work at all 3 levels *and* documentation of feedback given to students. Feedback was substantive and clearly constructed to improve student learning.	Candidate provided appropriate samples of student work at all 3 levels *and* documentation of adequate feedback given to students.	Candidate provided samples of student work at all 3 levels. Some student work included documentation of feedback; but the feedback was generally superficial.	Candidate did not provide samples of student work at all 3 levels or did not provide documentation of feedback given to students.
Reflection Paper—Data Trends, Analysis of Student Learning and Subpopulations <i>InTASC Standard 6.b; 6.f, 6.l</i>	Candidate provides thoughtful examination of trends in the student data and careful analysis of student acquisition of learning goals— including that of various student populations. Well-developed responses were provided for all 7 assignment prompts.	Candidate explains trends in the student data including a detailed description student attainment of learning goals— including that of various student populations.	Candidate provides adequate discussion of student acquisition of learning goals (with supportive evidence from student data), but does not represent thorough interpretation of student trends and impact on various subpopulations.	Candidate analysis of student learning does not include supportive evidence from data and/or does not include trend analysis of learning goals among subpopulations. Responses to 2 or more of the 7 assignment prompts are missing.
Reflection Paper—Candidate Efficacy <i>InTASC Standard 6.b; 6.n; 9.h; 9.l</i>	Reflection paper indicates strong presence of candidate efficacy through description of strengths and areas for improvement. Candidate clearly articulates with specific examples the role of student data analysis to guide planning and instruction.	Reflection paper suggests candidates’ ownership of student learning. Strengths and areas for improvement are clearly articulated. Candidate communicates the role of student data analysis to guide planning and instruction.	Reflection paper provides generic discussion of strengths/areas for improvement. Ownership of student learning is superficially addressed.	Reflection paper does not provide meaningful discussion of strengths/areas for improvement; does not indicate use of data to guide planning; and/or does suggest candidate’s ownership of student learning.

Appendix J

Final Portfolio Defense

For your final portfolio defense, you will present artifacts illustrating your proficiency on the DSU candidate education outcomes (InTASC Standards 1-10). Your Professional Development Plan will serve as the foundation for your presentation. You should indicate your latest self-rating on each InTASC Standard during your presentation.

Your final portfolio presentation will be a full presentation on your portfolio similar to the portfolio you designed prior to student teaching. However, during this presentation you will **only include Artifacts #3** for each InTASC standard. You will deliver the presentation to program faculty and your peers during the final student teaching portfolio presentations. Presentations will be allotted a time of one hour and should include actual pictures, documents and videos from your student teaching experience. Presentations should be done using PowerPoint or Canva or some other visual presentation platform. During your presentation, include a slide identifying the percentage of growth of your class as reported in your Impact on Student Learning project. Your University Supervisor, faculty from the School of Education and your peers will be asking questions on you as you present your artifacts. Please allot time in your one hour presentation for these questions and discussions.

Your presentation will include artifacts from your student teaching experience related to each of the ten InTASC standards. Your artifacts should contain a mix of evidence that is (1) indicative of areas still in need of development; (2) illustrative of growth from the beginning of the semester; (3) very positive/highly successful. For instance, you may provide an example of a shining moment for *Learner Development* and an example of a remaining challenge for *Assessment*. The purpose is to illustrate the growth that occurred throughout the term, as well as indicate opportunities for continued development.

Select a photo or video clip from your experience (the room, your students, you engaged in teaching, student work, assessment charts, etc.) for each of the ten InTASC standards. You must include four (no more, no less) video clips—each no more than 90 seconds long. The video clips should include: (1) one clip demonstrating your ability to stimulate critical thinking among your students; (2) one clip demonstrating your ability to achieve standards-based learning; (3) one clip illustrating your effectiveness with classroom management; and (4) one clip of your choice. Place the videos in the slide for the DSU outcome you feel is best aligned. End your presentation by completing the following sentence prompt: Principals will want to hire me because.

While quality of content is the most critical aspect of the presentation, consideration should be given to visual aesthetics and maintaining the interest of the viewing audience. You will upload your Artifact #3 for each of the standards along with a short descriptive statement and submit the entire portfolio for assessment in Anthology two days prior to your Portfolio Defense. Please do not submit your Final Portfolio until after the Post-Student Teaching Seminar.

Final Portfolio Presentation – RUBRIC

(To be completed collaboratively in Anthology by the Teacher Education Faculty.)

Criteria	4--Exemplary	3--Proficient	2—Emergent	1—Below Basic
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Demonstrates thorough understanding of the intent of the outcome and links appropriate examples of his/her application.	Communicates solid grasp of the intent of this outcome.	Has a tenuous grasp on the definition of this outcome.	Does not communicate basic understanding of outcome.
Areas of Professional Strength Areas of professional strength discussed by the candidate throughout the	Identification of professional strengths is well supported by examples and illustrates depth of personal reflection.	Examples of professional strengths are substantiated by candidate's verbal reflection.	Examples selected demonstrate areas of professional strength.	Examples and/or explanations of professional strength are missing, disjointed and/or unsupported.

Criteria	4—Exemplary	3—Proficient	2—Basic	1—Below Basic
Areas of Significant Professional Growth Areas where significant professional growth has occurred discussed by the candidate throughout the presentation	Identification of areas of professional growth is well supported by examples and illustrates depth of personal reflection	Examples of areas of professional growth are substantiated by candidate's verbal reflection.	Examples selected illustrate areas of significant professional growth.	Examples and/or explanations of professional growth are missing, disjointed and/or unsupported.
Areas for Continued Professional Development Areas where continued professional development is warranted discussed by the candidate throughout the presentation	Identification of areas for continued professional development is well supported by examples and illustrates depth of personal reflection.	Examples of areas for continued professional growth are substantiated by candidate's verbal reflection.	Examples selected demonstrate cognizance of areas for continued professional development.	Examples and/or explanations of need for continued professional growth are missing, disjointed and/or unsupported.
Quality of Presentation Professional appearance, confident and engaging delivery, aesthetics, etc.	Presentation was engaging, professionally delivered, aesthetically pleasing, and indicative of thoughtful preparation.	Presentation was engaging and professionally delivered.	Presentation fell within the allotted time frame, was organized and indicative of acceptable communication skills.	Presentation did not reflect consideration of the audience, was poorly organized, and/or did not meet the time frame.

Appendix K

Conference Forms

First University Supervisor Conference

Topics	Notes
Professional Development Plan (Appendix A)	How will growth be obtained during student teaching and how will you enhance your strengths?
Introduction to Parents and Parental Permission (Appendix B)	<p>How will you introduce yourself to Parents/Guardians? If using a letter, make sure you have cooperating teacher and/or University Supervisor proofread and approve it before sending home.</p> <p>Does your school have permission for video/photos for each of your students? If so, make sure you know which students are on the list. If not, develop a permission form to receive signatures.</p>
Schedule: Daily/Weekly/Semester (Appendix C)	Provide me with a schedule for you full 12 weeks. Participate in Parent/Teacher conferences and other after school activities.
Weekly Lesson Plans	Discuss a format for weekly lesson plans. Follow the school protocol for turning in lesson plans but also email to me. What must be included in the plans? For University Supervisor Observations you must use the DSU template for your lesson plan.
Classroom/Teacher Observations (Appendix D)	How many observations will you complete? What will you be looking for when observing?
Unit Plan and Impact of Student Learning (Appendix H and I)	<p>Start thinking about your topic. What is your driving question? What do you want the students to learn?</p> <p>Goals and Objectives: 3 to 5?</p> <p>Assessments: How will you assess? Pre- and Post-Assessment, Mid-formative assessments, assess all goals on pre- and post-assessments and each goal must be assessed on at least one mid-formative assessment.</p> <p>Introduction and Rationale – Put some serious thought into the rationale. It sets the tone on the Unit Plan.</p> <p>Impact on Student Learning: Look over the requirements and questions for the project when designing your unit.</p>
Others Topics	<p>Professional Quality –you are in the profession now; all documents need to reflect the shift from student to teacher</p> <p>Templates –Use the DSU templates whenever possible</p>
Cooperating Teacher Information	Summative Evaluation, Appendix N: Take notes throughout the student teaching experience and it will be less cumbersome to do your final evaluation. Your written feedback is essential on the progress reports. Input from the cooperating teacher is invaluable.

Second University Supervisor Conference

Topics	Notes
Student and Family Connections	<p>How have you reached out to your students' parents/guardians?</p> <p>How have you familiarized yourself with your students?</p> <p>How are you using this as a resource for planning?</p>
Successes and Challenges	<p>What successes have you had?</p> <p>What challenges are you encountering?</p> <p>What have you learned from these experiences?</p>
Unit Plan and Impact on Student Learning Project	<p>Progress on your Unit Plan. What are your concerns?</p> <p>Review the collection of data (assessments). Does your pre-assessment and post-assessment measure all of your goals? Do you have at least one mid-formative assessment measuring each goal? (There can be a separate mid-formative assessment for each goal) How will you provide, and document, feedback on each assessment? (This is required on the Impact on Student Learning)</p> <p>REMINDER: Save a Below Average, Average, Above Average assessment for each assessment in your unit plan.</p>
InTASC Standards Artifact #3	<p>Look through InTASC Standard Artifact #3 folder to determine your progress on collection of this artifact. How will you evidence your knowledge of all ten InTASC Standards?</p>

Third University Supervisor Conference

Topics	Notes
Professional Development Plan	<p>Review your ratings and provide new ratings.</p> <p>What areas have you shown growth in?</p> <p>How will you obtain growth in areas needing growth?</p> <p>How have you enhanced areas of strength?</p>
Impact on Student Learning	<p>Assessments –Did you measure all goals in the Pre-Assessment and Post-Assessment? Do your Mid-formative assessments measure your goals? Have you provided, and documented, feedback on all assessments?</p> <p>Collection of student work – save all assessments for Impact on Student Learning project in Post-Student Teaching Seminar. Will need a below average, average and above average for each assessment with feedback documented.</p> <p>Discuss what data to enter into a spreadsheet.</p>
InTASC Standards Artifact #3	<p>Look through InTASC Standard Artifact #3 folder to determine your progress on collection of this artifact. How will you evidence your knowledge of all ten InTASC Standards?</p>

Fourth University Supervisor Conference

Topics	Notes
Classroom Environment	<p>Discuss how the physical space of the room is being used to enhance learning,</p> <p>Share your ideas for utilizing the physical space of your classroom.</p> <p>How does this play a critical role in learning?</p> <p>Consider taking photos to provide evidence for your final portfolio.</p>
Professional Collaborations	<p>Discuss the opportunities you have had to participate in professional collaborations.</p> <p>How has this been beneficial?</p> <p>Are there ways you would have liked them to go differently?</p>
Classroom Observations	<p>During the last week of your student teaching, you should take the opportunity to observe other teachers/classrooms in your building and/or school district. Take the opportunity to glean additional tools for your teacher tool kit.</p> <p>Discuss with your Cooperating Teacher and University Supervisor the number of observations and which classrooms/teachers you might observe.</p>
Impact on Student Learning	<p>Review Appendix I Requirements for Impact on Student Learning.</p> <p>Review data to enter into a spreadsheet. Discuss charts (and graphs) and percentage of increase for class average.</p> <p>Reminder of due date.</p>
Final Portfolio and InTASC Standards Artifact #3	<p>Look through InTASC Standard Artifact #3 folder to determine your progress on collection of this artifact. How will you evidence your knowledge of all ten InTASC Standards?</p> <p>Go over Final Portfolio Presentation Requirements (Appendix J). Discuss Artifacts and Video S</p>

Appendix L

Student Teaching with Distinction Survey – Cooperating Teacher

(To be completed in Anthology by the Cooperating Teacher)

Criteria	4—Exemplary	3—Proficient	2—Emergent	1—Below Basic
Attendance	Candidate went above and beyond expectations. Arrived early and stayed late. Attended events beyond those required.	Candidate met attendance Expectations by communicating ahead of time of intended absences. Was punctual and present for all required events and extra duties.	Candidate was sporadically absent and/or did not attend events or extra duties as expected (i.e. lunch duty, hall duty).	Candidate was frequently absent, late, and/or does not communicate missed absences as expected.
Weekly Lesson Plans	Candidate not only submitted lessons plans in accord with expectations by Cooperating Teacher, but lesson plans were consistency of exemplary quality. Revisions were almost never needed or required.	Candidate provided thorough evidence throughout the student teaching experience of continual planning as approved by the Cooperating Teacher.	Candidate provided adequate evidence throughout the student teaching experience of continual planning as approved by the Cooperating Teacher.	Candidate provided little or no evidence throughout the student teaching experience of continual planning as approved by the Cooperating Teacher.
Communicated Effectively	Candidate actively communicated with the Cooperating Teacher throughout the semester. Responses to e-mail or phone messages were returned in a prompt fashion, ALL communication was friendly, and the University Supervisor was consistently informed of new developments in the candidate's teaching experience.	Candidate maintained consistent with the Cooperating Teacher both in person and Electronic communication was courteous.	Candidate did not initiate communication on a regular basis, leaving almost all of the communication efforts to the Cooperating Teacher.	Candidate did not meet minimal expectations for communication (i.e. did not inform appropriate parties of absences, did not respond in a timely manner to communication from Cooperating Teacher).
Met Deadlines	Candidate never missed a deadline and did not need prompting to follow through with additional requirements of the Cooperating Teacher.	Candidate was punctual with handing in assignments and meeting other expected deadlines.	Candidate was generally punctual with handing in assignments and meeting other expected deadlines, although s/he needed additional reminders.	Candidate was not punctual with handing in assignments or meeting other expected deadlines.
Integrity and Ethical Conduct	Candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Candidate is honest in interactions with colleagues, students, and the public.	Candidate displays dishonesty in interactions with colleagues, students, and the public.

Student Teaching with Distinction Survey – University Supervisor

(To be completed in Anthology by the University Supervisor)

Criteria	4—Exemplary	3—Proficient	2—Emergent	1—Below Basic
Attendance	Candidate went above and beyond expectations. Candidate met attendance requirements by communicating to the University Supervisor far in advance of the intended absences.	Candidate met attendance expectations by communicating to the University Supervisor prior to intended absences.	Candidate was sporadically absent and did not communicate intended absences prior to date of absence.	Candidate was frequently absent, and/or does not communicate missed absences as expected.
Weekly Lesson Plans	Candidate not only submitted lessons plans in accord with expectations by the University Supervisor but lesson plans were consistently of exemplary quality. Revisions were almost never needed or required.	Candidate provided thorough evidence to the University Supervisor throughout the student teaching experience.	Candidate provided adequate evidence to the University Supervisor throughout the student teaching experience of continual planning.	Candidate provided little or no evidence to the University Supervisor throughout the student teaching experience of continual planning.
Communicated Effectively	Candidate actively communicated with the University Supervisor throughout the semester. Responses to e-mail or phone messages were returned in a prompt fashion, communication was friendly, and the University Supervisor was consistently informed of new developments in the candidate's teaching experience.	Candidate maintained consistent (at least weekly) contact with the University Supervisor. Electronic communication was courteous (i.e. did not just send attachments with no note).	Candidate did not initiate communication on a regular basis, leaving almost all of the communication efforts to the University Supervisor.	Candidate did not meet minimal expectations for communication (i.e. did not inform appropriate parties of absences, did not respond in a timely manner to communication from University Supervisor).
Met Deadlines	Candidate never missed a deadline and did not need prompting to follow through with additional requirements of the University Supervisor.	Candidate was punctual with handing in assignments and meeting other expected deadlines.	Candidate was generally punctual with handing in assignments and meeting other expected deadlines, although s/he needed additional reminders.	Candidate was not punctual with handing in assignments or meeting other expected deadlines.
Integrity and Ethical Conduct	Candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions. With University Supervisor and other parties.,	Candidate is honest in interactions with University Supervisor and other parties.	Candidate displays dishonesty in interactions with University Supervisor and other parties

Student Teaching with Distinction Survey – Director of Field Experiences

(To be completed in Anthology by the Director of Field Experiences)

Criteria	4—Exemplary	3—Proficient	2—Emergent	1—Below Basic
Attendance	Candidate went above and beyond expectations. Candidate met attendance requirements by communicating to the Director of Field Experiences far in advance of the intended absences.	Candidate met attendance expectations by communicating to the Director of Field Experiences prior to intended absences.	Candidate was sporadically absent and did not communicate intended absences prior to date of absence.	Candidate was frequently absent, and/or does not communicate missed absences as expected.
Seminar Expectations	Candidate was an active participant in all required seminar sessions, meeting all expectations. Openly shared his/her own experiences, but equally solicited and responded to contributions from others. Was courteous and welcoming to all present.	Candidate attended all required seminar sessions unless an unavoidable absence was approved. Assignments were of appropriate quality.	Candidate attendance and participation in required seminar sessions was generally adequate; AND/OR most assignments met the requirements.	Candidate was tardy for seminar sessions, assignments were inconsistently submitted or of poor quality, AND/OR candidate seemed disengaged in most seminar sessions.
Professional Application Packet	Candidate's Professional Application Packet was of exceptional quality and included additional items beyond those required (i.e. evidence of teaching effectiveness, written letters of recommendation).	Candidate submitted an appropriate Professional Application Packet that met the Director of Field Experiences' expectations.	Candidate submitted an incomplete/unacceptable assignment Professional Application Packet.	Candidate did not submit the assignment.
Student Surveys	Candidate submitted a full collection of student surveys, maintaining the confidential protocol outlined in the assignment description.	Candidate submitted a full collection of student surveys.	Candidate submitted an incomplete assignment AND/OR did not follow the protocol outlines in the assignment description.	Candidate did not submit the assignment.
Communicated Effectively	Candidate actively communicated with the Director of Field Experiences throughout the semester. Responses to e-mail or phone messages were returned in a prompt fashion, communication was friendly.	Candidate maintained consistent contact with the Director of Field Experiences. Electronic communication was courteous (i.e. did not just send attachments with no note).	Candidate was not consistent in responding to communication with the Director of Field Experiences requiring additional attempts to the candidate to receive a response.	Candidate did not meet minimal expectations for communication (i.e. did not inform appropriate parties of absences, did not respond in a timely manner to communication from Director of Field Experiences.
Met Deadlines	Candidate never missed a deadline and did not need prompting to follow through with additional requirements of the University Supervisor.	Candidate was punctual with handing in assignments and meeting other expected deadlines.	Candidate was generally punctual with handing in assignments and meeting other expected deadlines, although s/he needed additional reminders.	Candidate was not punctual with handing in assignments or meeting other expected deadlines.
Integrity and Ethical Conduct	Candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with the Director of Field Experiences and other parties.,	Candidate is honest in interactions with the Director of Field Experiences and other parties but displays little concern for confidentiality.	Candidate displays dishonesty in interactions with the Director of Field Experiences and other parties or does not respect confidentiality.

Appendix M

Evaluation of Teacher Candidate-Rubric

(To be completed in Anthology by the Cooperating Teacher after Week 6 and Week 12 and, also, by the University Supervisor after Week 12)

NOTE: It is expected teacher candidates are at the proficient level for a new teacher at the completion of their student teaching semester. Candidates must score at an “emerging” (2) or above in all criteria at the end of Week 12. Candidates scoring more than three “emerging” scores will trigger a consultation between the Chair of the School of Education, the Director of Field Experiences, the University Supervisor, and the Cooperating Teacher(s) regarding the student teacher’s suitability for the classroom. This consultation will result in a decision regarding whether the candidate will pass or fail the student teaching experience.

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard. Thank you for your time and commitment to the profession.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating “3” performance, partial success at rating of “4”	implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs	In addition to rating “2” performance, partial success at rating of “3”	implements grade-level appropriate instruction, but does not account for individual learners’ differences	With assistance, partial success at rating of “2”	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students’ prior knowledge	accesses student readiness for learning and expands on individual students’ prior knowledge		accounts for individual differences in students’ prior knowledge and readiness for learning		addresses students’ prior knowledge as a class, but individual differences are not considered		does not account for differences in students’ prior knowledge	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" performance, partial success at rating of "4"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" performance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating “3” performance, partial success at rating of “4”	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language	In addition to rating “2” performance, partial success at rating of “3”	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of “2”	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
			develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs							
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3" performance, partial success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "4"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "2" performance, partial success at rating of "3"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating “3” performance, partial success at rating of “4”	uses multiple assessments that align with the learning targets	In addition to rating “2” performance, partial success at rating of “3”	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of “2”	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making.								

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating “3” performance, partial success at rating of “4”	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating “2” performance, partial success at rating of “3”	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of “2”	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students’ needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs		uses information gained from assessment findings to customize instructional plans to meet students’ needs		uses assessment findings to modify instructional plans to meet students’ needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners’ needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating “3” performance, partial success at rating of “4”	varies role between instructor, facilitator, guide, and audience; considers learners’ needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating “2” performance, partial success at rating of “3”	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of “2”	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating “3” performance, partial success at rating of “4”	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating “2” performance, partial success at rating of “3”	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of “2”	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher candidate...								
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating “3” performance, partial success at rating of “4”	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating “2” performance, partial success at rating of “3”	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of “2”	develops relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

Constructs, InTASC Standards, and Tagged Alignment of Items		
Construct/ Areas of Knowledge	InTASC Standard	Item #
The Learner and Learning	#1: Learner Development	1-2
The Learner and Learning	#2: Learning Differences	3-4
The Learner and Learning	#3: Learning Environments	5-9
Content Knowledge	#4: Content Knowledge	10-12
Content Knowledge	#5: Application of Content Knowledge	13-16
Instructional Practice	#6: Assessment	17-20
Instructional Practice	#7: Planning for Instruction	21-24
Instructional Practice	#8: Instructional Strategies	25-28
Professional Responsibility	#9: Professional Learning and Ethical Practice	29-32
Professional Responsibility	#10: Leadership and Collaboration	33-34