



**A Guide for Student Teaching
2015-16
(Field Experience III)**

at

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Conceptual Framework Competencies

Candidates are encouraged to select one or two artifacts that demonstrate their comprehension of each Domain. Candidates are especially encouraged to consider the bulleted items when addressing the conceptual framework.

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning

- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space

- Safety and accessibility • Arrangement of furniture and resources

Domain 3: Instruction

3a Communicating With Students

- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning

- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students • Persistence

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy • Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families

- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DEFINITION OF TERMS

ARTIFACT: Each individual assignment that you choose to feature within your professional **portfolio** is technically an artifact. Such artifacts represent your achievements throughout the course of your learning experiences. These entries may be in the form of any medium (e.g. text, graphics, audio, or video) and must represent the highest quality of your work. Below is a list of various types of potential artifacts:

- A paper written in one of your courses
- TESS-based lesson plans
- Video of you teaching a lesson
- Photos of you teaching a lesson
- Photos of a bulletin board, learning center, etc. that you created
- Scanned copy of your observation evaluations from your university supervisor or collaborating teacher
- Audio of you discussing your philosophy of education
- WebQuest you created

COLLABORATING TEACHER: a classroom teacher who demonstrates exceptional teaching qualities and supervises and guides the initial teaching efforts of the student teacher.

DESIGNATED SCHOOL ADMINISTRATOR: an individual designated within each school district responsible for accepting placement of student teachers. Initial placement requests are negotiated between this administrator and the SAU **Director of Field Experiences**.

DIRECTOR OF FIELD EXPERIENCES: university faculty member responsible for placement, direction, and coordination of the student teaching experience. (AFEL Director at SAU)

DISPOSITIONS: an assessment of attendance, punctuality, initiative, response to feedback, collaboration, belief that all students can learn, emotional maturity, appearance, reliability, fairness to all, interaction with others, speaking skills, writing skills, and presentation skills. Assessments will be completed not only by faculty but also by personal assessments.

EDUCATOR PREPARATION PROGRAM (EPP): EPP encompasses all programs, both initial and advanced, at the university that prepares classroom teachers and other school professionals for K-12 school.

FORMAL EVALUATION: evaluation of teaching performance **during** the developmental stages which involves periodic, on-going assessment of growth in the effectiveness of teaching.

LIVETEXT: This software is required for assessments throughout the program to include a final portfolio.

OBSERVATION CYCLE: observation sequence of teaching performances that includes **THREE** phases: (1) a pre-observation conference, (2) a formal observation of inter-active instructional behaviors and decisions, and (3) a post-conference that allows for specific feedback to the student teacher of the evaluation process and findings.

PORTFOLIO: The professional portfolio is an original assessment tool which contains assignments or artifacts that reflect your growth relative to the Professional Education Unit's Conceptual Framework. The PEU's Conceptual Framework is based upon the Arkansas TESS Domains. The professional portfolio is a means to collect and organize documentation of your work samples that demonstrate achievement in the following areas:

1. Conceptual Framework Competencies (TESS Domains)
2. Dispositions
3. Impact on Student Learning

PUPILS: the classroom students under the care and supervision of the collaborating teacher and the student teacher.

SUMMATIVE EVALUATION: evaluation of teaching performance as an outcome; an observation at the conclusion of a defined period of time.

STUDENT TEACHER CANDIDATE: a university student who has completed all requirements of the SAU Teacher Education Program with the exception of the final field experience that includes supervised teaching in an assigned setting.

STUDENT TEACHING: a period of guided or supervised teaching during which the university student (referred to as “candidate”) takes increasing responsibility for a given group of learners over a period of consecutive weeks. Student teaching is defined by a limited time-frame (one semester) and thus cannot duplicate the richness of experiences which characterize the first year of teaching. Rather, student teaching functions as a transitional experience that develops a foundation upon which candidates can build their competency in teaching.

UNIVERSITY SUPERVISOR: the university faculty member assigned to serve as liaison between the student teacher, the collaborating teacher, and SAU’s Teacher Education Program. This faculty member observes the teaching performance of the student teacher and provides evaluative feedback.

INTRODUCTION

Student teaching is the capstone field-based experience for students enrolled in the Teacher Education Program at Southern Arkansas University. As such, it provides the opportunity for students to experience in natural classroom settings the duties, challenges, and excitement characteristic of a professional teacher's everyday life. Inherent in this initial teaching experience is guidance, evaluation, and feedback from professional educators who serve as excellent role models for the student teacher candidates. Perhaps one of the most important aspects of student teaching is the provision for student teacher candidates to bridge theory and practice: university and *real world*.

The Conceptual Framework of the Professional Education Unit (PEU) is based on the College of Education mission, **“To prepare teacher education candidates, other school personnel, and students preparing for professions in Counseling; Health, Kinesiology, and Recreation as professional members of collaborative teams.”** Program and course requirements and experiences are designed to aid pre-service teachers to develop the competencies and knowledge that will assist them in their professional growth in fulfillment of this vision of the 21st century teacher.

The roles of the collaborating teacher and the university supervisor are important. The collaborating teacher provides the continual guidance, coaching, modeling, conferencing, and encouragement that are necessary for teaching growth. University supervisors provide a support system to student teacher candidates and to collaborating teachers. Working together, a professional team is formed that parallels typical team memberships student teachers will experience in full-time teaching employment. The student teaching team will form a common goal—the successful development of a teaching professional. All members of the team should address potential problems and/or concerns immediately, constructively, and professionally.

The purpose of this guidebook is to provide needed information concerning the policies and procedures of student teaching for all major participants in this important, culminating professional experience. It is likely that specific situations and problems may occur which are not addressed in this manual. Please consult the director of field experience for assistance.

TO THE STUDENT TEACHER CANDIDATE

CONGRATULATIONS! You have made it to the final stage of your professional education program at Southern Arkansas University. As a pre-service teacher candidate, you have completed all course requirements and clinical experiences from which you have acquired fundamental knowledge in pedagogy. Student teaching provides you with an opportunity to build upon this basic knowledge and practice and refine effective teaching strategies and techniques in a supportive environment. You will serve as part of a professional team in your assigned school. The workload will be intense. Even so, this experience, and teaching as a profession, will offer you bountiful opportunities for joy and fulfillment if you keep a positive attitude and perform the duties of your role to the best of your ability.

It is imperative that you set goals for your personal and professional growth. Expect and ask for critical feedback throughout the semester. Keep the lines of communications open among you, your collaborating teacher, your university supervisor, the school administrator(s), and the director of field experiences. Allow the professionals to do their part. Accept their praise and their suggestions for improvement in the spirit with which they are offered. The goal of this feedback is to help you to develop the ability to self-reflect on the efficacy of your teaching practices. In order to support this outcome, it is highly recommended that you use a reflective journal to write about the meaning of your decisions, experiences and feelings. Effective teaching is based on creating a positive relationship with others and with yourself.

In addition to accepting your teaching duties and responsibilities, you should make every effort to establish a warm, accepting, encouraging relationship with your assigned pupils. It is important that you establish firm management expectations and strategies without the need to use autocratic, dictatorial means. Instead, work to develop a mutual understanding and respect.

WE ARE PROUD OF YOUR ACCOMPLISHMENTS! Take courage and be confident. Enjoy the 15 weeks. They are only the beginning of a career of dedicated service and personal fulfillment. One day you will look back and recognize the richness your pupils have added to your life.

Minimal Responsibilities of the Student Teacher Candidate

1. Attend **all** college seminars and other required functions.
2. Continue to develop your professional portfolio based on the guidelines.
3. Maintain a mature, professional attitude and appearance.
4. Prepare a semester calendar and daily teaching schedule with your collaborating teacher. Give copies to your university supervisor.
5. As a guest in the assigned school, adjust to classroom situations.
6. Learn and live by the school's rules, policies, and standards.
7. Conform to your collaborating teacher's schedule including early arrival and late departure times.
8. Participate in **all** activities expected of the collaborating teacher.
9. Accept and heed criticism and suggestions meant to assist in your professional and personal growth.
10. Avoid negative criticism of your collaborating teacher, the school, the pupils, and the community. You are bound by the ethics of the profession and the rights of confidentiality to maintain a positive attitude and silence about personal information related to pupils and the overall school community.
11. Call the collaborating teacher, the university supervisor, and the school office as soon as possible and no later than 7:30 a.m. in the event of an illness or other emergency.
12. Become knowledgeable about your pupils, assigned classes, and special tasks and duties.
13. Plan and prepare for each classroom experience and lesson sequence. Go over each lesson before teaching it with your collaborating teacher to seek input and get feedback.
14. Assess pupil progress fairly and frequently under the direction/guidance of the collaborating teacher.
15. Return all school materials before the final day of student teaching.
16. Submit all expected work in LiveText by appropriate deadlines to include TESS observations, Evidence of Conceptual Framework Competencies, Dispositions, and Impact on Student Learning.
17. The student teacher candidate is expected to complete tasks other than those on the list above as expected by the Collaborating Teacher, University Supervisor, or School Principal as requested. If the Student teacher candidate is unsure if they should complete the task they should contact the Director of Field Experience.

The Candidate's Introduction to the School and Classroom

The student teacher candidate is required to become familiar with the assigned school and classroom in the initial stages of the student teaching experience. The student teacher candidate is to gather information and materials, meet the students, and become familiar with the school administrator(s), faculty, staff, and facilities. Suggested activities for student teacher candidates include:

1. Tour of the school with the collaborating teacher and become familiar with the layout of the physical plant.
2. Become acquainted with the principal, counselor, librarian, faculty, and staff. Express appreciation for being welcomed at the school. If recommended by the collaborating teacher or principal, visit the district central office.
3. Collect teaching materials/manuals, plan books, teaching assignments, emergency procedures, and copies of pertinent policy handbooks and manuals.
4. Collect the names of the students in the assigned classroom(s). A seating chart, if provided, will assist the student teacher candidate in quickly learning the students' names.
5. Collect a copy of the classroom schedule AND the school calendar. Keep original copies for yourself and give one copy of each to your university supervisor.
6. Obtain a copy of classroom rules and become familiar with the collaborating teacher's management and organization plans.
7. Learn about health services offered at the school.
8. Observe total classroom dynamics and the collaborating teacher's style, and acquire a sense of the students' personalities.
9. Become familiar with the daily routine of the school, including class periods, recesses, and lunch periods.

TO THE COLLABORATING TEACHER

Southern Arkansas University and the faculty and staff of the Teacher Education Program appreciate your willingness to work with our student teacher candidate. Your knowledge, experiences, and skills are crucial to the learning and development of your student teacher. It is imperative that you nurture and support the student teacher candidate's efforts in a positive manner. This statement is not to suggest that you approve unsuccessful and/or inappropriate trials and errors. Rather, it is a reminder that your student teacher candidate is a novice, not an experienced teacher. Constructive criticism is both welcomed and appropriate; so are praise, encouragement, and positive reinforcement.

As you begin working with your assigned student teacher candidate, please be sure to be clear and direct in your expectations. Emphasis should be placed on helping the student teacher candidate become familiar with the scheduling and clerical aspects of your duties immediately. As you model effective teaching behaviors, please take the opportunity to explain to the student teacher candidate why you made the decisions you did. Guide your student teacher candidate's observations so the consequences of your own effective practices become clear. As your student teacher candidate begins to assume instructional assignments, offer your services as a sounding board as the student teacher candidate examines and evaluates her/his own teaching decisions and performances.

Please feel free to contact your student teacher candidate's university supervisor or the director of field experience as needed. In the meantime, enjoy your student teacher candidate. Thank you for sharing your time, students, and expertise in such an important and worthwhile way.

Minimal Responsibilities of the Collaborating Teacher

1. Prepare the class for the student teacher candidate. Be firm and clear about the student teacher candidate's duties and authority within the classroom.
2. Communicate with parents about the arrival of the student teacher candidate and emphasize that having a student teacher candidate is a positive experience for the students. Assure parents of your primary role and responsibility in the classroom.
3. Collect a set of textbooks for the student teacher candidate. Include helpful materials such as schedules, class rolls, school handbooks, curriculum guides, emergency procedures, etc.
4. Provide the student teacher candidate with a personal work/study area in the classroom.
5. Familiarize the student teacher candidate with the facilities, the principal, and other school personnel.
6. Introduce the student teacher candidate by the correct title (Example: Ms. Smith).
7. Explain record keeping procedures: attendance reports, report cards, grade books, and grading practices, cumulative folders, etc.
8. Encourage the student teacher candidate to observe other classes (near the end of the semester) and to attend appropriate faculty meetings, PTO meetings, professional meetings, I.E.P meetings, etc.
9. Except in emergencies, make certain the student teacher candidate knows far enough ahead of time to prepare for all teaching assignments with lesson plan development.
10. Provide the student teacher candidate with continuous constructive feedback, suggestions, and encouragement.
11. Schedule, in advance, a minimum of **three** formal observations for evaluation purposes (Candidates with 2 placements will have 2 formal observations in each placement for a total of 4 observations). The *Student Teacher Candidate Observation Form* (See Appendix C) is to be used for these formal evaluations. Conduct pre- and post-observation conferences with each visit. (See the Definitions section of this Handbook for a description of a complete observation cycle.) During observations, document the student teacher's performance and behaviors. Provide specific and detailed recommendations for instructional and classroom management improvement. Identify, as well, the teaching strengths of the student teacher candidate. Give the student teacher candidate and the university supervisor a hard copy of the evaluation results. Please enter the results in LiveText through the Field Experience module.
12. Assist the student teacher candidate in demonstrating mastery of the established Teacher Education Program competencies (refer to the Conceptual Framework).
13. At mid-term, complete the evaluation of the student teacher's dispositions (See Appendix F), an evaluation required by the university's assessment system. You will receive a link for entering this evaluative information by the Director of Field Experience.
14. Communicate with the university supervisor concerning the student teacher candidate's progress. Typical areas of concern may include, but are not limited to:

- a. Deficiencies in subject matter
 - b. Unprofessional dress or speech
 - c. Lack of preparation concerning teaching assignments
 - d. Tardiness or absenteeism
 - e. Inflexibility in terms of acceptance of constructive criticism
 - f. Unprofessional relationships with students or colleagues
15. Inform the university supervisor and the building principal **IMMEDIATELY** if the student teacher candidate should encounter difficulties.
 16. Near the end of the student teaching experience, complete the Summative Evaluation of the Student Teacher Candidate (Appendix I) based on your overall impression and experiences with the student teacher candidate. Submit this evaluation in the Field Experience Module in LiveText.
 17. Confer with the university supervisor about the student teacher's overall performance. The university supervisor is responsible for assigning the final grade for student teaching. However, your feedback, comments, and documents provide important data for determining the final grade.
 18. It is essential that the Collaborating Teacher provide the student teacher with an enriching professional experience. If the Collaborating Teacher believes additional duties may be beneficial, then the student teacher candidate is obliged to complete such duties.

NOTE: University supervisors and/or the director of field experience should be informed about student teacher candidates who are experiencing teaching difficulties early in their field experience. A student teacher candidate who has received positive feedback throughout their student teaching experience cannot, in turn, receive a failing grade recommendation if they have not been informed of their deficiencies and given ample time and support to improve.

MINIMUM RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor plays a key role in fostering a public school and university partnership. It is the supervisor's responsibility to encourage opportunities for maintaining relationships of collaboration and collegiality between the two institutions.

1. Establish the climate of cooperation and respect between Southern Arkansas University and the collaborating public schools.
2. Become informed of the student teacher candidate's needs, strengths, and areas of concern, and establish goals with the student teacher candidate that is specific, realistic, and understandable.
3. Meet with (via phone or face-to-face) the Collaborating Teacher to discuss the goals, philosophy, policies, and practices of the Student Teaching Program at SAU. Establish a professional rapport with the collaborating teacher, the student teacher candidate, and the school administrator(s). Provide phone numbers and an email address where you can be reached. Discuss key points included in the policy manual, plan strategies, clarify roles, establish lines of communication, and answer questions.
4. Visit with the principal and other designated building administrators during observation visits to discuss the student teacher candidate's progress and to listen to the principal's remarks concerning the student teacher candidate.
5. Using the *Student Teacher Candidate Observation Form* (See Appendix C), conduct a minimum of **three** complete observation cycles with the student teacher candidate (Candidates with two placements will have two formal observations in each placement for a total of four observations). Conduct pre- and post-observation conferences with each visit. (See the "Definitions" section for a definition of a complete observation cycle.) During observations, document the student teacher's performance and behaviors. Provide specific and detailed recommendations for instructional and classroom management improvement. Please be sure to identify, as well, the teaching strengths of the student teacher candidate. Please provide the student teacher candidate and the collaborating teacher with a hard copy of the evaluation results, and please enter the results in the LiveText Field Experience Module.
6. Converse with the collaborating teacher about areas of concern or other observations the collaborating teacher wishes to make. Work with the collaborating teacher to design a plan to address any problematic behaviors.
7. Maintain open communication and positive personal relationships with the student teacher candidate, collaborating teacher, principal and other school personnel.
8. Check the progress of the student teacher candidate's portfolio at each visit.
9. Assist the student teacher candidate in self-evaluation and goal setting for professional growth.
10. Conduct an exit interview/conference with the principal and collaborating teacher to express the university's appreciation for the school's cooperation and partnership in teacher education.
11. Report all problems to the Director of Field Experience as soon as possible.

12. In the case where a student teacher candidate is failing, it is imperative that you immediately apprise the Director of Field Experience of the situation and any steps taken to remediate the problem(s).
13. Near the end of the student teaching experience, complete the Summative Evaluation of the Student Teacher Candidate (Appendix I) based on your overall impression and experiences with the student teacher candidate. Submit this evaluation in the Field Experience Module in LiveText.
14. After consulting with the collaborating teacher and the portfolio review committee designate the student teacher candidate's final grade.
15. Conduct an exit interview with the student teacher candidate to discuss her/his final grade.
16. The University Supervisors are required to meet with The Director of Field Experience or the Co-Director of Field Experience to discuss the requirements for candidates, collaborating teachers, and university supervisors. This meeting will also entail duties of the University Supervisor pertaining to use of LiveText.
17. The University Supervisor is expected to complete any task above and beyond the duties enumerated within this list in order to insure that the student teacher candidate has a productive and meaningful learning experience.

RESPONSIBILITIES OF THE COLLABORATING PRINCIPALS

Collaborating school principals are responsible for overseeing the implementation of the student teaching experience in their individual schools. The principal has the following responsibilities relative to the student teaching experience.

1. Coordinate the formulation and implementation of the student teaching experience for the school.
2. Assign student teacher candidates to collaborating teachers using the following suggested selection criteria:
 - Possess a Bachelor's Degree or above and teaches in the area of licensure
 - Established agreement between the designated school administrator and the Director of Field Experience that the teacher is capable of assuming the responsibilities of a collaborating teacher
 - Has clearly demonstrated the ability to be an effective teacher and classroom manager
 - Completed a minimum of three years of teaching experience in the student teacher's licensure area
 - Is a willing participant in the student teaching experience
 - Has a positive attitude toward his or her present teaching position and the teaching profession in general
 - Demonstrates continual professional growth and strong content knowledge base
 - Voluntarily works in collaborative situations as a team member
 - ***Preferred:*** Is a TESS-trained instructor.
3. Assist collaborating teachers in orienting student teacher candidates to school policies, procedures, and practices.
4. Observe the student teacher candidate and provide feedback, if possible.

GENERAL POLICIES

The policies, guidelines, and requirements stated within this guidebook are to be followed carefully and completely. They are the cumulative product of state standards for beginning teacher licensure, national accreditation regulations and mandates, guideline requirements identified by the individual learned societies of content fields of study, state laws and regulations for student teaching experiences, and the professional concerns and beliefs of the faculty of the SAU Teacher Education Program and collaborating teachers and principals. **Any deviation from the policies contained within this guidebook requires special consideration and documentation.** (Please see the director of field experiences)

ATTENDANCE: Dates assigned for the student teaching experience are pre-set and are to be honored in full. Under specially approved circumstances student teacher candidates may have to miss some scheduled teaching days; however, the student teacher candidate **must complete a minimum of 70 full teaching days** to fulfill the field experience requirement. In the event that a serious illness results in a student teacher candidate's absence, the student teacher candidate is responsible for notifying the collaborating teacher, university supervisor, and the building principal. The student teacher candidate is to submit lesson plans for the collaborating teacher's use in advance of the absence. **Excessive absenteeism may result in an extended experience that may delay the student teacher candidate's graduation date by one full semester.**

In addition to daily responsibilities, the student teacher candidate will attend and/or participate in after school or evening activities required of the collaborating teacher.

ANY STUDENT TEACHER CANDIDATE WHO IS NOT DEPENDABLE AND PROMPT WILL BE REQUIRED TO MEET WITH THE DIRECTOR OF FIELD EXPERIENCE AND/OR THE DEAN OF THE COLLEGE OF EDUCATION FOR POSSIBLE SUSPENSION OF THEIR STUDENT TEACHING DUTIES.

STUDENT TEACHING CALENDAR AND VACATIONS: Student teaching lasts for the full semester. Additionally, student teaching candidates are required to attend a series of seminars on campus.

Once student teaching has officially begun, the student teacher is to observe the schedule and attendance standards of the assigned school. **SAU scheduled holidays are no longer followed.**

SEMINARS: Student teacher candidates are required to attend seminars during the semester of their assignment. Attendance at these seminars is monitored. Failure to attend may result in the withholding of a status of completion for the student teaching requirement. Dates for all seminars are published at the beginning of the semester. **Student teacher candidates are to make the necessary arrangements for attendance at each seminar.**

PLACEMENTS: The student teaching assignment must be in the grade level and/or specialty area of licensure of the student teacher candidate. Each student teacher candidate is placed under the direct supervision of a certified/licensed teacher who has completed a minimum of three years of experience in the teaching field of the student teacher candidate's area of licensure. Selection of collaborating teachers is the mutual responsibility of the designated school administrator and the director of field experience.

Student teaching candidates should **not** approach in-service teachers with requests for placement. **Student initiated placements will not be honored.** School administrators and the director of field experience have specific reasons for placing or not placing student teacher candidates in certain situations. Student teacher candidates will not be placed in schools at which they have family members either working or attending (*e.g.*, parents, children, siblings, cousins, nieces, nephews, aunts, uncles, in-laws, grandparents).

PLACEMENT SITES: Various factors are considered before a placement is determined, such as -- driving distance for candidates, availability of qualified collaborating teachers, balance among specialty areas and grade levels, and the availability of approved sites. Placement sites in states other than Arkansas (i.e., Louisiana and Texas) must have comparable approval by appropriate accrediting bodies. Additional fees for supervision and school collaboration may be assessed. It is expected that SAU student teacher candidates will be placed in schools within a 50 mile radius of Magnolia; however, exceptions are made for students enrolled in SAU programs at off-campus sites. Additionally, the university regularly places student teachers in the Texarkana area (Arkansas and Texas).

SELECTION OF COLLABORATING TEACHERS: Selection of a collaborating teacher is the mutual responsibility of the designated school administrator and the director of field experience. Only the finest role models of teaching excellence are chosen for this assignment. See the section “Responsibilities of the Collaborating Principal” section of this Handbook for more details.

STIPEND FOR COLLABORATING TEACHERS: \$100.00 per student teacher candidate

VISITATIONS BY UNIVERSITY SUPERVISORS: The university supervisor will visit the student teacher candidate throughout the fifteen-week period of the assignment for a **minimum of three times (a minimum of four times for split assignments)**. All visits will include the use of the Conceptual Framework Competencies (TESS) Evaluations (see Appendix B of this Guidebook). Although most supervisors inform the student teacher candidate of an impending visit in advance, notification of intent is not required. When circumstances dictate, supervisors will visit the student teacher candidate more than the minimum number of times. Student Teacher Candidates are required to complete any additional assignments, such as a reflective journal, if requested by their University Supervisor.

All student teacher candidates are to maintain communication with the University supervisor regarding their teaching schedule. This enables the supervisors to schedule visits that permit them to observe their assigned student teacher candidates.

As a component of the pre-observation conference, the student teacher presents a copy of the day’s lesson plan and a formative evaluation form to the supervisor (see Appendix B). The observation cycle will conclude with a post-observation conference.

CHAIN OF COMMAND: If the collaborating teacher perceives that a situation requires the attention of the university supervisor, the collaborating teacher should immediately contact the supervisor by telephone and/or email and request a site visit. If the problem is serious, it is the responsibility of the university supervisor to immediately notify the Director of Field Experience.

Students who are dropped from student teaching for any reason may be reassigned to student teach in another semester or may be referred to the Dean of the College of Education for further consideration and counseling. If a dispositional issue arises the candidate should seek the disposition handbook for information about how to handle and appeal dispositions.

Student teacher candidates experiencing difficulties should pursue the following chain of command for help and resolution:

- a. Collaborating Teacher
- b. University Supervisor
- c. Director of Field Experience

- d. Dean, College of Education
- e. SAU student grievance policies and practices

DRESS: Student teacher candidates are to dress professionally at all times during their school day. Appropriate attire will be discussed in the Student Teaching Seminar. You are expected to both act and look professional, as both insure a positive experience in student teaching.

TEACHING STATUS OF THE STUDENT TEACHER CANDIDATE: In special cases where the collaborating teacher is asked to be away from the school for a college-sponsored meeting, the student teacher candidate will be allowed to be in control of the classroom. However, by **STATE BOARD RULE, the student teacher candidate is not to assume full responsibility for the pupils in the class while the collaborating teacher is absent from the school for an extended period of time. The student teacher candidate may not serve as a substitute teacher and may not receive monetary compensation for supervised or non-supervised teaching during the experience.** Student teacher candidates do not have the expertise or experience to make swift, appropriate decisions in crisis situations. Therefore, in the event the collaborating teacher is absent, the school must hire a substitute teacher or identify a full-day collaborating teacher from within the school as a replacement.

SAU GRADUATION AND ARKANSAS LICENSURE: Following the completion of all course(s) requirements and experiences associated with the SAU Teacher Education Program, the student teacher candidate is eligible for graduation from the university. However, the university does not award teacher licensure or issue the teaching license. These are responsibilities of the Arkansas Department Education: Educator Licensure Unit. The candidate must apply for a license through the SAU Office of Admissions, Field Experience, and Licensure in Cross Hall.

NOTE: In order to earn a teaching license in Arkansas, the candidate must pass the Praxis Principles of Learning and Teaching Examination and the individual content specialty examination(s) with a minimum score established by the state of Arkansas.

FELONY CONVICTIONS

Arkansas Code 6-17-410, as amended by Act 1313 of 1997, includes the following statement:

“No person shall be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty or nolo contendere to, or been found guilty of, any of the following offenses by any court in the state of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:”

[The list of offenses includes, but is not limited to, manslaughter, murder, assault, battery, terroristic threatening, kidnapping, carnal or sexual abuse, rape, drug convictions, and sex crimes (especially those involving children.)]

SEXUAL HARRASSMENT POLICY

Southern Arkansas University’s policy states that sexual harassment violates the dignity and worth of all members of the institutional community. Sexual harassment is unacceptable conduct and will not be tolerated.

Sexual harassment of employees and students at Southern Arkansas University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.

- Submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience; or creates an intimidating, hostile, or offensive work or educational environment.

If you believe you are a victim of sexual harassment, please refer to the section titled "Chain of Command" in this policy manual and report the offense to the appropriate person.

Summary of Requirements of the Student Teacher Candidate

Assignments

The requirements expected of **ALL** student teacher candidates are listed below. Failure to meet **ALL** requirements will prevent the student from successfully completing the student teaching course. Upon accepting placement, the student teacher candidate also accepts responsibility for successfully completing all student teaching course requirements. The university supervisor and/or Collaborating Teacher may require additional work.

1. Three/Four TESS Evaluations (Student Teaching) : You will be evaluated formally a minimum of three times (possibly more) each semester by your University Supervisor. The timing of such observations is based on an established observation cycle (see the section “Definitions” and the Internship Observation Form in Appendix B). You will use the lesson plan format provided in Appendix A of this Handbook and the Student Teacher Candidate Observation Form in Appendix C of this Handbook. Each of these observations must be submitted by either the University Supervisor or Collaborating Teacher using LiveText. Look for the rubric in LiveText under the “Field Experience” tab.

(Conceptual Framework Competencies: Domains 1,2,3, and 4; Dispositions: Attendance, Punctuality, Response to Feedback, Commitment to Teaching, Belief that all students can learn, Emotional Maturity, Appearance, Reliability, Commitment to the Profession, Fairness to All, Interaction with Others, Leadership, Speaking Skills, Writing Skills, Presentation Skills, Overall Evaluation)

2. Three/Four informal TESS Observations by collaborating teachers (Student Teaching): You will be informally observed a minimum of two times by your Collaborating Teacher. The informal observations can be scheduled or may be informal drop in observations (see Appendix A and C for the rubric). Each of these observations must be submitted to provide the candidate with feedback in regards to their progress and help the university to better understand how to help the candidates. Look for the rubric to complete in the LiveText Field Experience Module.

(Conceptual Framework Competencies: Domains 1,2,3,and 4; Dispositions: Attendance, Punctuality, Response to Feedback, Commitment to Teaching, Belief that all students can learn, Emotional Maturity, Appearance, Reliability, Commitment to the Profession, Fairness to All, Interaction with Others, Leadership, Speaking Skills, Writing Skills, Presentation Skills, Overall Evaluation)

3. Evidence of Conceptual Framework Competencies (Student Teaching): Submit into LiveText one artifact for each of the domain conceptual framework competencies. During Student Teaching you will complete the artifact collection and reflection for domains 2 - 4. Your university supervisor will provide feedback regarding your choice of artifacts to insure their appropriateness before your final submission. For more information see Appendices D and E.

(Conceptual Framework Competencies: Domains 1, 2, 3 and 4; Dispositions: Attendance, Punctuality, Work Production, Initiative, Response to Feedback, Collaboration, Lifelong Learner, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, and Interaction with Others)

4. Disposition Review and Reflection (Student Teaching): You will be evaluated based on the Conceptual

Framework Dispositions by your University Supervisor and/or your Collaborating Teacher. After your evaluation is complete, submit a copy into LiveText. In addition, complete a self-reflection and an improvement plan. For more information see the Portfolio Handbook or Appendix D and F of this Handbook.

(Dispositions: Attendance, Punctuality, Initiative, Response to Feedback, Collaboration, Commitment to Teaching, Belief that all students can learn, Emotional Maturity, Appearance, Reliability, Commitment to the Profession, Fairness to All, Interaction with Others, Leadership, Speaking Skills, Writing Skills, Presentation Skills, Overall Evaluation)

5. **Student Teaching End of the Semester Survey (Student Teaching)**: You will be expected to complete an *End of the Semester Survey* which gives you the opportunity to reflect on your experience as a student teacher candidate. Look for the survey in LiveText under the “Forms” tab. Also see Appendix G in this Handbook.

6. **Summative Evaluation (Student Teaching)**: Your **university supervisor and collaborating teacher** will be required to complete a Summative Evaluation which gives them the opportunity to reflect on your experience and performance as an internship candidate. Look for the rubric in the LiveText Field Experience Module. Also see Appendix H.

(Conceptual Framework Competencies: Domains 1,2,3, and 4; Dispositions: Attendance, Punctuality, Work Production, Initiative, Response to Feedback, Collaboration, Lifelong Learner, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, and Interaction with Others)

Grading:

Candidates who successfully complete Student Teaching earn twelve credit hours toward program completion. A grade will be given at the end of the semester for each student teaching experience. The grading system for student teaching consists of letter grades, “A,” “B – D,” or “F” (fail). Determination of the final grade is based on two levels of review: the Collaborating Teacher and the University Supervisor. **The University Supervisor is responsible for posting the final grade.**

A A performance criterion is determined to be acceptable when the student teacher performs the skill, demonstrates the attitude, or understands the concept based on the university supervisor’s and Collaborating Teacher’s professional judgments. Assignments one through six must be successfully completed and submitted on-time with no unacceptable scores.

B - F One or more assignment(s) are missing, not completed appropriately, or a score of unacceptable was given on the portfolio. For any section with an unacceptable in the portfolio the candidate can receive an F. The instructor of record provides feedback and scoring on portfolio. If an unacceptable score on any part of the portfolio rubric is identified the candidate can appeal to the initial portfolio committee. If the committee agrees with the instructor of record the grade in seminar will be an F. The candidate can further appeal to the Dean of the College of Education. See Initial Portfolio Handbook for details.

I For an “I” see the undergraduate catalog.

All student teachers are required to complete assignments one through seven listed above. **Failure to complete ANY of the student teaching requirements will result in a “failure” for the entire experience.**

NOTE: Student teachers receiving a grade **below “C”** will **not** be eligible for licensure and must repeat the student teaching experience.

The Collaborating Teacher should notify the university supervisor **immediately** if the student teaching experience appears to be moving toward an unsatisfactory completion and unacceptable final grade. An extension of the student teaching experience may result if agreed upon by the Collaborating Teacher and University Supervisor.

TEACHING RESPONSIBILITIES

The use of the following Phase-in/Phase-out teaching approach is **recommended**. This approach is a basic plan and should be considered as a guideline. The maturity and growth of the student teacher candidate will determine the actual time spent in each phase. **It is up to the Collaborating Teacher to determine when the student teacher is ready to move to the next phase.**

Student teacher candidate observation of the Collaborating Teacher and the students in the classroom. The focus for this phase should include attention to scheduling, clerical responsibilities of the Collaborating Teacher (such as lunch count and attendance), and learning pupil names and instructional needs.

Co-teaching with team planning (Phase In). During this period of time, the student teacher candidate should gradually begin to assume responsibilities. It is recommended that the first duties assumed should be clerical in nature and proceed to assuming responsibility for one subject/class at a time. An important part of this phase is the open communication among the Collaborating Teacher, the university supervisor, and the student teacher candidate. The Collaborating Teacher's expectations should be direct, clear, and attainable for those who are considered to be within a novice teacher status.

Significant teaching by the student teacher candidate with team planning. While the student teacher candidate should have assumed responsibility for most of the work appropriate for an in-service teacher, the Collaborating Teacher is encouraged to provide much constructive feedback, encouragement, and positive reinforcement. During this phase the Collaborating Teacher may wish to begin leaving the classroom for **short** periods at a time to allow the student teacher candidate the opportunity to make instructional decisions and evaluate the results of this independent instruction experience (the beginning of "solo teaching").

Full teaching and full planning by the student teacher candidate. The Collaborating Teacher should always be close by for immediate assistance and should feel free to enter the classroom, or remain in the classroom during this phase. Also, during this phase, the Collaborating Teacher will want to observe the student teacher candidate's teaching and provide feedback as needed.

Team planning and co-teaching (phase-out). During this phase the Collaborating Teacher should begin to resume teaching responsibilities. Also during this phase, the student teacher candidate is to spend a minimum of ten hours of observation in other classroom settings. The scheduling of the observations outside the assigned classroom is at the discretion of the Collaborating Teacher and/or the building principal. Each observation is to be structured to ensure maximum learning potential. The following specific suggestions may serve as optimal assignments to be completed during these ten hours:

- a. Observing a special class
- b. Observing other subject areas
- c. Observing other grade levels
- d. Shadowing a selected student
- e. Interviewing a master teacher other than the Collaborating Teacher and observing the teacher in the classroom
- f. Observe a variety of classroom management plans and processes

APPENDIX A: Lesson Plan Template

CLASSROOM INSTRUCTION PLAN (Adapted from Pathwise to include TESS)	
Learning Goals/Objectives:	
<i>Overall Concept: (TESS domain 1c)</i>	
<i>Objective: (make sure to write this objective as a behavioral objective) (TESS domain 1c)</i>	
<i>Standard: (state and/or national) (TESS domain 1c)</i>	
<i>Why have you chosen these goals? (TESS domain 1c)</i>	
Methods: (in this section think overall i.e. lecture, discussions,	
<i>What teaching method(s) will you use for this lesson? (TESS domain 1e)</i>	
<i>Describe the examples you will use to aid student understanding. (TESS domain 1e)</i>	
<i>Why have you chosen this method or these methods? (TESS domain 1e)</i>	
<i>When and how will you check for understanding? (TESS domain 1e)</i>	
<i>Questions: write at least 1 question for each level of Bloom's taxonomy that you will ask during the lesson. Please label each question by the level of Bloom (knowledge, comprehension, application, analysis, synthesis, evaluation) (TESS domain 1f)</i>	
<i>When and how will you encourage students to extend their thinking to higher levels? (TESS domain 1f)</i>	
<i>What resources will you need during the lesson? (TESS domain 1d)</i>	
Student Grouping:	
<i>How will you group students for instruction? (TESS domain 1b)</i>	
<i>Why have you chosen this grouping? (TESS domain 1b)</i>	
Activities:	
ACTIVITY	Time Allotted
<i>What activities have you planned? (TESS domain 1e)</i>	

<p><i>What kind of guided practice will you provide students? (TESS domain 1b and c)</i></p> <p><i>How will you monitor students' work? (TESS domain 1f)</i></p> <p><i>Will you have an independent activity? (TESS domain 1f)</i></p>		
<p><i>How does the method you choose prove that you have chosen the best activities and that you are a content expert (TESS domain 1a)</i></p> <p><i>Provide information in regards specifically to your students in your case and how this type of lesson provides them with the best instruction (domain 1b)</i></p>		
<p>Evaluation:</p>		
<p><i>How and when do you plan to evaluate student learning on the content of this lesson? (make sure this connects to the objective – you must actually assess the same as your objective. Example: if the objective says you will recite then your assessment is students reciting) (TESS domain 1f)</i></p> <p><i>Why have you chosen this approach? (TESS domain 1e)</i></p>		

**Adapted from Education Testing Service, Pathwise Instruction and Reflection Form*

APPENDIX B: Formal Observation Evaluation Rubric and Instructions

The evaluation form found on the next pages of this handbook is used for formal, formative evaluation of the internship's instructional effectiveness. The same form is to be used by the student teaching candidate and the university supervisor.

The university supervisor is to complete two observation cycles throughout the student teacher's experience each semester. The student teaching candidate may or may not be informed of the observation dates in advance. Either way, the following sequence should be followed.

FORMAL EVALUATION

1. If the visit is scheduled in advance, the student teaching candidate is to give the observer a detailed lesson plan and an observation form before the lesson begins.
2. The internship candidate informs the observer as to what is expected to occur during the lesson and requests feedback concerning specific behaviors for growth. The observer informs the internship candidate of the process to be used **during** the observation and answers last minute questions the intern may have.
3. During the observation, the observer should script and/or note behaviors that need to be reinforced, praised, and/or refined. A written evaluation is to be included on the form for the internship candidate's benefit. In addition to written comments concerning each item, the observer is to rate the performance level of the internship as indicated in the directions at the top of the page.
4. Following the instructional observation, the form serves as the organizer and focus for the post-observation conference. The internship and observer are to view the information together and determine goals for the internship's improvement, and acknowledge effective teaching practices used by the internship. Both parties should sign the form. If the student does not agree with the written comments made by the observer, he should attach a written explanation to the form.
5. Upon completion of the cycle, the various copies of the form should be distributed as indicated on the last page of the form.

Rubric: TESS Conceptual Framework Classroom Observation Form

Internship Candidate
Supervisor

Date/Time

School/Subject Area/ Grade Level

Collaborating Teacher/University

Directions: Rate the competencies of the internship by circling the most appropriate

Domain 1: Planning					
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
1a Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content. 	Not Applicable or Not Observed
1b Demonstrating	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students’ levels 	<ul style="list-style-type: none"> • Teacher understands the active nature of 	<ul style="list-style-type: none"> • Teacher indicates the importance of 	<ul style="list-style-type: none"> • Teacher demonstrates little 	Not Applicable

Knowledge of Students	<p>of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.</p> <ul style="list-style-type: none"> This information is acquired for individual students. 	<p>student learning and attains information about levels of development for groups of students.</p> <ul style="list-style-type: none"> The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<p>understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>or Not Observed</p>
1c Setting Instructional Outcomes	<ul style="list-style-type: none"> All outcomes represent rigorous and important learning in the discipline. The outcomes 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 opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. 	<ul style="list-style-type: none"> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes 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. Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> 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 teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student 	<ul style="list-style-type: none"> Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<p>Not Applicable or Not Observed</p>

			learning.		
1d Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	Not Applicable or Not Observed
1e Designing Coherent Instruction	<ul style="list-style-type: none"> Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. 	<ul style="list-style-type: none"> Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and 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. The lesson or unit has a clear structure, with appropriate and varied use of instructional 	<ul style="list-style-type: none"> Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, 	<ul style="list-style-type: none"> The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and 	Not Applicable or Not Observed

		groups.	with most time allocations reasonable.	offer no variety.	
1f Designing Student Assessments	<ul style="list-style-type: none"> Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. 	<ul style="list-style-type: none"> Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. 	<ul style="list-style-type: none"> Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<ul style="list-style-type: none"> Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. 	Not Applicable or Not Observed

Domain 2: The Learning Environment

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
2a Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, 	Not Applicable or Not Observed

	<ul style="list-style-type: none"> Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. 	<p>of the students.</p> <ul style="list-style-type: none"> Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<p>occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <ul style="list-style-type: none"> Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<p>are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <ul style="list-style-type: none"> Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. 	
2b Establishing a Culture for Learning	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. 	<ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved 	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for 	Not Applicable or Not Observed

			for those students thought to have a natural aptitude for the subject.	learning reserved for only one or two students.	
2c Managing Classroom Procedures	<ul style="list-style-type: none"> • Instructional time is maximized because of efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students. 	<ul style="list-style-type: none"> • There is little loss of instructional time because of effective classroom routines and procedures. • The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting, students follow established classroom routines. 	<ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines. 	Not Applicable or Not Observed
2d Managing Student Behavior	<ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers’ monitoring of student behavior is subtle and preventive. 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond 	<ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of 	Not Applicable or Not Observed

	<ul style="list-style-type: none"> Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. 	<p>proportionate, respectful to students, and effective.</p>	<p>to student misbehavior.</p> <ul style="list-style-type: none"> There is inconsistent implementation of the standards of conduct. 	<p>conduct.</p> <ul style="list-style-type: none"> Response to students' misbehavior is repressive or disrespectful of student dignity. 	
2e Organizing Physical Space	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students, including those with special needs. 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. 	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. 	<ul style="list-style-type: none"> The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<ul style="list-style-type: none"> The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	Not Applicable or Not Observed

Domain 3: Instruction					
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
3a Communicating with Students	<ul style="list-style-type: none"> The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. 	<ul style="list-style-type: none"> The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader 	<ul style="list-style-type: none"> The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be 	<ul style="list-style-type: none"> The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. 	Not Applicable or Not Observed

	<ul style="list-style-type: none"> The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. 	<p>learning, and explains procedures and directions clearly.</p> <ul style="list-style-type: none"> Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. 	<p>clarified after initial student confusion.</p> <ul style="list-style-type: none"> The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. 	<ul style="list-style-type: none"> The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	
3b Questioning and Discussion Techniques	<ul style="list-style-type: none"> 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, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. 	<ul style="list-style-type: none"> Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping 	<ul style="list-style-type: none"> Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and 	<ul style="list-style-type: none"> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student 	Not Applicable or Not Observed

		<p>aside when appropriate.</p> <ul style="list-style-type: none"> Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p>answers.</p> <ul style="list-style-type: none"> A few students dominate the discussion. 	<p>thinking and understanding, but only a few students are involved.</p> <ul style="list-style-type: none"> Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	
<p>3c Engaging Students in Learning</p>	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another. 	<ul style="list-style-type: none"> The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested. 	<p>Not Applicable or Not Observed</p>

<p>3d Using Assessment in Instruction</p>	<ul style="list-style-type: none"> • 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. • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. 	<ul style="list-style-type: none"> • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<p>Not Applicable or Not Observed</p>
<p>3e Demonstrating Flexibility and Responsiveness</p>	<ul style="list-style-type: none"> • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. 	<ul style="list-style-type: none"> • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<p>Not Applicable or Not Observed</p>

Domain 4: Professional Responsibilities

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
4a Reflecting on Teaching	<ul style="list-style-type: none"> Teacher 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. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. 	Not Applicable or Not Observed
4b Maintaining Accurate Records	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. 	Not Applicable or Not Observed

<p>4c Communicating with Families</p>	<ul style="list-style-type: none"> • Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher’s efforts to engage families in the instructional program are frequent and successful. 	<ul style="list-style-type: none"> • Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. • Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner. 	<ul style="list-style-type: none"> • Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. • Communications are one-way and not always appropriate to the cultural norms of those families. 	<ul style="list-style-type: none"> • Teacher communication with families - about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program. 	<p>Not Applicable or Not Observed</p>
<p>4d Participating in a Professional Community</p>	<ul style="list-style-type: none"> • Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. 	<ul style="list-style-type: none"> • Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> • Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district projects when specifically asked to do so. 	<ul style="list-style-type: none"> • Teacher’s relationships with colleagues are negative or self-serving. • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved in school events or school and district projects. 	<p>Not Applicable or Not Observed</p>

<p>4e Growing and Developing Professionally</p>	<ul style="list-style-type: none"> • Teacher seeks out opportunities for Professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession. 	<ul style="list-style-type: none"> • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators. 	<ul style="list-style-type: none"> • Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> • Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibilities. 	<p>Not Applicable or Not Observed</p>
<p>4f Showing Professionalism</p>	<ul style="list-style-type: none"> • Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. • Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally 	<ul style="list-style-type: none"> • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. 	<ul style="list-style-type: none"> • Teacher is honest in interactions with colleagues, students, and the public. • Teacher attempts, though inconsistently, to serve students. • Teacher does not knowingly contribute to some students' being ill served by the 	<ul style="list-style-type: none"> • Teacher displays dishonesty in interactions with colleagues, students, and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the 	<p>Not Applicable or Not Observed</p>

	<p>underserved, are honored in the school.</p> <ul style="list-style-type: none"> • Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues. 	<ul style="list-style-type: none"> • Teacher maintains an open mind in team or departmental decision making. • Teacher complies fully with school and district regulations. 	<p>school.</p> <ul style="list-style-type: none"> • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by. 	<p>school.</p> <ul style="list-style-type: none"> • Teacher makes decisions and recommendations based on self-serving interests. • Teacher does not comply with school and district regulations. 	
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Pre-Conference Signatures:

Student Teacher Candidate

Collaborating Teacher/University Supervisor

Post-Conference Signatures:

Student Teacher Candidate

Collaborating Teacher/University Supervisor

APPENDIX C: Informal Observation Rubric and Instructions

The informal observation rubric found on the next pages of this handbook is used for informal, formative observations of the internship's instructional effectiveness. This form is to be used by the collaborating to provide feedback to the internship candidate.

The collaborating teacher is to complete two informal observation cycles throughout the internship's experience each semester. The internship candidate may or may not be informed of the informal observation dates in advance. Either way, the following sequence should be followed.

INFORMAL OBSERVATIONS

1. If the visit is scheduled in advance, the internship candidate is to give the observer a detailed lesson plan and an informal observation form before the lesson begins.
2. The student teacher candidate informs the observer as to what is expected to occur during the lesson and requests feedback concerning specific behaviors for growth. The observer informs the internship candidate of the process to be used **during** the observation and answers last minute questions the intern may have.
3. During the observation, the observer should script and/or note behaviors that need to be reinforced, praised, and/or refined. A written informal feedback rubric is to be included to provide the internship candidate with feedback.
4. Following the instructional observation, the form serves as the organizer and focus for the post-observation conference. The internship and observer are to view the information together and determine goals for the internship's improvement, and acknowledge effective teaching practices used by the internship. The form should be entered by the collaborating into the Field Experience Module in LiveText.

Rubric: TESS Conceptual Framework Collaborating Teacher Informal Observation Rubric

Student Teaching Candidate Date/Time School/Subject Area/ Grade Level

Collaborating Teacher

Directions: Rate the competencies of the internship by putting an X in the box for each competency and if you feel beneficial add a comment.

Domain 1: Planning		
	Satisfactory (2 pts)	Needs Improvement (1 pt)
1a Knowledge of Content and Pedagogy		
1b Demonstrating knowledge of students		
1c Setting Instructional Outcomes		
1d Demonstrating Knowledge of Resources		
1e Designing Coherent Instruction		
1f Designing Student Assessments		

Domain 2: The Learning Environment		
	Satisfactory (2 pts)	Needs Improvement (1 pt)
2a Creating an Environment of Respect and Rapport		
2b Establishing a Culture for Learning		
2c Managing Classroom Procedures		
2d Managing Student Behavior		
2e Organizing Physical Space		

Domain 3: Instruction		
	Satisfactory (2 pts)	Needs Improvement (1 pt)
3a Communicating with Students		
3b Questioning and Discussion Techniques		
3c Engaging Students in Learning		
3d Using Assessment in Instruction		
3e Demonstrating Flexibility and Responsiveness		

Domain 4: Professional Responsibilities		
	Satisfactory (2 pts)	Needs Improvement (1 pt)
4a Reflecting on Teaching		
4b Maintaining Accurate Records		
4c Communicating with Families		
4d Participating in a Professional Community		
4e Growing and Developing Professionally		
4f Showing Professionalism		

Pre-Conference Signatures:

Post-Conference Signatures:

Student Teacher Candidate

Student Teacher Candidate

Collaborating teacher/College Supervisor

Collaborating teacher/College Supervisor

APPENDIX D: Template - Professional Portfolio

Professional Portfolio—Initial Programs TESS

Checkpoint 1 –Graduate Students (Internship 1/Student Teaching 1)

Checkpoint 2 - Graduate Students (Internship 2/Student Teaching 2)

Domain 1: Planning and Preparation (Checkpoint 1)

Description of Artifact

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.
2. Clearly describe the purpose and process/steps for creating the artifact.
3. How does your artifact relate to teaching and learning?

Connection & Alignment with CF Competencies

1. Align all sub-elements of Domain 3 to your artifact(s) (sub-elements are provided at the bottom of this page).
2. Reflect on the connection between the artifact and the related knowledge and skills of the sub-elements.

Self Reflection & Implication for Teaching

1. Why is this assignment or artifact important to your professional growth relative to this Conceptual Framework Competency (TESS Domain)?
2. What did you learn by completing this assignment or artifact (strengths and limitations)?
3. How can you improve related to teaching and learning?

Domain 2: The Classroom Environment (Checkpoint 1 and 2)

Description of Artifact

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.
2. Clearly describe the purpose and process/steps for creating the artifact.
3. How does your artifact relate to teaching and learning?

Connection & Alignment with CF Competencies

1. Align all sub-elements of Domain 3 to your artifact(s) (sub-elements are provided at the bottom of this page).
2. Reflect on the connection between the artifact and the related knowledge and skills of the sub-elements.

Self Reflection & Implication for Teaching

1. Why is this assignment or artifact important to your professional growth relative to this Conceptual Framework Competency (TESS Domain)?
2. What did you learn by completing this assignment or artifact (strengths and limitations)?
3. How can you improve related to teaching and learning?

Domain 3: Instruction (Checkpoint 1 and 2)

Description of Artifact

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.
2. Clearly describe the purpose and process/steps for creating the artifact.
3. How does your artifact relate to teaching and learning?

Connection & Alignment with CF Competencies

1. Align all sub-elements of Domain 3 to your artifact(s) (sub-elements are provided at the bottom of this page).
2. Reflect on the connection between the artifact and the related knowledge and skills of the sub-elements.

Self Reflection & Implication for Teaching

1. Why is this assignment or artifact important to your professional growth relative to this Conceptual Framework Competency (TESS Domain)?
2. What did you learn by completing this assignment or artifact (strengths and limitations)?
3. How can you improve related to teaching and learning?

Domain 4: Professional Responsibilities (Checkpoint 2)

Description of Artifact

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.
2. Clearly describe the purpose and process/steps for creating the artifact.
3. How does your artifact relate to teaching and learning?

Connection & Alignment with CF Competencies

1. Align all sub-elements of Domain 3 to your artifact(s) (sub-elements are provided at the bottom of this page).
2. Reflect on the connection between the artifact and the related knowledge and skills of the sub-elements.

Self Reflection & Implication for Teaching

1. Why is this assignment or artifact important to your professional growth relative to this Conceptual Framework Competency (TESS Domain)?
2. What did you learn by completing this assignment or artifact (strengths and limitations)?
3. How can you improve related to teaching and learning?

Dispositions (Checkpoints 1 & 2)

Evaluation

1. Evaluation will be completed by PEU faculty and/or collaborating teachers.
2. The EPP faculty member and/or collaborating teacher will present you with either a hard copy or it will be entered into the Field Experience Module in LiveText
3. Scan your evaluation documents if they are not in the FEM in LiveText.

Self Reflection

1. Review the evaluation you were presented by the EPP faculty member and/or school district personnel.
2. Reflect upon the presented dispositional evaluation. Focus on any areas which were not rated as Proficient or better.
3. Write a reflection of what you consider to be your strengths and areas for improvement as related to the list of Dispositions.

Improvement Plan

1. Based upon your provided evaluations and your self-reflection, identify one or more Dispositions in which you could improve.
2. Write a plan for how you intend to improve in these areas.

APPENDIX E – Conceptual Framework Competencies Examples, Rubric, and Evaluation

Examples of Assignments or Artifacts for each
Conceptual Framework Competency
(TESS Domains)

Candidates are encouraged to select one or two artifacts that demonstrate their comprehension of each Domain. Candidates are especially encouraged to consider the bulleted items when addressing the conceptual framework.

TESS Domain 1

- Copies of your TESS lesson plans
- Passing P2 Scores
- Copy of an Assessment used in teaching
- Unit Plans
- Assessment Survey of Student Background knowledge
- Vertical and/or Horizontal Alignment Agendas and Meeting Notes
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

TESS Domain 2

- Projects or papers you have written in courses which demonstrate your classroom management plans.
- Management Logs used in teaching
- Documentation of P-12 placement classroom's organization system and/or classroom management system
- Design of Classroom Layout with explanation connected to contextual factors
- Instructional Transitions for Teaching and Managing
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

TESS Domain 3

- Photos of items you have created for lesson plans (such as a learning game, learning center, interactive bulletin board, etc.)
- Video or photos of you teaching a lesson
- Evaluation forms from your teaching observations
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

TESS Domain 4

- Papers or projects you have completed which demonstrate your professionalism

- A reflection from a lesson you have taught.
- Evidence of a family night or interaction with parents
- Sample letter to address parents or sample survey for parents
- Evidence of participation in professional community (i.e. team meeting agenda)
- Evidence of professional development attended and implemented.
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

You can work within these ideas as well as develop your own ideas for items to include. Be creative. Think through the many different ways you can demonstrate your proficiency in each of the Conceptual Framework Competencies (TESS domains).

During your courses, instructors may identify assignments which are targeted as a recommended professional portfolio assignment or artifact. However, you will ultimately make the choice regarding which assignments or artifacts to present related to each of the Conceptual Framework Competencies (TESS Domains) listed above.

In addition to presenting the assignment or artifact, you must provide a rationale. The rationale statements serve as a reflection on knowledge and skills, a critical piece of the professional portfolio.

**Rubric: Professional Portfolio-Conceptual Framework
Competencies (TESS Domains) Initial Programs**

Domain 1: Planning and Preparation				
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)
<p>Description of the Artifact</p> <p>HLC 1, 3, 5</p>	<p>The artifact is described in clear and helpful detail and the context is fully established. The purpose and process/steps for creation are articulated clearly.</p> <p>For example, the candidate's description provides original insights and thoughtful consideration of how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact is well described and the context is provided. The purpose and process/ steps for creation are articulated.</p> <p>For example, the candidate's description specifically explains how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact is described and context is provided. However, the purpose and/or process/steps for creation are unclear in the reflection.</p> <p>For example, the candidate's description lacks specificity on how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact and context does not convey the purpose or process/steps for creation and the effect on teaching and learning.</p>
<p>Connection and Alignment with CF Sub-Elements</p> <p>HLC 1, 2, 3,4, 5</p>	<p>The candidate has selected 1-2 sub-elements that are most relevant to the artifact.</p> <p>The reflection effectively establishes the connection between the artifact and the related knowledge and skills of the sub-elements selected; the candidate provides original insights.</p>	<p>The candidate has selected 1-2 sub-elements that are most relevant to the artifact.</p> <p>The reflection discusses the connection between the artifact and the related knowledge and skills of the sub-elements selected.</p>	<p>The candidate has selected 1-2 sub-elements for the artifact.</p> <p>Some sub-elements selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-elements to the knowledge and skills in the artifact.</p>	<p>The candidate does not select 1-2 sub-elements for each artifact.</p> <p>Some sub-elements selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-element to the knowledge and skills in the artifact.</p>

<p>Self Reflection and Implications for Future Teaching</p> <p>HLC 1, 2, 3, 4, 5</p>	<p>The candidate discusses both strengths and areas for improvement in relation to the Domains, provides implications for improving teaching and learning, and demonstrates thoughtful consideration of and insights into their field.</p>	<p>The candidate discusses both strengths and areas for improvement in relation to the Domains and provides implications for improving teaching and learning.</p>	<p>The candidate does not discuss strengths and/or areas for improvement in relation to the Domains. OR The candidate does not provide implications for improving teaching and learning.</p>	<p>The candidate does not discuss strengths or areas for improvement in relation to the Domains. AND The candidate does not provide implications for improving teaching and learning.</p>
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Domain 2: The Learning Environment				
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)
<p>Description of the Artifact</p> <p>HLC 1, 3, 5</p>	<p>The artifact is described in clear and helpful detail and the context is fully established. The purpose and process/steps for creation are articulated clearly.</p> <p>For example, the candidate's description provides original insights and thoughtful consideration of how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact is well described and the context is provided. The purpose and process/steps for creation are articulated.</p> <p>For example, the candidate's description specifically explains how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact is described and context is provided. However, the purpose and/or process/steps for creation are unclear in the reflection.</p> <p>For example, the candidate's description lacks specificity on how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact and context does not convey the purpose or process/steps for creation and the effect on teaching and learning.</p>
<p>Connection and Alignment with CF Sub-Elements</p>	<p>The candidate has selected 1-2 sub-elements that are most relevant to the artifact.</p>	<p>The candidate has selected 1-2 sub-elements that are most relevant to the artifact.</p>	<p>The candidate has selected 1-2 sub-elements for the artifact.</p> <p>Some sub-elements</p>	<p>The candidate does not select 1-2 sub-elements for each artifact.</p> <p>Some sub-elements</p>

HLC 1, 2, 3,4, 5	The reflection effectively establishes the connection between the artifact and the related knowledge and skills of the sub-elements selected; the candidate provides original insights.	The reflection discusses the connection between the artifact and the related knowledge and skills of the sub-elements selected.	selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-elements to the knowledge and skills in the artifact.	selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-element to the knowledge and skills in the artifact.
Self Reflection and Implications for Future Teaching HLC 1, 2, 3, 4, 5	The candidate discusses both strengths and areas for improvement in relation to the Domains, provides implications for improving teaching and learning, and demonstrates thoughtful consideration of and insights into their field.	The candidate discusses both strengths and areas for improvement in relation to the Domains and provides implications for improving teaching and learning.	The candidate does not discuss strengths and/or areas for improvement in relation to the Domains. OR The candidate does not provide implications for improving teaching and learning.	The candidate does not discuss strengths or areas for improvement in relation to the Domains. AND The candidate does not provide implications for improving teaching and learning.

Domain 3: Instruction				
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)
Description of the Artifact HLC 1, 3, 5	The artifact is described in clear and helpful detail and the context is fully established. The purpose and process/steps for creation are articulated clearly. For example, the candidate's description provides	The artifact is well described and the context is provided. The purpose and process/steps for creation are articulated. For example, the candidate's description specifically	The artifact is described and context is provided. However, the purpose and/or process/ steps for creation are unclear in the reflection. For example, the candidate's	The artifact and context does not convey the purpose or process/steps for creation and the effect on teaching and learning.

	original insights and thoughtful consideration of how completing the artifact will/does affect teaching and learning.	explains how completing the artifact will/does affect teaching and learning.	description lacks specificity on how completing the artifact will/does affect teaching and learning.	
Connection and Alignment with CF Sub-Elements HLC 1, 2, 3,4, 5	The candidate has selected 1-2 sub-elements that are most relevant to the artifact. The reflection effectively establishes the connection between the artifact and the related knowledge and skills of the sub-elements selected; the candidate provides original insights.	The candidate has selected 1-2 sub-elements that are most relevant to the artifact. The reflection discusses the connection between the artifact and the related knowledge and skills of the sub-elements selected.	The candidate has selected 1-2 sub-elements for the artifact. Some sub-elements has selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-elements to the knowledge and skills in the artifact.	The candidate does not select 1-2 sub-elements for each artifact. Some sub-elements selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-element to the knowledge and skills in the artifact.
Self Reflection and Implications for Future Teaching HLC 1, 2, 3, 4, 5	The candidate discusses both strengths and areas for improvement in relation to the Domains, provides implications for improving teaching and learning, and demonstrates thoughtful consideration of and insights into their field.	The candidate discusses both strengths and areas for improvement in relation to the Domains and provided implications for improving teaching and learning.	The candidate does not discuss strengths and/or areas for improvement in relation to the Domains. OR The candidate does not provide implications for improving teaching and learning.	The candidate does not discuss strengths or areas for improvement in relation to the Domains. AND The candidate does not provide implications for improving teaching and learning.

Domain 4: Professional Responsibilities				
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)
Description of the Artifact HLC 1, 3, 5	<p>The artifact is described in clear and helpful detail and the context is fully established. The purpose and process/steps for creation are articulated clearly.</p> <p>For example, the candidate's description provides original insights and thoughtful consideration of how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact is well described and the context is provided. The purpose and process/steps for creation are articulated.</p> <p>For example, the candidate's description specifically explains how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact is described and context is provided. However, the purpose and/or process/ steps for creation are unclear in the reflection.</p> <p>For example, the candidate's description lacks specificity on how completing the artifact will/does affect teaching and learning.</p>	<p>The artifact and context does not convey the purpose or process/steps for creation and the effect on teaching and learning.</p>
Connection and Alignment with CF Sub- Elements HLC 1, 2, 3, 4, 5	<p>The candidate has selected 1-2 sub-elements that are most relevant to the artifact.</p> <p>The reflection effectively establishes the connection between the artifact and the related knowledge and skills of the sub-elements selected; the candidate provides original insights.</p>	<p>The candidate has selected 1-2 sub-elements that are most relevant to the artifact.</p> <p>The reflection discusses the connection between the artifact and the related knowledge and skills of the sub-elements selected.</p>	<p>The candidate has selected 1-2 sub-elements for the artifact.</p> <p>Some sub-elements selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-elements to the knowledge and skills in the artifact.</p>	<p>The candidate has not selected 1-2 sub-elements for each artifact.</p> <p>Some sub-elements selected for the artifact do not include a supporting reflection and evidence (via examples) that convey the connections of the sub-element to the knowledge and skills in the artifact.</p>

<p>Self Reflection and Implications for Future Teaching</p> <p>HLC 1, 2, 3, 4, 5</p>	<p>The candidate discusses both strengths and areas for improvement in relation to the Domains, provides implications for improving teaching and learning, and demonstrates thoughtful consideration of and insights into their field.</p>	<p>The candidate discusses both strengths and areas for improvement in relation to the Domains and provides implications for improving teaching and learning.</p>	<p>The candidate does not discuss strengths and/or areas for improvement in relation to the Domains. OR The candidate does not provide implications for improving teaching and learning.</p>	<p>The candidate does not discuss strengths or areas for improvement in relation to the Domains. AND The candidate does not provide implications for improving teaching and learning.</p>
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Professional Portfolio Evaluation

At designated times with a minimum of *three weeks prior* to the end of your Portfolio ST II course, you must submit your Professional Portfolio for evaluation indicating proficiency in Dispositions and Impact on Student Learning. The purpose of the Conceptual Framework Competencies project is to implement theory into practice. The primary goal is for you to be a highly effective educator upon graduation. One measure of this is to ensure you reach proficiency in all Conceptual Framework Competencies (TESS Domains) and Dispositions prior to graduation. ***Proficiency in all areas is required for graduation.***

Your professional portfolio is evaluated at each Portfolio Checkpoint point, one and two, by your University Supervisor. All University Supervisors meet and go through inter-rater reliability training to ensure portfolio evaluations are valid, reliable, and free from bias.

Upon the submission of your Professional Portfolio, your university supervisor will conduct an evaluation of your portfolio artifacts. Prior to graduation, you must indicate proficiency in all Conceptual Framework Competencies (TESS Domains) and Dispositions.

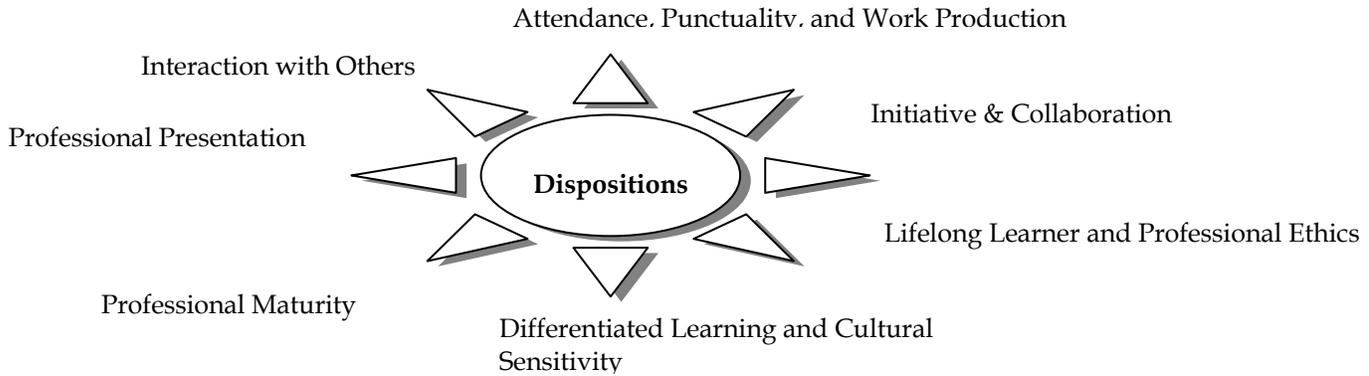
If you do not agree with the results of the evaluation, you may appeal the decision of your University Supervisor. The following procedure must be followed for appeal:

Within seven (7) working days of receipt of the evaluation in LiveText, the candidate must submit a written request for an appeal to the Initial Portfolio Committee. The committee will then meet and review the portfolio. The Initial Portfolio Committee may request additional documentation from the University Supervisor, program director, program faculty, etc. Within seven (7) working days of receiving the candidate's request of appeal, the Initial Portfolio Committee will submit a written decision to the candidate regarding the appeal.

If the candidate would still like to appeal the Initial Portfolio Committee's decision then the student has seven (7) days of receipt of the evaluation to appeal to the Dean of the Educator Preparation Provider. The Dean may request additional documentation from the Initial Portfolio Committee, University Supervisor, program director, program faculty, etc. Within seven (7) working days of receipt of the appeal the Dean of the Educator Preparation Provider will submit a written decision to the candidate regarding the appeal. A copy of the decision is provided to the Initial Portfolio Committee. ***The decision of the Dean of the EPP is final.***

APPENDIX F: Disposition Evidence and Rubric

The EPP faculty have adopted specified Dispositions to promote and support professionalism in the field of education. Dispositions are introduced at the beginning of the program of study and assessed at least twice throughout each program. The Dispositions assessed throughout your program of study are:



Your Dispositions are monitored and success in demonstrating these Dispositions is documented through evaluation forms, your personal reflection, and faculty and staff observations and reports. If you demonstrate a deficiency in any of the listed Dispositions, the policies and procedures as outlined in the *Dispositions Review Policy* will be followed. See the **Unit Policy Handbook** for details related to the *Dispositions Review Policy, Procedures, and Review Committee*.

Evidence related to your Dispositions is presented via:

1. Evaluations of your Dispositions as completed by EPP faculty and/or school district personnel
2. Self-Reflection about your Dispositions
3. Improvement plan

RUBRIC: Dispositions Initial Programs

Dispositions evaluation becomes part of your permanent record. If a score of unsatisfactory is given a formal disposition meeting will occur.

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A (0 pts)
Attendance	<u>No</u> absences.	Attends regularly.	Irregular attendance with notification.	Irregular attendance without notification.	
Punctuality	<u>Always</u> on time.	Mostly on time.	Occasional lateness.	Frequent lateness is a problem.	
Work production	<u>Always</u> submit assignment on time.	Mostly submit assignments on time.	Occasional lateness.	Frequent lateness is a problem.	
Initiative	Demonstrates independence and initiative by finding resources beyond those provided <u>and shares with classmates and colleagues.</u>	Demonstrates independence and initiative by finding resources beyond those provided in class.	Operates independently with direction and uses only resources provided in class.	Needs step-by-step instruction and neglects available resources available.	
Response to Feedback	Receptive to constructive criticism <u>and uses the feedback to make immediate changes.</u>	Receptive to constructive criticism.	Occasionally accepts ideas and suggestions.	Rejects/ignores ideas and suggestions.	
Collaboration	Actively contributes to positive group functioning <u>by leading and seeking groups to collaborate with in a positive manner.</u>	Actively contributes to positive group functioning.	Works well in a group.	Does not work effectively with others.	
Lifelong Learner	Curious and reflective about teaching <u>by researching and implementing new teaching strategies for best practices.</u>	Curious and reflective about teaching.	Engaged but reflection limited to specific course content.	Unengaged and/or minimal reflection.	
Professional Ethics	Demonstrates adherence to standards of professional ethics <u>and is a role model for others.</u>	Demonstrates adherence to standards of professional ethics.	Demonstrates limited concern for professional ethics.	Engages in unethical behavior.	
Differentiated Learning	Planning is child-focused, considerate of context <u>and implemented for every child.</u>	Planning is child-focused, considerate of context.	Planning is based on pedagogical principles.	Planning based on course requirements.	
Cultural	Demonstrates respect toward	Demonstrates respect	Occasionally demonstrates	Demonstrates disrespect	

Sensitivity	diverse students and <u>differentiates based on these diversities.</u>	toward diverse students.	respect towards diverse students.	towards diverse students.	
Professional Maturity	Professional appropriateness in school, classroom, community and/or social media <u>and serves as a professional role model.</u>	Professional appropriateness in school, classroom, community and/or social media.	Professional appropriateness is not maintained in school, classroom, community and/or social media.	Unable to maintain professional appropriateness in school, classroom, community and/or social media.	
Professional Presentation	Dresses appropriately and has clean hygiene at all times <u>and serves as a role model for colleagues and students.</u>	Dresses appropriately and has clean hygiene all of the time.	Dresses inappropriately and/or lacks clean hygiene at times.	Dresses inappropriately and/or lacks hygiene all of the time.	
Interaction with Others	Comfortable and respectful when interacting with others at all times <u>and provides leadership to further school professionalism.</u>	Comfortable and respectful when interacting with others at all times.	Occasionally comfortable and respectful when interacting with others.	Struggles to be comfortable and respectful when interacting with others.	

*If a disposition is created on a student in LiveText a copy should be sent to the AFEL office. If a disposition is created on the student and is not submitted through LiveText then a copy must be sent to the candidate, instructor, and the AFEL office.

APPENDIX G: Survey: End of Semester Evaluation

Directions: In this survey you will be asked to provide information on your collaborating teacher, your university supervisor, and the internship experience.

1. Major:

- Early Childhood
- Middle Level
- PEWL
- Secondary
- Agriculture Ed
- MAT

2. Collaborating Teacher's Name:

3. My Collaborating Teacher assisted me in becoming familiar with relevant aspects of all the students' background knowledge and experiences. (Domain 1)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

4. My Collaborating Teacher assisted me in becoming familiar with relevant aspects of all the students' background knowledge and experiences. (Domain 1)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

5. Reason or explanation for rating: (Domain 1)

6. My Collaborating Teacher modeled effective teaching methods, learning activities, use of instructional materials, and use of evaluation strategies. (Domain 1)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

7. Reason or explanation for rating: (Domain 1).

8. My Collaborating Teacher provided an environment that was conducive to learning. (Domain 2)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

9. Reason or explanation for rating: (Domain 2)

10. My Collaborating Teacher assisted me in creating an environment that was conducive to learning. (Domain 2)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

11. Reason or explanation for rating: (Domain 2)

12. My Collaborating Teacher modeled how to make learning goals, instructional procedures, and content clear and comprehensible to the students. (Domain 3)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

13. Reason or explanation for rating: (Domain 3)

14. My Collaborating Teacher modeled how to monitor students' understanding of the content, how to provide feedback to the students, and how to adjust activities as the situation demanded. (Domain 3)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

15. Reason or explanation for rating: (Domain 3)

16. My Collaborating Teacher shared teaching and learning insights with me and other colleagues. (Domain 4)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

17. Reason or explanation for rating: (Domain 4)

18. My Collaborating Teacher is a reflective practitioner. (Domain 4)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

19. Reason or explanation for rating: (Domain 4)

20. University Supervisor's Name:

21. My University Supervisor provided me with useful feedback regarding my lesson plans. (Domain 1)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

22. Reason or explanation for rating: (Domain 1)

23. My University Supervisor provided me with useful feedback in creating an environment that was conducive to learning. (Domain 2)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

24. Reason or explanation for rating: (Domain 2)

25. My University Supervisor provided me with useful feedback in how to make learning goals, instructional procedures, and content clear and comprehensible to the students. (Domain 3)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

26. Reason or explanation for rating: (Domain 3)

27. My University Supervisor assisted me in reflecting on my teaching and whether the learning goals were appropriate and met. (Domain 4)

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

28. Reason or explanation for rating: (Domain 4)

29. My University Supervisor clarified the evaluation criteria and procedures that were used to rate my performance.

- Disagree Strongly
- Disagree Moderately
- Disagree Slightly
- Agree Slightly
- Agree Moderately
- Agree Strongly

30. Reason or explanation for rating:

31. PROGRAM IMPROVEMENT: In which of the following areas would you have benefited from additional training?

Check all that apply...

- Lesson planning
- Classroom organization
- Teaching strategies
- Assessing student learning
- Classroom management
- Legal issues
- Professional ethics
- Technology in the classroom
- Communicating with parents/guardians
- Reflecting on my teaching

- Time management
- Making connections between past and future learning
- Learning about students' background knowledge

32. The single most significant aspect of your student teaching experience:

33. Suggestions for how to improve the student teaching experience:

APPENDIX H: Rubric: TESS Conceptual Framework Summative Evaluation Form

Internship Candidate _____

Date/Time _____

School/Subject Area/ Grade Level _____

Collaborating Teacher/University Supervisor _____

Directions: Rate the competencies of the internship by circling the most appropriate

Domain 1: Planning					
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
1a Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content. 	Not Applicable or Not Observed
1b Demonstrating Knowledge of	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students’ levels of development and their 	<ul style="list-style-type: none"> • Teacher understands the active nature of student learning and 	<ul style="list-style-type: none"> • Teacher indicates the importance of understanding how 	<ul style="list-style-type: none"> • Teacher demonstrates little or no 	Not Applicable or Not

<p>Students</p>	<p>backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.</p> <ul style="list-style-type: none"> • This information is acquired for individual students. 	<p>attains information about levels of development for groups of students.</p> <ul style="list-style-type: none"> • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<p>students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Observed</p>
<p>1c Setting Instructional Outcomes</p>	<ul style="list-style-type: none"> • All outcomes represent rigorous and important learning in the discipline. • The outcomes 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 opportunities for both coordination and integration. • Outcomes take into account the varying needs of individual students. 	<ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline. • All the instructional outcomes 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. • Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> • 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 teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<ul style="list-style-type: none"> • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<p>Not Applicable or Not Observed</p>

			•		
1d Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	Not Applicable or Not Observed
1e Designing Coherent Instruction	<ul style="list-style-type: none"> Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. 	<ul style="list-style-type: none"> Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and 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. The lesson or unit has a clear structure, with appropriate and varied use of instructional 	<ul style="list-style-type: none"> Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, 	<ul style="list-style-type: none"> The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional 	Not Applicable or Not Observed

		groups.	with most time allocations reasonable.	outcomes and offer no variety.	
1f Designing Student Assessments	<ul style="list-style-type: none"> Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. 	<ul style="list-style-type: none"> Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. 	<ul style="list-style-type: none"> Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<ul style="list-style-type: none"> Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. 	Not Applicable or Not Observed

Domain 2: The Learning Environment					
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
2a Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, 	Not Applicable or Not Observed

	<ul style="list-style-type: none"> Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. 	<p>of the students.</p> <ul style="list-style-type: none"> Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<p>occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <ul style="list-style-type: none"> Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<p>are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <ul style="list-style-type: none"> Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. 	
<p>2b Establishing a Culture for Learning</p>	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and 	<ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard 	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high 	<p>Not Applicable or Not Observed</p>

		hard work.	work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	expectations for learning reserved for only one or two students.	
2c Managing Classroom Procedures	<ul style="list-style-type: none"> • Instructional time is maximized because of efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students. 	<ul style="list-style-type: none"> • There is little loss of instructional time because of effective classroom routines and procedures. • The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting, students follow established classroom routines. 	<ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines. 	Not Applicable or Not Observed
2d Managing Student Behavior	<ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with 	<ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of 	Not Applicable or Not Observed

	<ul style="list-style-type: none"> Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. 	<ul style="list-style-type: none"> Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<p>uneven results, to monitor student behavior and respond to student misbehavior.</p> <ul style="list-style-type: none"> There is inconsistent implementation of the standards of conduct. 	<p>student behavior.</p> <ul style="list-style-type: none"> Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity. 	
2e Organizing Physical Space	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students, including those with special needs. 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. 	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. 	<ul style="list-style-type: none"> The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<ul style="list-style-type: none"> The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	Not Applicable or Not Observed

Domain 3: Instruction

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
3a Communicating with Students	<ul style="list-style-type: none"> The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student 	<ul style="list-style-type: none"> The teacher clearly communicates instructional purpose of the lesson, including where it is 	<ul style="list-style-type: none"> The teacher's attempt to explain the instructional purpose has only limited success, and/or 	<ul style="list-style-type: none"> The instructional purpose of the lesson is unclear to students, and the directions and procedures are 	Not Applicable or Not Observed

	<p>misunderstanding.</p> <ul style="list-style-type: none"> • The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. 	<p>situated within broader learning, and explains procedures and directions clearly.</p> <ul style="list-style-type: none"> • Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. 	<p>directions and procedures must be clarified after initial student confusion.</p> <ul style="list-style-type: none"> • The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. 	<p>confusing.</p> <ul style="list-style-type: none"> • The teacher’s explanation of the content contains major errors. • The teacher’s spoken or written language contains errors of grammar or syntax. • The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	
<p>3b Questioning and Discussion Techniques</p>	<ul style="list-style-type: none"> • 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, and make unsolicited contributions. • Students themselves ensure 	<ul style="list-style-type: none"> • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate 	<ul style="list-style-type: none"> • Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with 	<ul style="list-style-type: none"> • Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some 	<p>Not Applicable or Not Observed</p>

	that all voices are heard in the discussion.	<p>time for students to respond and stepping aside when appropriate.</p> <ul style="list-style-type: none"> Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p>the teacher mediating all questions and answers.</p> <ul style="list-style-type: none"> A few students dominate the discussion. 	<p>questions designed to promote student thinking and understanding, but only a few students are involved.</p> <ul style="list-style-type: none"> Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	
3c Engaging Students in Learning	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as 	<ul style="list-style-type: none"> The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested. 	Not Applicable or Not Observed

	resources for one another.				
3d Using Assessment in Instruction	<ul style="list-style-type: none"> • 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. • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. 	<ul style="list-style-type: none"> • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	Not Applicable or Not Observed
3e Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources 	<ul style="list-style-type: none"> • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have 	<ul style="list-style-type: none"> • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	Not Applicable or Not Observed

	from the school or community.	difficulty learning.			
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Domain 4: Professional Responsibilities					
	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A
4a Reflecting on Teaching	<ul style="list-style-type: none"> Teacher 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. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. 	Not Applicable or Not Observed
4b Maintaining Accurate Records	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent 	<ul style="list-style-type: none"> Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting 	Not Applicable or Not Observed

			monitoring to avoid errors.	in errors and confusion.	
4c Communicating with Families	<ul style="list-style-type: none"> • Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher’s efforts to engage families in the instructional program are frequent and successful. 	<ul style="list-style-type: none"> • Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. • Teacher makes some attempts to engage families in the instructional program. • Information to families is conveyed in a culturally appropriate manner. 	<ul style="list-style-type: none"> • Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. • Communications are one-way and not always appropriate to the cultural norms of those families. 	<ul style="list-style-type: none"> • Teacher communication with families - about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program. 	Not Applicable or Not Observed
4d Participating in a Professional Community	<ul style="list-style-type: none"> • Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in 	<ul style="list-style-type: none"> • Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> • Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district 	<ul style="list-style-type: none"> • Teacher’s relationships with colleagues are negative or self-serving. • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved 	Not Applicable or Not Observed

	at least one aspect of school or district life.		projects when specifically asked to do so.	in school events or school and district projects.	
4e Growing and Developing Professionally	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. 	<ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. 	Not Applicable or Not Observed
4f Showing Professionalism	<ul style="list-style-type: none"> Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative 	<ul style="list-style-type: none"> Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that 	<ul style="list-style-type: none"> Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not 	<ul style="list-style-type: none"> Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices 	Not Applicable or Not Observed

	<p>attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <ul style="list-style-type: none"> • Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues. 	<p>all students receive a fair opportunity to succeed.</p> <ul style="list-style-type: none"> • Teacher maintains an open mind in team or departmental decision making. • Teacher complies fully with school and district regulations. 	<p>knowingly contribute to some students' being ill served by the school.</p> <ul style="list-style-type: none"> • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by. 	<p>that result in some students' being ill served by the school.</p> <ul style="list-style-type: none"> • Teacher makes decisions and recommendations based on self-serving interests. • Teacher does not comply with school and district regulations. 	
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Pre-Conference Signatures:

Student Teacher Candidate

Collaborating Teacher/University Supervisor

Post-Conference Signatures:

Student Teacher Candidate

Collaborating Teacher/University Supervisor