

CLINICAL EXPERIENCE HANDBOOK: A Handbook for Teacher/Academic Interns, Cooperating Teachers, School Administrators, and University Supervisors



Prepared by

The Office of Teacher Clinical Experiences
College of Education
University of Louisiana at Lafayette
Lafayette, Louisiana 70504



UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION



✉ EDUCATION@LOUISIANA.EDU

TABLE OF CONTENTS

CLINICAL EXPERIENCE HANDBOOK: PART I

SECTION I: WELCOME

Welcome Statement	5
Contact Information	7
Mission Statements	8
The Responsive Professional Conceptual Framework	9
Objectives and Expected Candidate Performance	10
Conceptual Framework Unit Outcomes	11

SECTION II: PROFESSIONAL DEVELOPMENT SCHOOLS

Clinical Experience in a Professional Development School	12
Description of TREE Logo	13
Roles and Responsibilities of PDS and the University	14

SECTION III: CLINICAL EXPERIENCE POLICIES AND PROCEDURES

Eligibility Requirements	15
Procedures for Assigning Teacher Intern to Cooperating Teacher	16
Grading Procedures	16
Code of Ethics of the Education Profession	18

SECTION IV: TEACHER INTERNS

Teacher Intern Information	19
Guidelines and Management Tips for PDS Interns	19
Teacher Intern Responsibilities	20

General Tips for Teacher Interns	23
Resources for Teacher Interns	24
Suggested Timelines for Teacher Interns <ul style="list-style-type: none"> • Schedule for Teacher Intern with Two Placements • Schedule for Teacher Intern with One Placement 	25

SECTION V: ACADEMIC INTERNS

Academic Intern Information	33
Academic Intern Responsibilities	33
General Tips for Academic Interns	34
Resources for Academic Interns	35

SECTION VI: COOPERATING TEACHER INFORMATION

Criteria for Becoming a Cooperating Teacher	36
Procedures for Assigning Teacher Interns to Cooperating Teachers	37
Cooperating Teacher Responsibilities	37
Cooperating Teacher's Checklist	40
Clinical Experience Evaluations Timeline Checklist	41

SECTION VII: ADMINISTRATOR INFORMATION

Administrator Responsibilities	42
Administrator's Checklist	43

SECTION VIII: UNIVERSITY SUPERVISOR INFORMATION

Eligibility Requirements	44
University Supervisor Responsibilities	44
University Supervisor's Checklist	46

CLINICAL EXPERIENCE HANDBOOK: PART II

PORTAL IV: ASSESSMENT GUIDE

A. Portal IV Assessment Guide for Teacher Interns and Academic Interns NOTE: All Portal IV Assessments (Artifact, Rubric and Scoring Guides are found in this section	47
--	----

APPENDICES

A. Forms for Teacher/Academic Interns <ul style="list-style-type: none">• Cooperating Teacher Information Form• Teacher Intern Observation Form• Teacher Intern Documentation of Hours Form• Optional Evaluation Forms<ul style="list-style-type: none">• The Reflective Evaluation Experience (5-Minute Snapshot)• Daily Feedback Form• Required Evaluation Forms<ul style="list-style-type: none">• Individual Lesson Evaluation Form• Mid-Term/Final Evaluation Form• Suggested Daily Lesson Plan Format	116
B. The Framework for Teaching Evaluation Instrument (C. Danielson, 2011)	132

CLINICAL EXPERIENCE HANDBOOK: PART I

Section I: WELCOME TO THE TEACHER/ACADEMIC INTERN CLINICAL EXPERIENCE AT THE UNIVERSITY OF LOUISIANA LAFAYETTE

Welcome

This handbook was created as a guide to a successful clinical experience for teacher interns, cooperating teachers, administrators, and university supervisors at UL Lafayette. Throughout this handbook, the following terms will be utilized with the following contexts applied:

Teacher Candidate refers to an undergraduate student in the College of Education seeking a degree prior to formal admittance into clinical experiences.

Teacher Intern refers to an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences.

Academic Intern refers to an individual who is employed as a teacher and completes 2 semesters of internship [fall and spring only].

Cooperating Teacher refers to the school-based person who has met the College of Education's criteria and is responsible for mentoring and modeling best practices for the teacher intern throughout the clinical experience.

University Supervisor refers to the person who represents the College of Education and the Office of Teacher Clinical Experiences and serves as a link between the college and the assigned school for the teacher intern.

Clinical Experience refers to specified activities focusing on application of skill and/or knowledge to be completed in an approved school.

Students refer to the children enrolled in the school system in which the teacher intern completes clinical experiences.

The following areas are specifically targeted during the clinical experience and are vital for teacher education programs to address: 1) *Apprenticeship*, 2) *Intensive fieldwork*, and 3) *Authentic performance*.

Teacher Interns: USE this handbook, refer to it often and make sure that your Cooperating Teacher and your principal are apprised of the information provided here.

Cooperating Teachers, Administrators, and University Supervisors: Thank you for investing your time and sharing your expertise to help our future teachers. Your input, guidance, and assistance in this process are crucial to its success. Cooperation among all parties will ensure a viable program that provides the best opportunities, experiences, and learning environments for assisting teacher candidates to become competent professionals.

We hope this handbook is a helpful resource to you. It contains many useful ideas, and important documents. If there is anything this office can do to assist you, please do not hesitate to contact me. I look forward to working with you.

David J. Beard, Director
Office of Teacher Clinical Experiences

The Office of Teacher Clinical Experiences welcomes all inquiries related to the student teaching program. Mr. David J. Beard (Director), Mrs. Patricia Thomas (Administrative Assistant) and Mr. Corbett East (Coordinator of Field Experiences) may be reached by dialing (337) 262-1067. Fax: (337) 262-1065. P.O. Box 44812, Lafayette, LA 70504-4812.

Contact Information

College of Education

Maxim Doucet Hall

Room 114

Phone: 337-482-6678

Fax: 337-482-5842

Office of Clinical Experiences

Soulier House

Phone: 337-262-1067

Fax: 337-262-1065

Department of Curriculum and Instruction

Maxim Doucet Hall

Room 301

Phone: 337-482-6405

Fax: 337-482-5842

Department of Educational Foundations and Leadership

Cecil Picard Child Development Center

Picard 257

Phone: 337-482-6680

Fax: 337-482-5262

School of Kinesiology

Bourgeois Hall

Room 124B

Phone: 337 - 482-6615

Fax: 337 - 482-6278

Mission Statements

Mission of the College of Education

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the College to be responsive to community, regional and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the College strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships, which systemically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Mission of the Office of Teacher Clinical Experiences

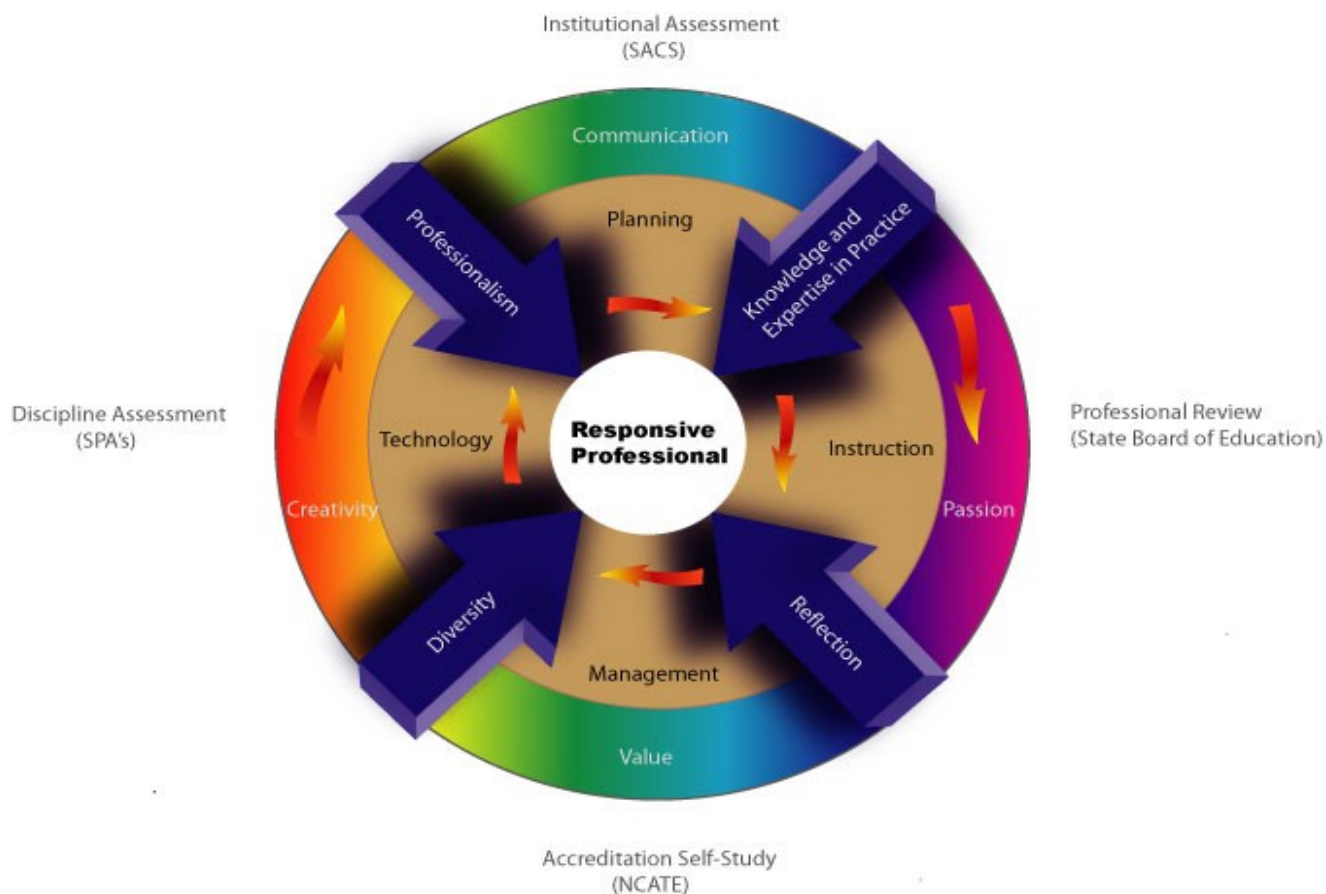
The mission of the Office of Teacher Clinical Experiences is to: 1) prepare and assist undergraduate students in becoming effective teachers through nurturing and placement in the best possible field learning sites; 2) to assist post-baccalaureate students who are seeking certification; and 3) to facilitate open, effective communication among this office and all three departments in the College of Education as well as among the numerous faculty members this office supports, and the eight parishes we serve.



The Responsive Professional:

Conceptual Framework

Knowledge and Expertise in Practice



The Conceptual Framework of the UL Lafayette College of Education is designed to expand upon the institution’s commitment to be a responsive university. The College strives for excellence in the production of Responsive Professionals—individuals who serve the community with professionalism and leadership in education and allied fields. The College of Education’s Conceptual Framework forms a foundation for innovative, interdisciplinary, and research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these programs, the College fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth.

Objectives and Expected Candidate Performance
stemming from our Conceptual Framework include the following:

KNOWLEDGE AND PRACTICE

The responsive professional demonstrates knowledge of content disciplines and engages in effective pedagogical practices.

REFLECTION

The responsive professional actively, persistently, and carefully considers practice, experiences and available alternatives to guide decision-making.

PROFESSIONALISM

The responsive professional actively seeks opportunities to grow professionally and generates plans for increasing knowledge of his/her field.

DIVERSITY

The responsive professional articulates an understanding that beliefs, traditions and values across and within cultures can affect both learning and relationships with learners, their families and the community.

COLLABORATION

The responsive professional recognizes the complex needs of learners and the necessity to collaborate to meet their needs.

ADVOCACY

The responsive professional demonstrates knowledge, reflection, appreciation of and sensitivity to the interdependent nature of education and professional communities.

SERVICE

The responsive professional fuses knowledge, reflection, advocacy, leadership and collaboration through service.

LEADERSHIP

The responsive professional demonstrates effective interpersonal communication and decision-making skills in leadership roles.

CONCEPTUAL FRAMEWORK UNIT OUTCOMES

CANDIDATE PROFICIENCIES

Knowledge and Expertise in Practice – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

Reflection – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

Diversity – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

Professionalism – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

Section II: PROFESSIONAL DEVELOPMENT SCHOOLS

Clinical Experience in a Professional Development School

What is a Professional Development School (PDS)?

The concept of Professional Development Schools (PDS) took shape as a part of the “second wave” of educational reform in the United States during the late 1980’s. In contrast to the initial reform efforts of the 80’s that stressed academic rigor and blamed teachers for low student performance, the UL Lafayette PDS schools will focus on the professionalism of teaching and education at all levels. The Carnegie Task Force (1986) and the Holmes Group (1986) called for new types of schools to support initial preparation and continuing education for teachers. Carnegie referred to these proposed institutions as ‘clinical schools’; the Holmes Group called them “Professional Development Schools”. These schools are intended to bring practicing teachers together with university faculty in partnership with a focus on simultaneous renewal of the teacher education programs and improvement of student performance in schools.

Different Internship Experiences of a PDS

PROFESSIONAL DEVELOPMENT SCHOOLS		TRADITIONAL SCHOOLS	
1.	Intern is with a team of teachers	1.	Intern is assigned to a single teacher
2.	Intern is part of a cohort	2.	Intern may be alone
3.	Intern may have more than one rotation	3.	Intern may remain with one teacher
4.	University liaison visits weekly	4.	University supervisor visits about once per month

UL Lafayette PDS Mission

The UL Lafayette PDS Mission is to improve student learning in P-12 schools through simultaneous renewal of the teacher education programs at the University and teaching and learning in P-12 schools.

Goals of the UL Lafayette PDS Clinical Experience

- To support student learning through the increased exemplary program in P-12 schools.
- To include the professional staff of the schools in pre-professional education of teachers.
- To provide collaborative, planned supportive induction systems for teacher interns and new teachers.
- To support inquiry and applied research in the schools.

Description of TREE Logo



The tree logo was developed in 2001 to reflect our vision for teacher clinical experience. The Oak Tree was selected since it is very common in South Louisiana and is a symbol of strength. The *roots* represent the *University*, establishing the beginning of the training and knowledge base for the teacher candidate. The *trunk* represents the *Schools and the School System*, the learning environment for which we are preparing future teachers. The *branches* represent the *teachers*, as

they reach out to nurture and meet the needs of the children. The *leaves* represent the *children*, the fruits of our labor, and the reason behind an effective teacher preparation program.

There is also a reflective pool below the tree. This is an integral part of the logo, as it represents the importance of all stakeholders reflecting on actions, evaluating themselves, and constantly seeking better ways to reach the children we serve. In our reflections, we can keep practices that are good and should be continued, and change practices that need adjusting. It is precisely this idea of reflection that suggests that the teacher candidate become a **RESPONSIVE PROFESSIONAL**.

Roles and Responsibilities of Professional Development Schools and the University

Role of the Professional Development School

- Include practicing P-12 professionals as full partners with their University counterparts in the development of teacher candidates and in applied research activities in the schools.
- Provide systematic and planned support systems for teacher interns and new teachers in the schools.
- Develop a collaborative relationship between schools and the University integrating teacher preparation, applied research, and induction with a focus on improved teaching and learning at all levels.
- Foster a conceptual change from the University as a ‘place’ to the University as a partner in teaching and learning at all levels.

Role of the University

- Provide a liaison to the school to serve as the link between theory/research and practice.
- Facilitate instructional improvement teams for all teachers within the school.
- Provide professional development for all PDS teachers. ???
- Establish continuity between pre-service and in-service staff development programs.
- Promote a collegial openness for teacher interns and faculty to seek professional assistance and/or support.
- Respond to the needs of the schools/systems.

Section III: CLINICAL EXPERIENCE POLICIES AND PROCEDURES

Eligibility Requirements

Clinical experiences for teacher interns consist of full-day assignments under the joint supervision of a cooperating teacher and a university supervisor, for one semester. Therefore, requirements to enter clinical experiences are as follows:

- Successful completion of all coursework listed in the program of study which includes regular undergraduates and alternate certification candidates as verified by a completed degree audit for regular undergrads and a prescription for alternate certification candidates (Permission must be obtained for those wishing to enter clinical experiences with only one course remaining, provided that the remaining course is not a “methods” course)
- Successful completion of Portal III in PASS-PORT
- 2.5 cumulative grade point average overall
- 2.5 grade point average in education courses, and in the candidate’s teaching field(s)
- Passing scores on all parts of the Praxis tests, including the Principles of Learning and Teaching (PLT) and the Specialty Exams (Content)
- Application completed electronically through PASS-PORT the semester before the teacher internship is to begin.
- Official complete degree audit with signature of approval from the Office of Student Services.

Clinical experiences for Academic interns consist of an assignment for one academic year as a full-time teacher hired by a state approved school or system. The Academic Intern will be under the supervision of a university supervisor, who will collaborate with the school administration. Therefore, requirements to enter clinical experiences are as follows:

- Successful completion of all coursework listed on the candidate’s prescription.
- Successful completion of Portal III in PASS-PORT
- 2.5 cumulative grade point average overall
- 2.5 grade point average in education courses, and in the candidate’s teaching field(s)
- Passing scores on all parts of the Praxis tests, including the Principles of Learning and Teaching (PLT) and the Specialty Exams (Content)
- Application completed electronically through PASS-PORT the semester before the Academic internship is to begin.
- Official complete prescription with signature of approval from the Office of Student Services.

Procedures for Assigning Teacher Interns to Cooperating Teachers

The Director of Teacher Clinical Experiences gives consideration to the following in making assignments: prior field experiences which should be varied; the availability of trained, qualified Cooperating teachers; and extenuating circumstances known to exist.

Once assignments are completed, information is sent out to the candidates, schools and to the Cooperating Teachers. Candidates should arrange the initial meeting with the Cooperating Teacher, or the liaison at the Professional Development School site.

Teaching is more than a job; it is a way of life for those who choose it. Begin to prepare yourself now. You are more ready than you realize! Utilize this time to learn all you can from those teachers you come in contact with each day. Skilled teachers have a rich repertoire of effective instructional strategies. Remember that you are part of a community of persons dedicated to helping children learn.

Grading Procedures

At the completion of the clinical experience, the teacher intern will receive a credit or non-credit decision. Successful completion is determined by a joint decision between the Cooperating Teacher, university supervisor and the director of clinical experiences. **Following are the minimum requirements for the completion of clinical experiences.** [Cooperating teachers, university supervisors, and/or individual programs of study may require additional activities, evidence, or artifacts for a teacher intern to successfully exit the clinical experience.]

Minimum requirements are as

follows: Unit Assessment

All teacher interns are required to obtain a paid subscription to Pass-Port for the semester they complete their clinical experience. All teacher interns will submit designated artifacts and work samples through Pass-Port as designated by their University Supervisor and EDCI 440 Professor/Instructor, if enrolled in the course. If a teacher intern is not enrolled in EDCI 440, then all artifacts will be submitted to their University Supervisor for evaluation. Items submitted should demonstrate the teacher intern's knowledge, skills and dispositions. The chosen artifacts should communicate to the unique personal and professional qualities of the teacher intern. Successful completion of all Unit Assessment Artifacts is required for degree completion and a teacher intern's participation in graduation ceremonies.

All teacher interns are required to complete and submit all Unit Assessment artifacts. A teacher intern who submits a Unit Assessment artifact which fails to meet the minimum assessment criteria set forth will have a Portal IV Exit Review Committee convened to determine the teacher intern's eligibility for degree completion. The Portal IV Exit Review Committee will consist of the Director of Teacher Clinical Experiences, the University Supervisor of the teacher intern, the Cooperating Teacher, and one other person designated by the Dean of the College of Education.

The committee will review the teacher intern's unsuccessful artifact and the intern's progress over the semester. If the committee finds that the teacher intern's work is unsatisfactory, the teacher intern will receive either an "I" for the semester and be allowed to complete the missing requirement the next semester, or assigned "No Credit" for the clinical experience in which the teacher intern will have the opportunity to repeat the clinical experience. In such a case, the teacher intern will not graduate that semester and can not "walk" at graduation ceremonies.

If the committee finds that the teacher intern's work is satisfactory after reviewing the work and progress over the semester, the teacher intern's artifact will be accepted and the intern obtain "credit" for clinical experience and will be eligible for graduation.

For descriptions and assessment criteria of the Unit Assessment Artifacts, refer to the Portal IV Assessment Guide found in Appendix D.

Clinical Experience Hours

Teacher interns must complete a minimum of *180 hours* of direct instructional time and an additional *200 hours* of observations (Appendix B: Teacher Intern Hours of Documentation Form – to be turned in to OTCE on the last day of student teaching). **These hours must also be documented as field experiences in Pass-Port in the field experience template entitled "Portal IV: Teacher Intern Information and Teaching Context". For further information, refer to the Portal IV Candidate Instructions, Section 3, Number 6.**

Code of Ethics of the Education Profession

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. *Shall not unreasonably restrain the student from independent action in the pursuit of learning.*
2. *Shall not unreasonably deny the student's access to varying points of view.*
3. *Shall not deliberately suppress or distort subject matter relevant to the student's progress.*
4. *Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.*
5. *Shall not intentionally expose the student to embarrassment or disparagement.*
6. *Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--*
 - a. *Exclude any student from participation in any program*
 - b. *Deny benefits to any student*
 - c. *Grant any advantage to any student*
7. *Shall not use professional relationships with students for private advantage.*
8. *Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.*

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. *Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.*
2. *Shall not misrepresent his/her professional qualifications.*
3. *Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.*
4. *Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.*
5. *Shall not assist a non-educator in the unauthorized practice of teaching.*
6. *Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.*
7. *Shall not knowingly make false or malicious statements about a colleague.*
8. *Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.*

— Adopted by the NEA 1975 Representative Assembly

Section IV: TEACHER INTERNS

Teacher Intern Information

This first section is designed for the ***Teacher Intern***. It details the responsibilities you must adhere to during this semester, and follows our Conceptual Framework for the College of Education. Should you have any questions, you should first contact your University Supervisor. You may also contact our office for assistance and advice. (See the contact information on page 5.) Good luck this semester!

In order to fulfill the UL Lafayette College of Education's mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as a *teacher intern*. A teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. The term "teacher intern" is used to signify the important responsibilities undertaken during the time of clinical experience. Clinical experience is a time to learn and practice the art of teaching and to put to use the many instructional strategies learned and practiced throughout the preceding years enrolled at the university.

During this experience, a pattern of thinking and knowing emerges with respect to understanding yourself as a teacher, which is broadened and heightened by instructional and didactic knowledge and practices. In addition to broadening pedagogical knowledge, you also have the opportunity to apply and share new knowledge with your cooperating teacher.

Guidelines and Management Tips PDS Teacher Interns

- Create a personal binder, appropriately divided, to hold all paperwork that you will accumulate during the internship that you do not turn in to your cooperating teacher/university supervisor.
- Remember **confidentiality!!!!**
- Meet with assigned teacher as directed by PDS liaison.
- Discuss when lesson plans, tests, worksheets, etc. must be turned in to your Cooperating Teacher. The number of copies to be determined by PDS liaison.
- Lesson plans **MUST** be turned in on time.
- Do not write in the teacher's manual. Instead, use sticky notes while making your lesson plans if you need to mark anything you feel you must stress while teaching.
- Detailed lesson plans will be required each time you start with a Cooperating Teacher. Shorter plans will be allowed when the Cooperating Teacher and the liaison feel you are ready. All lesson plans should include STATE BENCHMARKS, which will be given to you by each Cooperating Teacher.

- Tests, worksheets, etc. must be approved before duplicating.
- Let the Cooperating Teacher see the corrected test papers before handing them back to the students.
 - Be prompt in grading. Record grades in grade book with: score, test topic/name, date, points, etc.
- You will be required to prepare a minimum of 1-2 bulletin boards per semester.
- Check with your school regarding the use of the laminating machine and the copier.
- Do not do any work while observing the teacher. Observation tips are included in your packet.
- Replace classroom materials after you use them.
- Use a variety of materials and activities in your lessons to accommodate children with different styles of learning (auditory, visual, tactile, and multi-sensory).
- Provide activities that correlate to the lesson for students who finish class activities or tests early.
- Be aware of what needs to be done in the classroom. When your assigned teacher is teaching, use this time to help monitor student's work and give individual help when needed.
- Attempt to anticipate as many problems that may occur in your lesson ahead of time. Discuss these potential problems with your Cooperating Teacher.
 - Focus especially on lesson plans that involve technology. Have an alternative lesson prepared in case of technical problems.
- React calmly in all situations, remembering that most of the behaviors in your classroom are normal and merely need some reshaping and control. Be firm and consistent.
- Ask for assistance when needed!

Teacher Intern Responsibilities

Knowledge and Expertise in Practice

- Demonstrate knowledge of students
- Demonstrate knowledge of content, pedagogy, and resources
- Establish a culture for learning
- Communicate clearly and accurately
- Use question and discussion techniques
- Engage students in learning
- Assess student learning
- Provide timely feedback to students
- Create a classroom environment of respect and rapport
- Communicate with families

Planning and Professional Growth

- Introduce yourself to the students in a creative way
- Design coherent instruction

- Become actively involved in the classroom instructional program
- Select instructional goals
- Reflect on teaching
- Observe teachers other than the Cooperating Teacher including other subject or grade level teachers
- Grow and develop professionally, accepting suggestions and criticism in a professional spirit
- Conform to rules, philosophy, and policies of the assigned school including the school day schedule and yearly calendar
- Maintain proper professional relationship with all other school personnel
- Communicate to your supervisor questions, concerns or problems as early as possible
- Critique current professional readings
- **Complete and submit all necessary University requirements through Pass-Port**
- **Complete and submit any specified requirements by your University Supervisor or program of study**

School and Community

- Learn about the physical plant, where various facilities are located, and what rules govern their use
- Exhibit a good attitude with students, faculty, and staff at all times
- Perform willingly and cheerfully such extra duties as supervision in the cafeteria, on the school grounds, or in the halls
- Participate in non-instructional activities such as Parent Teacher Organization, faculty meetings, and parent-teacher conferences
- Contribute to the school and district by participating in extra-curricular activities

Classroom Management

- Manage classroom procedures to provide an effective learning climate
- Establish and implement a successful classroom discipline plan in collaboration with the Cooperating Teacher
- Organize the physical space so that it is conducive to learning
- Maintain accurate records

Attendance

- An intern is allowed three days absence. Any teacher intern absent for more than three days, *regardless of the reason*, will be required to make up those days after their last day of student teaching.
- Follow the Cooperating Teacher's schedule for reporting to school and departing, as well as faculty meetings, teacher-parent conferences, and other after-school activities.

- Attendance at all scheduled university seminars is required.
- Follow the holidays as noted on the school calendar in your assigned parish. The only exceptions are the required university seminars or scheduled meetings.
- Teacher interns are required to follow the Cooperating Teacher's daily schedule, arriving at school punctually and remaining as late as the Cooperating Teacher is required to remain. If an absence is necessary, these steps are to be followed:
 - Notify the school office personnel, Cooperating Teacher, and university supervisor as far in advance as possible.
 - If a teacher intern must be absent on a day when he or she is expected to teach, lesson plans and materials must be delivered to the Cooperating Teacher before the class begins.
 - Complete and submit the absence form with the Office of Teacher Clinical Experiences within one week of the absence.

Dress Code

- Teacher interns are expected to observe the conventions of dress, personal appearance, and professional behavior for teachers in the assigned school. (The Cooperating Teacher has this information for you.)
- Remember that appearances do count when setting an example for students and when pursuing a teaching position.
- The university does expect its teacher interns to dress appropriately, conservatively, and professionally while a member of the school staff.

Legal Issues/Liability

- The teacher intern is a guest in the classroom and is not protected by any professional contract or certificate.
- Every teacher intern must be a member of a professional education organization and must have documentation of acceptable liability insurance for student teachers.
- Teacher interns should not be left alone in the classroom for extended periods of time. The legal responsibility rests upon the Cooperating Teacher, the substitute and/or the school.
- Teacher interns cannot serve as substitute teachers until after their last day of student teaching.
- The teacher intern should be introduced to and abide by the district and school policies.
- The teacher intern should use professional skills and techniques in modifying student behavior and rely on the professional judgment of the Cooperating Teacher while addressing the issues of classroom management.
- Confidentiality. **IMPORTANT:** the teacher intern must recognize the importance of maintaining confidentiality when viewing student information. Failure to adhere to this principle is a serious infraction that could involve serious consequences.

Teacher Recruitment/ Job Placement

- The Cooperating Teacher may have the opportunity to assist the teacher intern in applying for the initial teaching job.
- A teacher intern will be excused from teaching one day in order to attend the university-sponsored Teacher Recruitment Day (arrangements must be made in advance with the Director of Career Services).
- The Cooperating Teacher may advise the teacher intern about placement agencies, letters of application, and preparation for interviews.

Certification Procedures

- After graduation the intern will apply for certification through the Office of Student Services located in Room 105 of Maxim Doucet.

General Tips for Teacher Interns

- Promptness is critical
- Dress professionally
- Treat each child as an individual
- Avoid gossip
- Develop positive relationships with students
- Attitudes are important
- Show initiative
- Use strategies for varying learning styles
- Use positive comments as often as possible
- Be a good role model in dress, action, and speech
- Remember to smile
- Respect the child and they will respect you
- Model good cooperating techniques
- Involve all students in the lesson
- Use inflection when speaking
- Make eye contact with students
- Learn as much as you can from the students and Cooperating Teacher during this experience
- Get to know the faculty and staff at the school
- Keep parents informed on what is going on in the classroom and with their individual child
- Remember all children can learn!

Resources for the Teacher Interns

Instructional Materials Center

This facility, open from 7:30 am - 5:00 pm daily is housed in Maxim Doucet Building. The room includes teacher's manuals, children's and young adult trade books, periodicals, reference materials, professor's reserve materials, computers, and other professional development resources.

Computer Laboratories

Numerous sites throughout campus are available (PC and MAC) to students wishing to utilize computers.

Office of Student Services

Located in Maxim Doucet Room 105, and open daily from 7:45-4:30, this office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences

Located in Soulier House and open daily from 8:00 am to 4:30 pm, this office serves teacher interns, cooperating teachers, principals, and university supervisors. If you experience any problems or questions, do not hesitate to contact us. We also welcome positive feedback.

Career Services

This office coordinates Teacher Recruitment Day every semester. They also maintain a database for job options, and put resumes online for teacher candidates.

PASS-PORT (Professional Accountability Support System)

This electronic portfolio system is a web-based tool to gather and evaluate performance data on teacher candidates. The system provides functionality for the creation of electronic portfolios and a tool for guiding teacher candidates and institutions through the stages of pre-service teacher development and evaluation.

Useful Websites

www.ull.edu – University of Louisiana at Lafayette

<http://www.coe.louisiana.edu/> - ULL College of Education

<http://www.doe.state.la.us/lde/index.html> - Louisiana Department of Education

Suggested Timelines for Teacher Interns: One or Two Placements

The teacher intern might be placed with one Cooperating Teacher or several, depending on the area of certification and on the availability of Cooperating teachers at a school site, or if the site is a Professional Development School. Every effort is made to provide the teacher intern with as broad an experience as possible, ensuring that he/she is able to learn from several teachers in different grade levels and/or different content areas. The following guidelines will help the team determine an appropriate calendar and timetable for the intern to complete a minimum of 180 hours of actual teaching as required by the state of Louisiana.

Option 1

PHASE-IN SCHEDULE FOR TEACHER INTERNS WITH TWO PLACEMENTS

The following schedule is a suggested phase-in plan. It is to be adjusted with the consent of the university supervisor. All teacher interns are to gradually assume responsibility in the classroom, and all must spend at least **180 hours** in instructional contact with students. This should include, but not be limited to, small group instruction, tutoring, lab work, facilitated learning stations, and discussion groups, as well as whole class instruction.

PLACEMENT #1

WEEK	TEACHER INTERN	COOPERATING TEACHER
ONE	<ul style="list-style-type: none"> • Activate Portal IV Folio in Pass-Port • Complete Questionnaires in Pass-Port: Candidate Consent Form and All Portals Professional Conduct Form. • Reports to school principal first school day • Learns pupils' names, interests & abilities and assists them when needed • Studies printed material received • Observes actively (Observation Worksheet) • Assists with classroom routines 	<ul style="list-style-type: none"> • Provides information on school policies & traditions • Demonstrates classroom routines and accepted procedures • Shares copies of texts and manuals • Shares personal teaching philosophy • Discusses expectations • Introduces teacher intern to staff & faculty
TWO & THREE	<ul style="list-style-type: none"> • Obtain parent permission to utilize student work in Unit Assessment • Begin Resume Artifact • Review Artifact for Managing an Effective Learning Environment • Learn about the accountability assessments at your grade level for the Case Study Artifact • Works with small groups • Assumes responsibility for routines • Plans & implements one or two lessons daily • Gradually adds responsibility in teaching • Submits lesson plans to Cooperating Teacher prior to teaching • Observes other classrooms • Contacts second placement teacher 	<ul style="list-style-type: none"> • Arranges for observations of other teachers • Develops a system of daily & weekly evaluation • Provides written and verbal feedback to teacher intern • Allows teacher intern to share in weekly planning • Completes formal evaluation & shares with intern at end of week three • Discuss the types of standardized assessments which are required by the state of Louisiana at your grade level.

FOUR & FIVE	<ul style="list-style-type: none"> Assumes responsibility for planning, implementing, and evaluating Assumes full responsibility for all routines, instruction, and classroom management Invites principal to observe 	<ul style="list-style-type: none"> Provides daily feedback and evaluation Guides teacher intern in curriculum requirements and instructional techniques Advises teacher intern on classroom management
SIX & SEVEN	<ul style="list-style-type: none"> Gradually returns teaching responsibilities to Cooperating Teacher Returns materials and text to appropriate persons Observes other classrooms Works on professional portfolio 	<ul style="list-style-type: none"> Completes evaluation forms for teacher intern Writes any recommendations Formally confers with university supervisor Resumes full responsibility in classroom

END OF PLACEMENT #1

During the second placement, this phase-in schedule may be adjusted to meet the developmental needs of the teacher intern with the advice and consent of university supervisor. The teacher intern, Cooperating Teacher, and university supervisor should work to enhance the learning experience for the teacher intern and the pupils that he or she will be teaching.

PLACEMENT #2

WEEK	TEACHER INTERN	COOPERATING TEACHER
EIGHT	<ul style="list-style-type: none"> Complete and submit Unit Plan through Pass-Port Complete and submit Lesson Plan, and Assessment of Lesson Artifact: Pre/Posttest Artifacts. Reports to school principal prior to beginning of first day, only if second placement is at a different school Learns pupils' names, interests & abilities Studies printed material received 	<ul style="list-style-type: none"> Provides information on school policies & traditions Demonstrates classroom routines and accepted procedures Shares copies of texts and manuals Shares personal teaching philosophy Discusses expectations Introduces teacher intern to staff & faculty

	<ul style="list-style-type: none"> • Observes actively (Observation Worksheet) • Assists pupils when need • Assists with classroom routines 	<ul style="list-style-type: none"> • Assist in the selection of a Unit of instruction for the Unit Plan Artifact • Assist in the selection of the Lesson Plan for the Lesson Plan and Assessment Artifacts.
NINE & TEN	<ul style="list-style-type: none"> • Administer Pre-test for Lesson Plan to be taught • Deliver Lesson as designed in lesson plan artifact with appropriate adjustments • Administer Post-test, Complete Assessment of Lesson: Analyzing Results Artifact and submit through Pass-Port • Focus on individual with special needs and collect information to complete Case Study Artifact • Works with small groups • Assumes responsibility for routines • Plans & implements one or two lessons daily • Gradually adds responsibility in teaching • Submits detailed lesson plans prior to teaching to Cooperating Teacher • Observes in other classrooms or with specialty teachers 	<ul style="list-style-type: none"> • Arranges for observations of other teachers • Develops a system of daily & weekly evaluation • Provides written and verbal feedback to teacher intern • Allows teacher intern to share in weekly planning • Completes formal evaluation and shares with intern at end of week three
ELEVEN & TWELVE	<ul style="list-style-type: none"> • Complete Case Study Artifact and Submit through Pass-Port • Reflect on Unit/Lessons taught throughout semester and complete and submit Professional Development Plan through Pass-Port • Reflect on semester and complete the Managing An Effective Learning Environment 	<ul style="list-style-type: none"> • Provides daily feedback and evaluation • Guides teacher intern in curriculum requirements and instructional techniques • Advises teacher intern on classroom management • Assist teacher intern in the development of a professional development plan

	<p>Reflection and submit through Pass-Port.</p> <ul style="list-style-type: none"> • Assumes responsibility for planning, implementing, and evaluating • Assumes full responsibility for all routines, instruction, and classroom management • Invites principal to observe 	
<p>THIRTEEN & FOURTEEN</p>	<ul style="list-style-type: none"> • Gradually returns teaching responsibilities to Cooperating Teacher • Returns materials and text to appropriate persons • Observes in other classrooms • Works on professional portfolio • Complete and submit to Pass-Port the Clinical Experience End-of-Course Reflection • Complete Pass-Port Questionnaires: Teacher Preparation Program Accountability Survey, Standard 3-4-5 Candidate Survey, Portal IV Survey of Portal Experience with Pass-Port, Candidate Disposition Survey and PIV Teacher Intern Exit Questionnaire 	<ul style="list-style-type: none"> • Completes evaluation forms for teacher intern • Writes any recommendations • Formally confers with university supervisor • Resumes full responsibility in classroom

OPTION 2

PHASE-IN SCHEDULE FOR TEACHER INTERN WITH ONE PLACEMENT

WEEK	TEACHER INTERN	COOPERATING TEACHER
<p>ONE</p>	<ul style="list-style-type: none"> • Activate Portal IV Folio in Pass-Port • Complete Questionnaires in Pass-Port: Candidate Consent Form and All Portals Professional Conduct Form. 	<ul style="list-style-type: none"> • Provides information on school policies & traditions • Demonstrates classroom routines and accepted procedures • Shares copies of texts and manuals

	<ul style="list-style-type: none"> • Reports to school principal prior to beginning of first day • Learns pupils' names, interests & abilities • Studies printed material received • Observes actively (Observation Worksheet) • Assists pupils when needed • Assists with classroom routines 	<ul style="list-style-type: none"> • Shares personal teaching philosophy • Discusses expectations • Introduces teacher intern to staff & faculty • Provides inventory of instructional techniques, methods, and approaches used in that school and uniquely appropriate to teaching in that endorsement area
TWO, THREE, & FOUR	<ul style="list-style-type: none"> • Obtain parent permission to utilize student work in Unit Assessment • Begin Resume Artifact • Review Artifact for Managing an Effective Learning Environment • Learn about the accountability assessments at your grade level for the Case Study Artifact • Complete and submit Unit Plan through Pass-Port • Complete and submit Lesson Plan, and Assessment of Lesson Artifact: Pre/Posttest Artifacts • Works with small groups • Assumes responsibility for routines • Plans & implements one, two or more lessons daily • Gradually adds responsibility in teaching • Submits detailed lesson plans prior to teaching to Cooperating Teacher • Observes in other classrooms or with specialty teachers 	<ul style="list-style-type: none"> • Arranges for observations of other teachers • Develops a system of daily & weekly evaluation • Provides written and verbal feedback to teacher intern • Allows teacher intern to share in weekly planning • Discuss the types of standardized assessments which are required by the state of Louisiana at your grade level • Assist in the selection of a Unit of instruction for the Unit Plan Artifact • Assist in the selection of the Lesson Plan for the Lesson Plan and Assessment Artifacts
FIVE, SIX, & SEVEN	<ul style="list-style-type: none"> • Administer Pre-test for Lesson Plan to be taught • Deliver Lesson as designed in lesson plan artifact with appropriate adjustments 	<ul style="list-style-type: none"> • Continues shared planning with teacher intern • Guides teacher intern in planning and assessments • Completes mid-term evaluation at end of week seven

	<ul style="list-style-type: none"> • Administer Post-test, Complete Assessment of Lesson: Analyzing Results Artifact and submit through Pass-Port • Focus on individual with special needs and collect information to complete Case Study Artifact • Assumes responsibility for planning, implementing, and evaluating one or two periods or major content areas per day • Increases responsibilities in planning, implementing, and assessing instruction 	
<p>EIGHT, NINE, & TEN</p>	<ul style="list-style-type: none"> • Complete Case Study Artifact and Submit through Pass-Port • Reflect on Unit/Lessons taught throughout semester and complete and submit Professional Development Plan through Pass-Port • Reflect on semester and complete the Managing An Effective Learning Environment Reflection and submit through Pass-Port • Assumes responsibility for planning, implementing, and evaluating of all instruction • Assumes Cooperating Teacher responsibilities 	<ul style="list-style-type: none"> • Guides teacher intern in curriculum requirements and instructional techniques • Provides specific suggestions for classroom management • Assist teacher intern in the development of a professional development plan

<p>ELEVEN & TWELVE</p>	<ul style="list-style-type: none"> • Assumes full responsibility for all routines, instruction, and classroom management • Invites principal to observe 	<ul style="list-style-type: none"> • Provides daily feedback and evaluation • Advises teacher intern on classroom management, instruction, and assessment
<p>THIRTEEN & FOURTEEN</p>	<ul style="list-style-type: none"> • Gradually returns teaching responsibilities to Cooperating Teacher • Returns materials and text to appropriate persons • Observes in other classrooms • Works on professional portfolio • Complete and submit to Pass-Port the Clinical Experience End-of-Course Reflection • Complete Pass-Port Questionnaires: Teacher Preparation Program Accountability Survey, Standard 3-4-5 Candidate Survey, Portal IV Survey of Portal Experience with Pass-Port, Candidate Disposition Survey and PIV Teacher Intern Exit Questionnaire 	<ul style="list-style-type: none"> • Completes evaluation forms for teacher intern • Writes any recommendations • Formally confers with university supervisor • Resumes full responsibility in classroom

Section V: ACADEMIC INTERN INFORMATION

**ALL ACADEMIC INTERNS MUST PREPARE FOR ONE SCHOOL YEAR
FALL/SPRING RESPECTIVELY.**

Minimum Requirements:

1. Evaluated 7-10 times during the year.
The university supervisor will observe the academic intern about once a month. A variety of instruments can be used and will include a minimum of 2 evaluations using the Mid-Term /Final Evaluation Form, 3 evaluations using the Lesson Evaluation Report, and 2 using the The Reflective Evaluation Experience.
2. Written Daily Lesson Plans
The lesson plan format is to conform to the school district form and, as a bare minimum, should include the main components of:
 - 1. STANDARDS-BASED GOALS AND OBJECTIVES**
 - 2. PURPOSE AND PROCEDURES**
 - 3. ASSESSMENT**
3. Teaching Schedule
4. Monthly Reflection Emailed to University Supervisor
5. Self Evaluation of a lesson (1 fall and 1 spring)
6. Completion of Portal IV

Academic Intern Responsibilities

It is the responsibility of the intern to secure a full time teaching position, in a public, parochial, or private elementary or secondary school. The school must be listed in the State Department of Education's School Directory and approved for the certification which the intern is seeking. The intern must abide by and faithfully fulfill the requirements of the contract with the employing school/system. The intern is also responsible for the requirements of UL Lafayette's Alternate Certification Academic Internship Program.

General Tips for Academic Interns

- Promptness is critical
- Dress professionally
- Treat each child as an individual
- Avoid gossip
- Develop positive relationships with students
- Attitudes are important
- Show initiative
- Use strategies for varying learning styles
- Use positive comments as often as possible
- Be a good role model in dress, action, and speech
- Remember to smile
- Respect the child and they will respect you
- Model good cooperating techniques
- Involve all students in the lesson
- Use inflection when speaking
- Make eye contact with students
- Learn as much as you can from the students and Cooperating Teacher during this experience
- Get to know the faculty and staff at the school
- Keep parents informed on what is going on in the classroom and with their individual child
- Remember all children can learn!

Resources for Academic Interns

Instructional Materials Center

This facility, open from 7:30 am - 5:00 pm daily is housed in Maxim Doucet Building. The room includes teacher's manuals, children's and young adult trade books, periodicals, reference materials, professor's reserve materials, computers, and other professional development resources.

Computer Laboratories

Numerous sites throughout campus are available (PC and MAC) to students wishing to utilize computers.

Office of Student Services

Located in Maxim Doucet Room 105, and open daily from 7:45-4:30, this office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences

Located in Soulier House and open daily from 8:00 am to 4:30 pm, this office serves teacher interns, Cooperating teachers, principals, and university supervisors. If you experience any problems or questions, do not hesitate to contact us. We also welcome positive feedback.

Career Services

This office coordinates Teacher Recruitment Day every semester. They also maintain a database for job options, and put resumes online for teacher candidates.

PASS-PORT (Professional Accountability Support System)

This electronic portfolio system is a web-based tool to gather and evaluate performance data on teacher candidates. The system provides functionality for the creation of electronic portfolios and a tool for guiding teacher candidates and institutions through the stages of pre-service teacher development and evaluation.

Useful Websites

www.ull.edu – University of Louisiana at Lafayette

<http://www.coe.louisiana.edu/> - ULL College of Education

<http://www.doe.state.la.us/lde/index.html> - Louisiana Department

Section VI: COOPERATING TEACHERS

This section is designed for the *Cooperating Teacher*. It will assist you with information you need to make this a meaningful experience for you, for the students you teach, and for the teacher intern. We have divided the sections according to our Conceptual Framework. There are checklists included to assist you. Should you have any questions, contact our office for assistance. Good luck this semester!

In order to fulfill the UL Lafayette College of Education’s mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as that of a *teacher intern* under the supervision, guidance, and mentoring of a *Cooperating Teacher*. A teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. The *Cooperating Teacher* is the person(s) responsible for mentoring and modeling the best practice for the teacher intern throughout the clinical experience.

The term “teacher intern” is used to signify the important responsibilities undertaken during the time of clinical experience. Clinical experience is a time to learn and practice the art of teaching and to put to use the many instructional strategies learned and practiced throughout the preceding years enrolled at the university. This is an important time, as the Cooperating Teacher assists the teacher intern in establishing a pattern of thinking and knowing with respect to understanding himself/herself as a teacher, which is broadened and heightened by instructional and didactic knowledge and practices. In addition to broadening pedagogical knowledge, Cooperating teachers also provide opportunities for teacher interns to apply, share and reflect on new knowledge.

Criteria for Becoming a Cooperating Teacher

The University strives to select fully certified and qualified teachers as defined by state certification requirements. The following criteria have been established for individuals **willing** to serve as a Cooperating Teacher:

- A valid Type A Louisiana certificate in the field of the supervisory assignment; or
- A valid Type B Louisiana certificate in the field of the supervisory assignment and successful completion of the three-hour-course in the supervision of student teaching; or
- A valid Type B Louisiana certificate in the field of the supervisory assignment and completion of assessor training through Louisiana Teacher Assistance and Assessment Program (LaTAAP).
- National Board Certification
- Faculty assigned to Teacher Advancement Program (TAP) schools, who have completed the training program

The selection of Cooperating teachers is a collaborative effort by the Director of the Office of Teacher Clinical Experiences, the district's superintendent, and/or the building administrator of the prospective Cooperating Teacher. Selection is made on a one-semester basis and reviewed each semester for continued eligibility thereafter.

As is true for teachers generally, the financial remuneration for the Cooperating Teacher is not commensurate with the importance of the service rendered. It should be noted that the greatest rewards associated with working with teacher interns are intangible in nature. Cooperating teachers report great satisfaction derived from contributing to the professional growth of a future teacher and extending a personal influence of lasting significance to the profession.

Procedures for Assigning Teacher Intern to Cooperating Teacher

Collaboration is sought when assigning teacher interns to Cooperating teachers. The superintendent and/or the school's administrator make recommendations based on the teacher intern's qualifications, interest, and enthusiasm for the job. The Director of the Office of Teacher Clinical Experiences then makes the final determination as to placement of each teacher intern.

Cooperating Teacher Responsibilities

The Cooperating Teacher undertakes some definite responsibilities in the program of educating beginning teachers. Essentially, the Cooperating Teacher is responsible for showing the novice how to connect theory with practice and how to put into practice effective instructional strategies. It is the Cooperating Teacher who inducts the novice into the practical work of teaching in such a manner as to avoid the mistakes a beginning teacher is prone to make. Responsibilities of a Cooperating Teacher consist of, but are not limited to, the following:

Reflection

- Explain personal teaching philosophy and practices
- Explain school's mission and policies
- Inform teacher intern of location of important school materials and areas
- Introduce intern to professional books and periodicals

Advocacy

- Show awareness of evolving instructional practices
- Promote the Teacher Intern Program to the school and larger community

Leadership

- Inform intern of preferred lesson-plan format and timelines for submission (see Appendix)
- Demonstrate and support a variety of learning activities and teaching strategies
- Promote and maintain a positive climate in the classroom
- Observe and provide informal feedback
 - Periodic verbal and/or written (see appendix)
 - Periodic conferences and ongoing dialogue
- Communicate expectations regarding:
 - Lesson-plan including format (a sample lesson plan template is provided for the intern by the university), oversight and approval of lesson plans before teaching
 - Classroom management techniques
 - **Teacher interns have stated that the area they feel least prepared for is classroom management and discipline techniques. Please remember to share with them your tricks of the trade!**
 - Teaching strategies and methodologies
 - Record keeping including roll book, grade book, cumulative records
 - Duties beyond the classroom (recess duty, club sponsorship, etc.)
- Formal written evaluation, including pre- and post- conferences (Note due dates on calendar)
 - Mid-year
 - Final

Collaboration

- Conduct regular cooperative planning sessions
- Demonstrate and support effective daily lesson planning and unit or long range planning which correlate with state standards and benchmarks
- Assist in the development of assessment tools that reflect the goals and objectives of the lesson
- Provide professional and emotional support

Diversity

- Guide the understanding of different learning styles
- Encourage the awareness of different cultural needs
- Model respecting, valuing, and affirming all types of diversity
- Promote and provide inclusive learning environments

Professional Growth

- Encourage maintenance of membership in professional organizations

- Introduce intern to area(s) on campus where professional reading materials are housed
- Encourage attendance at in-services and other opportunities for professional growth

Service

- Encourage membership on school committees
- Maintain awareness of policy issues
- Promote community involvement

Cooperating Teacher's Checklist

- Complete the Cooperating Teacher Information Form (see appendix) and give to intern
- Have the following available for the teacher intern:
 - Designated area for teacher intern and belongings
 - Class roster /seating charts
 - Daily schedule
 - Lesson plan book/grade book
 - Copies of all forms (observations, evaluation, conference, etc)
 - Copies of student texts, teacher manuals, Comprehensive Curriculum Guides
 - Faculty and student handbooks
 - Access to School Improvement Plan
- Become familiar with school policy concerning teacher intern responsibilities and communicate those to intern:
 - Reporting to school
 - Absences
 - Attendance at faculty meetings
 - Supervisory activities
- Schedule initial meeting with the teacher intern:
 - Date of meeting _____
- Introduce intern teachers to school personnel:
 - Secretary
 - Custodial staff
 - Administration
 - Faculty at grade-level or department
 - Librarian and/or media specialist
- Conduct two lesson evaluations
 - Lesson evaluation prior to mid-term formal evaluation
 - Lesson evaluation prior to the formal final evaluation
- Schedule and conduct two formal evaluations :
 - Mid-term
 - Final
- Verification of Documents
 - Teacher Intern Documentation of Hours Form
 - Student Release Forms
- Orient teacher intern to procedures involving:
 - Daily schedules
 - Fire drill and other building evacuation procedures
 - Copy room
 - Restroom
 - Library
 - Other

Clinical Experience Evaluations Timeline Checklist

University of Louisiana at Lafayette College of Education |

Thank you for your support of teacher candidates from the University of Louisiana at Lafayette. Your expertise and commitment to education is very valuable in developing our candidates to their highest potential. Please use this document to aid in navigating the lesson evaluation process of your intern. Below, you will find a checklist of recommended due dates and feedback sessions.

There are two types of formal lesson evaluations that will be used to assess your intern’s abilities to plan, implement, manage, and reflect on lessons that are approximately one hour in length. The first type of evaluation is called the “Individual Lesson Evaluation,” and the second is called the “Clinical Experience Midterm or Final.” Please arrange times with the intern to complete and discuss the evaluation. You are evaluating each of the items named in the detailed Unit Portal IV rubric, also found in this packet.

An **Individual Lesson Evaluation** is intended to help you identify areas of strengths as well as areas for further growth. Ratings on the scoring sheet should align with the rubric provided. Please use the comment spaces, on the lesson evaluation scoring sheet, to provide your interns with actionable feedback. After the observation, a feedback session should be scheduled to discuss the results of the evaluation and make a plan for action. The conference may include suggestions for the intern to grow his/her knowledge, skills, and dispositions.

The **Clinical Experience Midterm or Final** evaluations should be conducted at mid-semester and at the end of the semester after a lesson evaluation has been completed. Again, use the detailed rubric to help you rate and identify strengths and weaknesses. Provide actionable feedback in the narrative box. You will use the Midterm Evaluation scoring sheet to guide discussion for growth and the Final Evaluation ratings will be used as a summative assessment. All evaluations should be turned in to the intern’s University Supervisor soon after completion.

We appreciate your role in this process of developing highly effective educators!

TASK	SUGGESTED DUE DATE	DONE	INITIALS
Individual Lesson Evaluation (Prior to Midterm Evaluation)		<input type="checkbox"/>	
Midterm Evaluation		<input type="checkbox"/>	
Feedback Session/Conference		<input type="checkbox"/>	
Lesson Evaluation Prior to Final Evaluation		<input type="checkbox"/>	
Feedback Session/Conference		<input type="checkbox"/>	
Final Evaluation		<input type="checkbox"/>	

Section VII: ADMINISTRATORS

This section is designed for school administrators. It describes your importance in the teacher intern process. Should you have any questions, contact our office as soon as possible. Good luck during this semester!

In order to fulfill the UL Lafayette College of Education's mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as that of a *teacher intern* under the supervision, guidance, and mentoring of a *Cooperating Teacher*. As the administrator and instructional leader, you play a key role in the professional development of the teacher intern.

A teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. As the administrator, you will work with the Cooperating Teacher in mentoring the teacher intern and providing overall assistance during the clinical experience. Also, you will assist in the overall induction of the intern, conduct periodic evaluations and assist the Cooperating Teacher when needed.

Administrator Responsibilities

Reflection

- Assist in the orientation of teacher intern to physical plant
- Explain school's philosophy, mission statement, policies and program
- Assist Cooperating Teacher in orientation of areas of grading, resource area, and discipline

Advocacy

- Encourage and model awareness of evolving educational practices
- Involve the intern teacher in school and community projects (PTO, fund-raisers, etc.)

Leadership

- Establish positive school climate that fosters optimal development of students and faculty members
- Participate in planning the teacher intern experience

Collaboration

- Confer with the university supervisor on a regular basis
- Communicate closely with the Director of Teacher of Clinical Experience on the progress of the intern

- Assist teacher intern in the development of appropriate professional relationships with faculty, staff, students and the community

Diversity

- Promote an atmosphere of acceptance for all cultures
- Encourage practices designed to include multi-cultural education

Professional Growth

- Make available information regarding professional organizations
- Encourage attendance at professional meetings and conferences
- Promote professional readings and a commitment to life-long learning

Service

- Include teacher intern on faculty committees (SACS, SIPS)
- Provide opportunities to observe policy development and decision making

Administrator's Checklist

_____ Provide resources and materials for teacher intern:

- _____ Teacher and student handbooks
- _____ Textbooks
- _____ Curriculum guides/ Comprehensive Curriculum
- _____ Resource books
- _____ Access to School Improvement Plan
- _____ Other

_____ Assign responsibilities of duties beyond the classroom:

- _____ Duty post
- _____ Meeting schedules

_____ Meet with teacher intern

_____ Conduct a tour of the school and/or provide a map for reference
(Emergency drill maps would serve a dual purpose)

_____ Provide an opportunity to introduce teacher intern to faculty/ staff

_____ Conduct one formal observation of teacher intern

_____ Counsel regularly with Cooperating Teacher concerning
progress of teacher intern

Section VIII: UNIVERSITY SUPERVISORS

The university supervisor serves as the link between the university and the school for the teacher intern. In addition to establishing a professional relationship with the personnel at the cooperating school, the university supervisor maintains a close supervisory relationship with the teacher intern throughout the semester. The university supervisor should communicate the progress of teacher interns to the Director of the Office of Teacher Clinical Experiences on a biweekly basis.

Eligibility Requirements

The university utilizes full-time professors in education and other colleges for on-site supervision. It is vital for university faculty to remain current and active in the field. In addition to regular faculty, adjunct personnel are hired to supervise and mentor students during this experience. All supervisors must be qualified to supervise and have experience in their areas of supervision. Every effort is made to place supervisors with candidates in their area of expertise.

University Supervisor Responsibilities

The first and foremost task of the University Supervisor, in conjunction with the Cooperating Teacher, is to initiate the transformation from student to teacher and from participator to professional educator. The University Supervisor has the responsibility of being a mentor and confidante to the teacher intern but also has the job of coordinating efforts to ensure teacher intern success, one that he/she should be proud to complete.

Reflection

- Provide timely feedback to teacher intern
- Encourage self-evaluation of teacher intern
- Determines and reports final grade in conjunction with Cooperating Teacher
- Prepares final evaluation

Advocacy

- Maintain contact with school's administrator to let him/her know you will be working with the teacher intern
- Provide an example by modeling behaviors of support, interest, and concern for the teacher intern's professional growth and development
- Focus on positive behaviors and growth
- Contact teacher intern weekly via e-mail or telephone
- Give teacher intern the opportunities to share successes/failures/frustrations

Leadership

- Arrange for introductory visit and other subsequent visits
- Contact the teacher intern the first week of school
- Provide your phone number and e-mail address to teacher intern
- Require the teacher intern to e-mail or call you periodically to keep you informed of his/her situation when you are not on campus
- Maintain on-going routes of communication with teacher intern, Cooperating Teacher and the Director of Teacher Clinical Experiences
- Distribute required paperwork to the schools as needed
- Remind teacher intern to submit absentee forms in a timely manner

Professional Growth

- Subsequent visits
 - look for growth in the teacher intern's preparation, classroom image and routine functioning
- Check to see if the teacher intern is functioning smoothly within the school, has the supplies needed to teach and is following procedures and rules
- Assess instructional and classroom management strategies **and appropriate Unit Assessment artifacts as assigned in Pass-Port.**
- Appropriately space visits to teacher intern's site, adding more as needed
- Follow up on previous concerns
- Aid in the development of self-confidence
- Maintain pre- and post-observation format
 - Submit evaluations regularly
 - Mark numerical scores
 - Provide helpful comments in addition to numerical scoring
 - Deliver mid-term and final evaluations promptly
 - **Enter Final Evaluation from Cooperating Teaching into Pass-Port.**
 - **Assess appropriate artifacts as designated by the Office of Clinical Experience and Unit Assessment and submit through Pass-Port.**
- Submit travel forms, either monthly or at the end of semester. (Reimbursement will be given at the end of the semester)
- Act, following consultation with Cooperating Teacher and Director of Teacher Clinical Experiences, to initiate a plan of remediation for teacher interns displaying:
 - Unprofessional behavior
 - Lack of preparation for teacher duties
 - Frequent absenteeism and/or tardiness
 - Incompetence

University Supervisor's Checklist

- _____ Contact the teacher intern the first week of school
 - _____ Contact the school's administrator and let him/her know you will be working with the teacher intern
 - _____ Contact the Cooperating Teacher the first week of school to introduce yourself and discuss expectations, **Unit Assessment Artifacts and submission through Pass-Port.**
 - _____ Coordinate efforts between the Cooperating Teacher and administration
 - _____ Provide your phone number and email address to teacher intern
 - _____ Make contact with teacher intern about once a week **Discuss progress of Unit Assessment Artifacts.**
 - _____ Remind your intern to submit absentee forms in a timely manner
 - _____ Inform Office of Teacher Clinical Experiences of advancements and/or problems the teacher intern voices or you observe
 - _____ Evaluate the teacher intern at least **5-6 times** during the semester, which is about once every three weeks
 - * It is up to you whether or not you wish to announce your visits to the teacher intern. It might be beneficial, so you can ensure your intern will be teaching at the time of your visit.
 - _____ Submit your evaluation sheets regularly
 - *You should mark numerical scores and make comments
 - _____ Offer to deliver the Cooperating Teacher's evaluation forms to ensure their timely deliverance
 - _____ **Submit your final evaluation and evaluation of all required Unit Assessment Artifacts for teacher interns through Pass-Port by the designated date.**
 - _____ Make arrangements with the Director of the Office of Teacher Clinical Experiences for delivery of other submissions
 - _____ Submit your travel forms either at the end of the month or the end of the semester.
-

CLINICAL EXPERIENCE HANDBOOK: PART II

UNIVERSITY OF LOUISIANA AT LAFAYETTE
 College of Education
 Assessment Guide for Portal IV: Exit From Program

Table of Contents

		Page
	Introduction	
	Obtaining Permission from Parent/Guardian	
	Student Release Form	
A.	Portal IV: Teacher Intern Consent Form	
B.	Portal IV: Teacher Intern Information and Teaching Context	
C.	Planning for a Unit of Instruction	
C1.	Unit Plan Artifact	
	Portal IV: Unit Plan Artifact Rubric	
	Portal IV: Unit Plan Artifact Scoring Guide	
D.	Instructional Process	
D1.	Lesson Plan Artifact	
	Portal IV: Lesson Plan Artifact Rubric	
	Portal IV: Lesson Plan Artifact Scoring Guide	
D2.	Portal IV: Objective Pre/Post Test Artifact	
	Portal IV: Objective Pre/Post Test Artifact Rubric	
	Portal IV: Objective Pre/Post Test Artifact Scoring Guide	
D3.	Analyzing Results Artifact	
	Portal IV: Analyzing Results Artifact Rubric	
	Portal IV: Analyzing Results Scoring Guide	
E.	Case Study Analysis Artifact	
	Portal IV: Case Study Analysis Artifact Rubric	
	Portal IV: Case Study Analysis Artifact Scoring Guide	
F.	Managing an Effective Learning Environment	
	Managing an Effective Learning Environment Plan Artifact Rubric	
	Managing an Effective Learning Environment Plan Artifact Scoring Guide	
G.	Clinical Experience Final Evaluation Artifact	
	Clinical Experience Final Evaluation	
	Clinical Experience Final Evaluation Rubric	
H.	Professional Development	
H1.	Professional Development Plan Artifact	
	Portal IV: Professional Development Plan Artifact Template	
	Portal IV: Professional Development Plan Artifact Rubric	
	Portal IV: Professional Development Plan Artifact Scoring Guide	
H2.	Resume Artifact	
	Portal IV: Resume Artifact Rubric	
	Portal IV: Resume Artifact Scoring Guide	

INTRODUCTION

Teacher Work Samples and Portfolios have become accepted methods of presenting evidence of knowledge, skills and dispositions in the area of teacher preparation. Arens (2003) states that several organizations such as INTASC, NBPTS, and AACTE consider portfolios to be a preferred method for making informed decisions regarding teaching skills. The components of portfolios can be designed to contain artifacts which provide valuable evidence of competencies. Artifacts are documents or pieces of evidence that are used to substantiate your ability to perform required minimum skills. Satisfactory artifacts should demonstrate students' ability to attain and apply information, not the ability to recall facts.

The University of Louisiana at Lafayette has utilized research-based, best practices in the field of teacher preparation to formulate the criteria for candidates exiting the clinical internship experience. Portal IV of the College of Education's Unit Assessment Plan consists of criteria which must be met by candidates seeking exit from the teacher preparation program. Portal IV requirements are aligned to the Framework for Teaching Evaluation Instrument by Charlotte Danielson (2011) and INTASC Standards. The Louisiana State Department of Education adopted the Danielson Framework in 2011 from which the new COMPASS Teacher Evaluation was created.

Successful completion of Portal IV requires that designated artifacts are submitted and evaluated through PASS-PORT. Your University Supervisor will give you further details as to the completion and submission of hardcopies to assist them in assessing your work. Your University Supervisor and/or your program of study may require additional requirements and artifacts in addition to PASS-PORT. Your University Supervisor will advise you of such requirements. The artifacts and assessments submitted through PASS-PORT are the MINIMUM requirements for completing the Teacher Education Program.

Helpful Hint: Before entering information in PASS-PORT, type all responses in a word processing program. Then cut and paste into the appropriate sections in PASS-PORT. This will eliminate the possibility of lost data while entering information into PASSPORT.

Obtaining Permission from Parent/Guardian

Before beginning the assembly of your portfolio, you will need to obtain permission to utilize work from the students in the class you are assigned. When submitting student work samples or submitting any information concerning students, please protect the confidentiality and anonymity of any students by removing any identifying information from the student work submitted. Your University Supervisor will require that you produce the original documents upon classroom visitations for the verification of information you are submitting. Also, for Teacher Interns, your Cooperating Teacher should be made aware of the student information you choose to submit should there be a need for further verification.

The form on the next page is used by the Louisiana Department of Education and has been modified to reflect the purpose of your data collection. You should obtain a form from every student in the class you plan to use for the UNIT Portal IV Artifacts (See Appendix D for information regarding the required artifacts). Each Student Release Form signed by a parent/guardian must be electronically scanned and placed into the Student Release Form Folder on PASS-PORT. You may only utilize the information from those students who return a form with a parent/guardian signature and indicating “Yes” to utilize their work in your portfolio entries.

UNIVERSITY OF LOUISIANA AT LAFAYETTE



College of Education
Student Release Form

Date: _____

Student's Name: _____

Dear Parent/Guardian:

My name is _____. I am completing a clinical experience in your child's classroom for the completion of my Bachelor's Degree in Education at the University of Louisiana at Lafayette. I will be present in your child's classroom beginning _____ through _____.

Throughout this semester I will be involved in the process of creating a portfolio as part of my program completion requirements. The portfolio documents my teaching knowledge and skills.

I am requesting permission to include your child's work, assignments, and assessments in my portfolio as evidence of my developing teaching practice. The name of your child will be removed to protect his/her confidentiality and he/she will remain anonymous. My portfolio may contain pictures of classroom activities which may include your child.

My portfolio will be shared with my University Supervisor, your child's classroom teacher and principal and other University Personnel who will determine if my portfolio meets necessary requirements for program completion. The College of Education is also requesting permission to utilize parts of my portfolio in the continued development of the exit criteria for teacher interns from their program in education. Should your child's work be selected by the college, all identifying information on your child's school will also be eliminated to further protect the anonymity of your child.

Please indicate below your permission to utilize your child's work for the above stated reasons. Please return this form by _____.

Sincerely,

- Yes, you have my permission to utilize my child's work in your portfolio.
Yes, the College of Education has my permission to utilize my child's work in the development of the college's exit criteria for teacher interns.
No, you do not have my permission to utilize my child's work in your portfolio.
No, the College of Education does not have my permission to utilize my child's work in the development of the college's exit criteria for teacher interns.

Parent/Guardian Signature: _____ Date: _____

A. Portal IV: Teacher Intern Consent Form

NOTE: The Teacher Intern Consent Form is an electronic document in the Portal IV folio. You do not have to submit a hardcopy of this document, however you must complete this form in PASS-PORT. Please see example below:



UNIT PIV Teacher Intern Consent Form

The College of Education is continuously revising its Clinical Experience Exit criteria to ensure that graduates are well-prepared. By indicating "Yes" below, the College of Education has permission to utilize artifacts you submitted through PASS-PORT for Unit Assessment and Course Assessment. Your anonymity and confidentiality will be protected as all identifying information will be removed. Artifacts may also be altered to demonstrate items on the rubrics to serve as examples for future students. Your cooperation and participation in this process is crucial to the success and future of the College of Education's Assessment Program to ensure that candidates exiting the program are prepared for their new career.

Please indicate your choice below:

<input type="radio"/>	<input type="radio"/>
Yes, the College of Education has permission to utilize my unit assessment artifacts for the purpose of improving the unit assessment system as stated above.	No, the College of Education does not have permission to utilize my unit assessment artifacts for the purpose of improving the unit assessment system as stated above.

Student Name:

Date:

B. Portal IV: Teacher Intern Information and Teaching Context

Portal IV: Teacher Intern Information and Teaching Context Form (PASS-PORT Field Experience Template)

The following form is utilized to collect basic demographic information on your Clinical Experience Site (or sites) and students you work with during your clinical experiences for which you will enter into PASS-PORT as a field experience.

The form “**Portal IV: Teacher Intern Information and Teaching Context**” is to be completed by **ALL Teacher/Academic Interns**. This section consists of information on the classroom(s) in which you completed your clinical experience and individual differences which existed between the students in your classroom. For teacher/academic interns in departmentalized settings teaching numerous sections of classes, **combine information for all sections**. **The information from this form will be entered into PASS-PORT in the Field Experience Template Entitled “Portal IV: Teacher Intern Information and Teaching Context.”**

You will need to complete only one (1) **Portal IV: Teacher Intern Information and Teaching Context Field Experience in PASS-PORT** detailing the information of the site(s) at which you completed your clinical experience as follows:

Primary and Elementary 1 Rotation: Since you are in the same setting all day for the entire semester, you will enter only 1 Field Experience utilizing the **Portal IV: Teacher Intern Information and Teaching Context template**.

Primary and Elementary more than 1 Rotation: You will enter 1 field experience for **each** rotation utilizing the **Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port**. The field experience describing the rotation in which you completed the Lesson Plan and Assessment of Lesson Artifacts will be uploaded into your Portal IV Folio Field Experience Requirement. The other field experiences remain in your artifact's bin.

Middle and High School 1 Rotation: You are in the same setting for the entire semester but have multiple sections of students. You will create a field experience utilizing the **Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port** for the section of students in which you completed the Lesson Plan and Assessment of Lesson Artifacts and this one will be uploaded into your Portal IV Folio Field Experience Requirement. You will create additional field experiences utilizing the **Portal IV: Teacher Intern Information and Teaching Context template** for the remaining sections of students which will remain in your artifacts bin. This can be done by either completing one field experience per section or by adding the students from the remaining sections and entering all of them into one field experience.

Middle and High School more than 1 Rotation: You are in multiple settings with multiple sections of students throughout the semester. You will create a field experience utilizing the **Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port** for the section of students during the rotation in which you completed the Lesson Plan and Assessment of Lesson Artifacts and this one will be uploaded into your Portal IV Folio Field Experience Requirement. You will create additional field experiences utilizing the **Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port** for the remaining sections and rotations of students which will remain in your artifacts bin. This can be done by either completing one field experience per section and rotation or by adding the students from the remaining sections and rotations and entering all of them into one field experience.

Areas on the form:

NOTE: Teacher Interns will enter Basic Information. This is also where you will enter the number of participants and the total internship hours. For detailed instructions, see Section III, Parts 5-9 of the Portal IV Candidate Instructions.

I. Personal Information

- a. Teacher interns list their personal and contact information on this form, as well as information regarding their teaching assignment. The "Semester of Clinical Experience" is the term and year the teacher intern is completing clinical experience (Fall 20XX).

II. Class/Classroom Information

- a. List the grade level(s) of students in the class you are interning. Separate each grade level with a comma. (For example, "5, 6, 7")
- b. List the age level(s) of students in the class you are interning. Separate each age level with a comma.
- c. Enter the number of students enrolled in the class (as of the day you complete this form.).
- d. Enter the "typical" attendance of students for the class. This is the number of students who attend regularly, or how many students you usually have in your class each day.
- e. Survey the resources in your classroom. Place a check by the description which best describes the equipment, technology and supplies to which you have access in teaching your lessons.
- f. During a typical teaching lesson, indicate the number of interruptions you or your cooperating teacher encounter during the entire lesson.
- g. Place a check by any of the types of help listed which are available to you.

"Culture" refers to backgrounds related to ethnicity, socio-economics, religious groups, etc.

One way to accommodate individual differences is through the identification and planning for the learning styles of students. Learning Styles include:

Print- This student depends on written word.

Aural- This student is a listener.

Interactive- This student is a talker.

Visual- This student learns from visual images and pictures.

Haptic- This student learns through touch and feel.

Kinesthetic- This student must move to learn.

Olfactory- This student uses smell and taste.

The learning utilized on this form are those utilized by the Danielson Framework for Teaching.

Students can take a free on-line learning styles inventory at:

www.learning-styles-online.com

III. Individual Differences

The numbers provided in each response may or may not equal the total number of students enrolled in the class.

- a. As you work with the students throughout the semester, you will need to adjust your lessons to meet the needs of some of the category of

- children listed in this section. Place a check by each category of students you worked with this semester.
- As you worked with the students throughout this semester, you were able to determine an approximate ability level of students in the class. Approximate the percentage of students who displayed low patterns of achievement, average patterns of achievement, and high patterns of achievement.
 - Indicate if the diversity of your class according to the categories listed is high, medium, or low.
 - Indicate the learning styles present in your class according to the categories listed.
 - Describe any other classroom conditions which affected the delivery of instruction and your overall clinical experience.

List the grade levels of students in the class. Example: 4th or 4th -6th

Portal IV: Teacher/Academic Intern Information and Teaching Context

Enter the number of

List the age range of students in the class. Example: 9-12 yrs old

students enrolled in the class at

Class/Classroom Information

a. Grade levels in class (list all that apply _____)

b. Ages in class (list all that apply _____)

Since students may miss school, enter the number of

c. # Students enrolled _____

d. # Typically present _____

Place a √ beside the phrase that describes the resources (equipment, technology, and supplies) available for this class.

students you usually have in your class.

well-equipped/supplied adequately equipped/supplied poorly equipped/supplied

Place a √ beside the phrase that describes the number of teaching interruptions.

none few some many

Place a √ beside the phrase that describes the type of help available to you.

instructional assistant(s) parent volunteers peer(student)tutors
resource teachers other (Please specify) _____

In your opinion, which of the three categories best describes the resources

available for Individual Differences

your use in

teaching this class.

Place a √ beside the following if these categories of children were present in your class.

____ ESL Title I ____ # with IEPs or IFSPs, Gifted ____ # with 504 modifications Other

Indicate the % of students for each pattern of achievement. _____ Low _____ High

c. Enter low (L), medium (M), or high (H) to describe the level of diversity for each category below.

Ages Languages Cultures Achievement/Developmental Levels

Reflecting on your clinical experiences, how many times was a teaching lesson interrupted

d. Enter the appropriate label(s) for the # of students with each learning style listed below for any reason (intercom, visitor, etc...).

None (0) Few (1-3) Many (more than 3)

_____ Print _____ Aural _____ Interactive _____ Visual
_____ Haptic _____ Kinesthetic _____ Olfactory _____ Other

e. Describe any other classroom conditions (if any) that have caused you to adjust your instruction in some way.

*See the following page for details in completing Individual Differences of the Teaching Context Form

Portal IV: Teacher Intern Information and Teaching Context

II. Class/Classroom Information

a. Grade levels in class (list all that apply _____)	b. Ages in class (list all that apply _____)
c. # Students enrolled _____	d. # Typically present _____
e. Place a <input type="checkbox"/> beside the phrase that describes the resources (equipment, technology, and supplies) available for this class.	
<input type="checkbox"/> well-equipped/supplied <input type="checkbox"/> adequately equipped/supplied <input type="checkbox"/> poorly equipped/supplied	
Place a <input type="checkbox"/> beside the phrase that describes the number of teaching interruptions. <input type="checkbox"/> few <input type="checkbox"/> some <input type="checkbox"/> many	

This is a list of common categories used to identify individual differences of children and children with special needs. Place a check beside any category if a child of that category was in your clinical experience classroom.

Reflecting on your clinical experiences, what percentage of the class would you consider as students with low achievement, average achievement, and high achievement. Example: 37% - numbers should add up to 100%.

III. Individual Differences

a. Place a <input type="checkbox"/> beside the following if these categories of children were present in your class.		
<input type="checkbox"/> ESL	<input type="checkbox"/> # with IEPs or IFSPs	<input type="checkbox"/> # with 504 medications
<input type="checkbox"/> Title I	<input type="checkbox"/> Gifted	<input type="checkbox"/> Other
b. Indicate the % of students for each pattern of achievement.		
<input type="checkbox"/> Low	<input type="checkbox"/> Average	<input type="checkbox"/> High
c. Enter low (L), medium (M), or high (H) to describe the level of diversity for each category below.		
<input type="checkbox"/> Ages	<input type="checkbox"/> Languages	<input type="checkbox"/> Cultures
<input type="checkbox"/> Achievement/Developmental Levels		
d. Enter the appropriate label(s) for the # of students with each learning style listed below.		
<input type="checkbox"/> None (0) <input type="checkbox"/> Few (1-3) <input type="checkbox"/> Many (more than 3)		
<input type="checkbox"/> Print <input type="checkbox"/> Aural <input type="checkbox"/> Interactive <input type="checkbox"/> Visual <input type="checkbox"/> Haptic <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Olfactory <input type="checkbox"/> Other		

Reflecting on your clinical experiences, indicate with an "L" for low, an "M" for medium and an "H" for high, the level of diversity of each category listed.

Based on the learning styles listed, indicate whether each learning style has "none", "few" or "many" learners possessing that learning style as their main mode of learning

Describe any other classroom conditions (if any) that have caused you to adjust your instruction in some way.

List any other conditions which existed in your classroom which caused you to accommodate, adjust, or modify your lessons in any way.

C. Planning for a Unit of Instruction

The Planning for Instruction section documents a candidate's knowledge and skills in planning and constructing a unit of instruction. This section includes the following entries:

Entry		Form	Artifact	Description	Assessment
C1.	Portal IV Unit Plan Artifact		X	The Unit Plan is a body of instruction in one subject area for one class. NOTE: The Unit Plan may vary in length depending on the grade level, discipline/subject matter, or classification of students.	Portal IV Unit Plan Artifact Rubric Criteria for Passing: One (1) may fall below Meets Expectations

C1. Unit Plan Artifact

You will develop a unit of study in one subject area for one class. The length of the Unit Plan will be determined in consultation with your Cooperating Teacher.

Your unit will include instruction that reflects your knowledge and application of the Louisiana Content Standards and/or Common Core State Standards (CCSS) and relevant standards in other fields not covered by the content standards.

It is your responsibility to organize this information ensuring the artifact meets all evaluation criteria on the rubric.

Below is a list of components the unit **may contain**. Consult your University Supervisor for specific instructions in meeting the assessment rubric for this artifact. The following are suggested areas to address in order to score satisfactorily on the rubric for this artifact:

1. **Introduction** – a description of the unit to be taught and how all of the lessons within the unit are related. List all subject areas and grade level (s) included in the Unit Plan.
2. **Goals** - the general outcomes the unit will achieve aligned to the Louisiana Grade Level Expectations (GLEs) and Benchmarks and/or Common Core State Standards
3. **Objectives** – a list of appropriately worded student outcomes related to the goals of the unit and aligned to the Louisiana Grade Level Expectations and/or CCSS. Your objectives must specify an outcome that can be measured. An objective states what a student will be able to do at the end of unit.
4. **Master Material List** - a list of all materials and resources (including technology) needed to teach the unit of study.
5. **Calendar of Lesson Plans/Outline** – this is a sequential list or table of individual lessons to be taught in the unit of study. The list should contain a title, learning outcome for each lesson, and a brief description of the main activity. Approximate timeline should be included.
6. **Accommodations and Modifications** – list and describe accommodations and modifications that may be considered throughout the unit to meet the needs of some learners.

7. **Attention to Diversity** – an explanation of diverse issues/components considered and addressed in the unit.
8. **Assessments** – Use the Pre/Post-Test artifact as a formative assessment that will inform your instruction. Describe here how the pre-test data helped you adjust individual components of the unit plan. Explain how you used the pre-test data to adjust instruction for individuals or groups of students. Note any other types (includes formal and informal) of assessment that will be included during the implementation of the unit.
9. **Follow IEP or IFSP** as called for/based upon student population.

**UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION**

UNIT PORTAL IV: UNIT PLAN RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Displays Knowledge of Content and Pedagogy	In planning and practice, candidate makes content errors or does not correct errors made by students	Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.	Candidate displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.	This item was not observed.
<u>ALIGNMENTS:</u>				
CAEP 1.3	Candidate's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.	Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	
INTASC 4: Content Knowledge (2 – Content)				
COMPASS 1A: Knowledge of Content and Pedagogy	Candidate displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Demonstrates	Candidate demonstrates little or no understanding	Candidate indicates the importance of understanding how	Candidate understands the active nature of	This item was not observed.

<p>Knowledge of Students</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 1: Learner Development (1 – The Learner and Learning)</p> <p>COMPASS 1B: Demonstrating Knowledge of Students</p>	<p>how students learn and of knowing the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>student learning and attains information about levels of development for groups of students.</p> <p>The candidate 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>	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Sets Instructional Outcomes</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 7: Planning for Instruction (3 – Instructional Practice)</p> <p>COMPASS 1C: Setting Instructional Outcomes</p>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>This item was not observed.</p>

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Demonstrates Knowledge of Resources</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.5</p> <p>INTASC 8: Instructional Strategies (3 – Instructional Practice)</p> <p>COMPASS 1D: Demonstrating Knowledge of Resources</p>	<p>Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.</p>	<p>Candidate 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.</p>	<p>Candidate 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.</p>	<p>This item was not observed.</p>
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Designs Coherent Instruction</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.4</p> <p>INTASC 7: Planning for Instruction (3 – Instructional Practice)</p> <p>COMPASS 1E: Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>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.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Candidate coordinates knowledge of content or students and or resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>This item was not observed.</p>

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Designs Student Assessments <u>ALIGNMENTS:</u> CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 1F: Designing Student Assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p>	<p>This item was not observed.</p>

Portal IV: Unit Plan Artifact Scoring Guide

Domain I: Planning and Preparation	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
1A: Knowledge of Content and Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1B: Demonstrating Knowledge of Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1C: Setting Instructional Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1D: Demonstrating Knowledge of Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1E: Designing Coherent Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1F: Designing Student Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Instructional Process

This section consists of the following:

	Entry	Form	Artifact	Description	Assessment
D1.	Portal IV Lesson Plan Artifact		X	Evidence of ability to plan for instruction.	Portal IV Lesson Plan Artifact Rubric Criteria for Passing: Two (2) items may fall below <i>Meets Expectations</i> with No Ratings of <i>Does Not Meet Expectations</i>
D2.	Portal IV Objective Pre/Post Test		X	Evidence of sound assessment techniques including sample pre- and post. Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO PASS-PORT.	Portal IV Objective Pre/Post Test and Performance Assessment Artifact Criteria for Passing: One (1) item may fall below <i>Meets Expectations</i> with No Ratings of <i>Does Not Meet Expectations</i>
D3.	Portal IV Analyzing Results Artifact		X	Evidence of ability to analyze and apply assessment results for instructional planning and student growth. Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO PASS-PORT.	Portal IV Analyzing Results Criteria for Passing: One (1) item may fall below <i>Meets Expectations</i> with No Ratings of <i>Does Not Meet Expectations</i>

D1. Lesson Plan Artifact

In the previous artifact, the Unit Plan Artifact, you constructed a unit plan for the delivery of instruction. The Lesson Plan Artifact must be one of the lessons from the Unit Plan Artifact. This artifact requires **additional criteria** as seen in the Suggested Daily Lesson Plan Format.

The content and format of the Lesson Plan Artifact should be a collaborative effort between you and the Cooperating Teacher. Your University Supervisor and/or Cooperating Teacher may require additional components to be considered as acceptable. The components listed below will help you meet the rubric expectations for this artifact.

- **Your Name**
- **School and District** in which you are completing your clinical experience
- **Cooperating Teacher's Name**
- **University Supervisor's Name**
- **Submission date** of your lesson plan to your University Supervisor
- **Date you plan to teach the lesson**
- **Title of Lesson** – What is the subject of the lesson?
- **Time** – How much time will be needed to accomplish this lesson?
- **Pacing** – How much time will be allotted to each part of the lesson
- **Setting** – Age group/grade level of students will you be working with. Briefly list any other information that helps to “set the stage” for your lesson that would assist the person evaluating your lesson in understanding the context in which the lesson will occur.
 1. **Learner Outcomes/Objectives** – What will the students learn by the end of the lesson? What will the students know or be able to do by the end of the lesson? What are the different paths for showing achievement of the outcome? Make sure this aligns to the assessment(s) of this lesson.
 2. **Standards Alignment** – What Louisiana Standards will be addressed in this lesson? This can be added to the end of each learner outcome/objective.
 3. **Materials and Technologies** to be utilized in lesson – What resources or technologies will you employ throughout the delivery of this lesson? What outside resources will be brought in?
 4. **Preparation** – Are there any special changes (schedule, room, etc.) that need to take place before or during the delivery of this lesson?
 5. **Anticipatory Set** – What are you going to do to ensure that you have the attention and interest of the students you are teaching? Attention-getter and focuser. (“setting the stage” and providing a “hook”)
 6. **Activities/Procedures** – Includes activities that develop the objectives. State purpose for the activity and its connection to standards and GLEs.
 - a. **Pre-assessment:** Informally assess students' knowledge to help with direction of lesson, find out misconceptions. Can be collected prior to the lesson implementation.

- b. **Introduce Topic; Build Background Knowledge**– What do students already know that you can build off of? How will you invite student intellectual engagement?
 - c. **Communication of Instructional Purpose** – What is the instructional purpose and what is its relationship to a broader context? Communicate what students need to learn and be able to do at the end of the lesson.
 - d. **Modeling** (if appropriate) – A demonstration of processes and/or description of information shared.
 - e. **Guided Practice** (if appropriate) – Help students to begin applying new skills or knowledge.
 - f. **Questioning** – What questions will be asked to promote learning and thinking? How will all students be heard?
 - g. **Collaborative Strategies** (if appropriate) – Students work in groups with specified tasks.
 - h. **Monitoring** – How are you going to informally assess student progress and use that information?
7. **Practice** – What will students do to demonstrate understanding of the lesson? What opportunities are allowed for various learners?
 8. **Closure** – How will you “wrap things up”? Pull it together? How will you relate this to the next lesson you teach to these students?
 9. **Assessment Plan** – In alignment with the outcome(s) of the lesson, how will you measure the progress of students? How will the product be evaluated? How will students contribute to the assessment criteria?
 10. **Individual Differences Identified** – Include modification and accommodations for advanced learners and learners who need extra support.
 11. **Planning for Diversity** – Provide reflection on diversity issues.
 12. **Feedback** - How and in what manner do you provide performance feedback to your students? Including verbal praise, oral feedback, daily or weekly correspondence with parents, progress reports or report cards, parent night, etc.
 13. **IEP/IFSP** – If appropriate
 14. **Reflection** – After the lesson is taught, reflect on its implementation
 - a. **Effectiveness** – were instructional outcomes achieved? What evidence do you have to support this answer?
 - b. **Adjustments** – what suggestions do you have to make your lesson better? Think about the students’ questions, needs, interests, and abilities. Identify specific adjustments that could be made to this lesson or future lessons to address individual students’ or groups of students’ needs.

UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION

UNIT PORTAL IV: LESSON PLAN RUBRIC (Implementation)

DOMAIN 1: PLANNING AND PREPARATION				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Displays Knowledge of Content and Pedagogy</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.3</p> <p>INTASC 4: Content Knowledge (2 – Content)</p> <p>COMPASS 1A: Knowledge of Content and Pedagogy</p>	<p>In planning and practice, candidate makes content errors or does not correct errors made by students.</p> <p>Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Candidate displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Demonstrates Knowledge of Students</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p>	<p>Candidate demonstrates little or no understanding how students learn and of the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Candidate indicates the importance of understanding how students learn and of knowing the students’ backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about</p>	<p>Candidate understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The candidate also purposefully seeks knowledge from several sources of</p>	

INTASC 1: Learner Development (1 – The Learner and Learning)		the class as a whole.	students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	
COMPASS 1B: Demonstrating Knowledge of Students				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	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.	Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate 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.	Most outcomes represent rigorous and important learning in the discipline. All 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.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u>	Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for	Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the	

CAEP 1.5 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources		students, but no knowledge of resources available more broadly.	Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Designs Coherent Instruction <u>ALIGNMENTS:</u> CAEP 1.4 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	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 offer no variety.	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 candidate at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Candidate coordinates knowledge of content, or students, and or 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 groups.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Designs Student Assessments	Assessment procedures are not congruent with instructional outcomes; the	Some of the instructional outcomes are assessed through the proposed	Candidate’s plan for student assessment is aligned with the instructional outcomes;	

<p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 1F: Designing Student Assessments</p>	<p>proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p>	
---	--	--	--	--

DOMAIN 3: INSTRUCTION

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Communicates with Students</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 5: Application of Content (2 – Content)</p> <p>COMPASS 3A: Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The candidate's explanation of the content contains major errors.</p> <p>The candidate's spoken or written language contains errors of grammar or syntax.</p> <p>The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The candidate's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The candidate's explanation of the content may contain minor errors, some portions are clear; other portions are difficult to follow.</p> <p>The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p>	<p>The candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the</p>	

		Candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds	candidate invites student intellectual engagement. Candidate's spoken and written language are clear and correct and candidate uses vocabulary appropriate to the students' ages and interests.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Uses Varied Questioning and Discussion Techniques</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 8: Instructional Strategies (3 – Instructional Practice)</p> <p>COMPASS 3B: Questioning and Discussion Techniques</p>	<p>Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.</p>	<p>Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Engages Students in Learning</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students,</p>	<p>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student</p>	

<p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 2: Learning Differences (1 – The Learner and Learning)</p> <p>COMPASS 3C: Engaging Students in Learning</p>	<p>the instructional outcomes or require only one response.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Uses Assessments in Instruction</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.</p> <p>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.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Demonstrates</p>	<p>Candidate adheres to the instruction plan in spite of evidence of poor</p>	<p>Candidate attempts to modify the lesson when needed and to respond to student</p>	<p>Candidate promotes the successful learning of all students,</p>	

<p>Flexibility and Responsiveness</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 8: Instructional Strategies (3 – Instructional Practice)</p> <p>COMPASS 3E: Demonstrating Flexibility and Responsiveness</p>	<p>student understanding or lack of interest.</p> <p>Candidate ignores student questions, when students experience difficulty, the candidate blames the students or their home environment.</p>	<p>questions and interests, with moderate success.</p> <p>Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>making minor adjustments as needed to instructional plans and accommodates student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.</p>	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Reflects on Teaching</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4A: Reflecting on Teaching</p>	<p>Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Candidate has no suggestions for how a lesson could be improved.</p>	<p>Candidate has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</p> <p>Candidate makes general suggestions about how lesson could be improved.</p>	<p>Candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instruction outcomes and can cite general references to support the judgment.</p> <p>Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Shows Professionalism</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p>	<p>Candidate displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Candidate is not alert to students’ needs and</p>	<p>Candidate is honest in interactions with colleagues, students, and the public.</p> <p>Candidate attempts, though inconsistently, to serve students.</p>	<p>Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p>	

<p>INTASC 10: Leadership and Collaboration (4 – Professional Responsibility)</p> <p>COMPASS 4F: Showing Professionalism</p>	<p>contributes to school practices that result in some students being ill served by the school.</p> <p>Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations</p>	<p>Candidate does not knowingly contribute to some students being ill served by the school.</p> <p>Candidate's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Candidate complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Candidate maintains an open mind in team or departmental decision making.</p> <p>Candidate complies fully with school and district regulations.</p>	
---	---	---	---	--

Portal IV: Lesson Plan Artifact Scoring Guide

		Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
Domain 1: Planning and Preparation					
	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 3: Instruction					

	3A: Communicating with Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3B: Questioning and Discussion Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3C: Engaging Students in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3D: Using Assessment in Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3E: Demonstrating Flexibility and Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domain 4: Professional Responsibilities					
	4A: Reflecting on Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4F: Showing Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D2. Portal IV Objective Pre/Post Test

This artifact is constructed and prepared for the purpose of assessing student outcomes for the instructional unit artifact. This artifact will provide evidence of your influence on instruction, and/or student learning. It also provides evidence of collaboration between the teacher intern and the cooperating teacher in bringing about increased student achievement.

The data from this artifact will be used in the following artifacts:

- Analyzing Results
- Case Study Analysis

In consultation with your Cooperating Teacher and University Supervisor, construct an objective pre- and post- test for a unit in which you will primarily or solely deliver the instruction. This artifact may be teacher-created or be a mandated assessment. *You also need to create a cover sheet for the assessment that addresses the guidelines set below.*

Guidelines

In addition to your pre/post-test artifact, please provide the following information about this artifact:

- Overview of the unit (Unit Plan Artifact)
- Unit outcomes
 - Indicate alignment with the pre/post-test artifact
- What resources were used to create this assessment?

Reflect upon the following:

- Did this assessment help you understand the nature of students' learning?
- Does this pre/post-test artifact allow opportunities for students to show what they know in a variety of ways?
- How will this artifact influence the development of the unit plan and student groups? How will it help you individualize instruction for all learners?

Test construction Guidelines:

- Complete/clear directions
- Unambiguous test items
- Appropriate organization
- Identification of points awarded for each item

Note: If you must use an existing assessment mandated by your school or district and the assessment does not meet the guidelines of test construction above, then you must adapt the pre- and post-tests so they do meet the guidelines. You may have to add on to a mandated assessment.

UNIVERSITY OF LOUISIANA AT LAFAYETTE
College of Education

UNIT Portal IV: Objective Pre/Post Test Artifact Rubric

DOMAIN 1: PLANNING AND PREPARATION				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Displays Knowledge of Content and Pedagogy</p> <p>ALIGNMENTS: CAEP 1.3</p> <p>INTASC 4: Content Knowledge (2 – Content)</p> <p>COMPASS 1A: Knowledge of Content and Pedagogy</p>	<p>In planning and practice, candidate makes content errors or does not correct errors made by students</p> <p>Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Candidate displays said knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	
<p>Teacher Candidate Demonstrates Knowledge of Students</p> <p>ALIGNMENTS: CAEP 1.1</p> <p>INTASC 1: Learner Development (1 – The Learner and Learning)</p>	<p>Candidate demonstrates little or no understanding how students learn and of knowing the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Candidate indicates the importance of understanding how students learn and of knowing the students’ backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Candidate understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The candidate also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language</p>	

COMPASS 1B: Demonstrating Knowledge of Students			proficiency, interests, and special needs and attains this knowledge about groups of students.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	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.	Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate 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.	Most outcomes represent rigorous and important learning in the discipline. All 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.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u> CAEP 1.5	Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.	Candidate 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.	Candidate 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	

INTASC 8: Instructional Strategies (3 – Instructional Practice)			knowledge and for students.	
COMPASS 1D: Demonstrating Knowledge of Resources				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Designs Coherent Instruction <u>ALIGNMENTS:</u> CAEP 1.4 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	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 offer no variety.	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 candidate at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Candidate coordinates knowledge of content or students and or 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 groups.	
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Designs Student Assessments <u>ALIGNMENTS:</u>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.	Some of the instructional outcomes are assessed through the proposed approach, but others are not.	Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted	

<p>CAEP 1.2</p> <p>INTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 1F: Designing Student Assessments</p>	<p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>for groups of students.</p> <p>Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for future instruction for groups of students.</p>	
---	--	---	---	--

UNIT Portal IV: Objective Pre/Post Test Scoring Guide

Instruction: Student Assessment Domain III		Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
1B	Demonstrating Knowledge of Students	○	○	○	○
1C	Setting Instructional Outcomes	○	○	○	○
1D	Demonstrating Knowledge of Resources	○	○	○	○
1E	Designing Coherent Instruction	○	○	○	○
1F	Designing Student Assessments	○	○	○	○

Comments:

D3. Portal IV: Analyzing Results Artifact

Using the Pre/Post-Test Artifact’s assessment data associated with your unit, do the following:

- 1) Present the results from the pre/post-test.
 - Include all objectives for the pre- and post-test administered to the students. The analysis must also clearly show pre-test results by student, post-test results by student, attainment of objectives by student, and positive or negative gains by student.
 - Use a table format to report the data. You may add columns and rows as needed for objectives and students.
- 2) Analyze the results.
- 3) Reflect on your effectiveness using the guiding questions below.

Be sure to refer to the rubric that will be used to evaluate this PASS-PORT artifact.

Note: Do not use the students’ names. The Student Release Form should be obtained for these individuals.

Sample: Analyzing Results Artifact

Objective Test – Raw Scores Total Possible 56 points				Objective 1		Objective 2		Objective 3		Comments
Student	Pre	Post	Gain	Yes	No	Yes	No	Yes	No	
A	22	42	20	X		X			X	
B	12	24	12		X	X		X		
C	45	40	-5	X		X			X	

To assist you in writing a narrative of this data analysis, address the following questions:

1. List the total number of students included for each assessment. Briefly describe how you utilized the data from the pre/post-test assessment to determine if objectives were met for the class and for each student.
2. How many students and what percent obtained each objective? How many students and what percent did not obtain each objective?
3. How many students and what percent obtained all objectives? How many students and what percent obtained no objectives?
4. Generally evaluate and reflect on your unit’s effectiveness in how well the students achieved the outcomes. Use statistical evidence to support your narrative.
5. Describe instructional strategies that you would use in the future to assist in teaching one of the instructional objectives.
 - Include ideas for students who did not meet objectives, those who may need enrichment opportunities, and how you would use grouping strategies.
6. Choose one student (that you may use in the Case Study Artifact) who did not meet the objective(s) and include the following in your data analysis narrative. What inferences can you make about a student’s knowledge and/or skills based on the Pre/Post-Test? What factors may have contributed to failure?
7. Include any other comparisons or generalizations. For example, did you notice if all the boys scored better than the girls?
8. Describe what you did to involve parents/guardians in the learning process.
9. Explain how you used the information gained from your communications with students, parents/guardians, and colleagues.

UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION

UNIT PORTAL IV: ANALYZING RESULTS RUBRIC

DOMAIN 3: INSTRUCTION				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Uses Assessments in Instruction</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.</p> <p>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.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher Candidate Reflects on Teaching</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4A: Reflecting on Teaching</p>	<p>Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Candidate has no suggestions for how a lesson could be improved.</p>	<p>Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Candidate makes general suggestions about how lesson could be improved.</p>	<p>Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Maintains Accurate Records <u>ALIGNMENTS:</u> CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	Candidate’s system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray. Candidate’s records for non-instructional activities are in disarray, resulting in errors and confusion.	Candidate’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Candidate’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Candidate’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	

DOMAIN 3: INSTRUCTION

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Uses Assessments in Instruction (Evidence of Student Academic Growth) <u>ALIGNMENTS:</u> CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	Candidate does not use assessment results to design future instruction. Candidate does not follow-up with students who failed assessments. Candidate does not determine factors contributing to failure.	Candidate uses assessment results to plan for the class as a whole. Candidate provides remedial work on unmet objectives. Candidate determines factors that may have contributed to failure but not addressed. Candidate provides enrichment based on class performance.	Candidate uses assessment results to plan for individuals and groups of students. Candidate plans for additional instruction and remediation on unmet objectives. Candidate addresses factors that may have contributed to failure. Candidate provides enrichment on an individual basis based on student performance.	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
Teacher Candidate Maintains Accurate Records (Summary of Class Progress) <u>ALIGNMENTS:</u> CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	Incomplete information in the table or no table is present in assignment. Numerous errors in analysis or analysis is not present.	Information in the table is not clearly labeled or presented. Errors detected in computations. Analysis is present with some errors in table and/or computation leading to inaccurate analysis. Analysis provided gives little insight into strategies that could ensure mastery of learning goals. Analysis shows limited understanding of assessment concepts.	All information in the table clearly labeled and presented with few errors. Pre- and Post-scores computed accurately. Accurate analysis based on information in the table. Analysis of the academic performance of the students includes some insight into strategies that could ensure mastery of learning goals Analysis shows some understanding of assessment concepts.	

Portal IV: Analyzing Results Artifact Scoring Guide

Domain 3: Instruction		Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
3D	Using Assessment in Instruction	○	○	○	○
Domain 4: Professional Responsibilities					
4A	Reflecting on Teaching	○	○	○	○
4B	Maintaining Accurate Records	○	○	○	○
Additional Criteria:					
	Evidence of student academic growth	○	○	○	○
	Summary of Class Progress	○	○	○	○

E. Case Study Analysis Artifact

Entry	Form	Artifact	Description of Form	Assessment
E. Case Study Analysis Artifact: Summarizing State Standardized Tests and Individual Student Analysis		X	The Artifact provides an analysis of a student’s responses to an instructional activity within the Unit Plan. It includes a description of specific strategies implemented to assist the student in meeting the learning goals of the lesson. Also included are explanations of whether the student mastered the objectives of the lesson through the activity and methods of assessment and feedback utilized throughout. The analysis may also include the use of data obtained from multiple standardized tests to correlate data and to make an informed decision.	Portal IV Case Study Analysis Rubric Criteria for Passing: Two (2) items may fall below <i>Meets Expectations</i> with No Ratings of <i>Does Not Meet Expectations</i>

The **Case Study Analysis** consists of two parts:

- 1) Individual Student Analysis – You will analyze the success of a unit on an individual student using the associated Pre/Post-Test and Analyzing Results artifacts.
- 2) Summarizing State Standardized Tests as they relate to this student’s performance in the classroom.

Guidelines:

As you are writing the narrative, please be sure to review the rubric expectations that will be used to evaluate this artifact.

1. With your cooperating teacher, select one student who did not accomplish the objective(s) in the unit.
2. Request standardized test profile of the student. (Ex., DIBELS, iLEAP, LEAP, PARCC, NWEA, etc.) Analyze the student’s performance with the Cooperating Teacher. Explain the content of the test and question types. Identify how the student performed (levels, %s, etc.) and how this information might lead to a complete analysis of classroom performance.
3. Choose instructional strategies/activities that you think would be best for this student and explain why you chose these.

Note: Do not use the student’s name. The Student Release Form should be obtained for this individual.

UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION

UNIT Portal IV. Case Study Analysis Rubric

DOMAIN 3: INSTRUCTION				
Standardized Testing				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher candidate demonstrates knowledge of accountability at grade level</p> <p>ALIGNMENTS:</p> <p>CAEP: 1.2</p> <p>InTASC: 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>Candidate unclear of the test used for accountability at grade level.</p> <p>There are necessary components missing.</p>	<p>Candidate demonstrates some awareness of the test used for accountability at grade level.</p> <p>Some of the necessary components are incomplete.</p>	<p>Candidate accurately identifies the test used for accountability at grade level.</p>	<p>This item was not observed.</p>
<p>Teacher candidate demonstrates knowledge of standardized test content and format</p> <p>ALIGNMENTS:</p> <p>CAEP 1.2</p> <p>InTASC: 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>Candidate is unable to describe the content of the test and the types of questions.</p> <p>Candidate is unable to interpret performance levels and student data derived.</p>	<p>Candidate minimally describes the content of the test and the types of questions.</p> <p>Candidate minimally interprets performance levels and student data derived.</p>	<p>Candidate accurately describes the content of the test and the types of questions.</p> <p>Candidate accurately interprets performance levels and student data derived.</p>	<p>This item was not observed.</p>
<p>Teacher candidate demonstrates knowledge of appropriate strategies for test preparation</p> <p>ALIGNMENTS:</p> <p>CAEP 1.2</p> <p>InTASC: 6: Assessment (3 – Instructional Practice)</p>	<p>Candidate is unable to identify appropriate strategies for test preparation.</p>	<p>Candidate minimally identifies appropriate strategies for test preparation.</p>	<p>Candidate accurately identifies appropriate strategies for test preparation.</p>	<p>This item was not observed.</p>

COMPASS 3D: Using Assessment in Instruction				
DOMAIN 1: PLANNING AND PREPARATION				
Individual Analysis				
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS	NOT OBSERVED
<p>Teacher candidate demonstrates knowledge of instructional activities relating to learning goals/objectives</p> <p>ALIGNMENTS:</p> <p>CAEP 1.1</p> <p>InTASC 7: Planning for Instruction (3 – Instructional Practice)</p> <p>COMPASS 1C: Setting Instructional Outcomes</p>	<p>Candidate did not select instructional activities appropriate or related to learning goals/objectives.</p>	<p>Candidate selects instructional activities minimally or the activities are unclearly related to learning goals/objectives.</p>	<p>Candidate selects appropriate instructional activities related to learning goals/objectives.</p>	<p>This item was not observed.</p>
DOMAIN 3: INSTRUCTION				
<p>Teacher candidate demonstrates knowledge of instructional strategies matching needs of learner</p> <p>ALIGNMENTS:</p> <p>CAEP 1.1</p> <p>InTASC 8: Instructional Strategies (3 – Instructional Practice)</p> <p>COMPASS 3E: Demonstrating Flexibility and Responsiveness</p>	<p>Candidate does not match instructional strategies to needs of learner.</p>	<p>Candidate’s matching of instructional strategies to needs of learner is questionable.</p>	<p>Candidate accurately matches instructional strategies to needs of learners.</p>	<p>This item was not observed.</p>
<p>Teacher candidate appropriately analyzes student work according to needs</p> <p>ALIGNMENTS:</p> <p>CAEP 1.1</p>	<p>Candidate’s analysis of student work according to needs is incorrect/inaccurate.</p>	<p>Candidate’s analysis of student work according to needs is somewhat accurate/unclear or incomplete.</p>	<p>Candidate accurately analyzes student work according to needs.</p>	<p>This item was not observed.</p>

<p>InTASC 2: Learning Differences (1 – The Learner and Learning)</p> <p>COMPASS 3C: Engaging Students in Learning</p>				
<p>Teacher candidate uses methods of assessment suited for needs of learner</p> <p>ALIGNMENTS:</p> <p>CAEP 1.2</p> <p>InTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>Candidate’s methods of assessment are not suited for needs of learner.</p>	<p>Candidate’s methods of assessment are somewhat connected to needs of learner.</p>	<p>Candidate’s methods of assessment are clearly connected to needs of learner.</p>	<p>This item was not observed.</p>
<p>Teacher candidate uses methods of feedback suited for needs of learner.</p> <p>ALIGNMENTS:</p> <p>CAEP 1.2</p> <p>InTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>Candidate’s feedback is not provided in timely manner and/or is of poor quality.</p>	<p>Candidate’s feedback is timely but minimal with limited highlights of strengths or needs.</p>	<p>Candidate’s feedback includes qualitative comments that highlight strengths or needs.</p>	<p>This item was not observed.</p>

Portal IV: Case Study Analysis Artifact Scoring Guide

		Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
STANDARDIZED TESTING					
	Knowledge of accountability at grade level	○	○	○	○
	Knowledge of standardized test content and format	○	○	○	○
	Knowledge of appropriate strategies for test preparation	○	○	○	○
INDIVIDUAL ANALYSIS					
	Instructional activity related to learning goals/objectives	○	○	○	○
	Instructional strategies matched needs of learner	○	○	○	○
	Appropriately analyzed student work according to needs	○	○	○	○
	Methods of assessment suited for needs of learner	○	○	○	○
	Method of feedback suited for needs of learner	○	○	○	○

F. Managing an Effective Learning Environment

Managing the Effective Learning Environment involves collecting information and artifacts on a teacher intern's knowledge and skills in ensuring a positive learning environment. Such an environment provides the most effective learner time on task and maximizes learner outcomes. The Managing an Effective Learning Environment section includes the following entries:

Entry	Form	Artifact	Description	Assessment
F1. Managing an Effective Learning Environment Plan		X	Reflects the teacher intern's theoretical and practical approaches to managing the classroom to maximize learner outcomes.	Portal IV Managing an Effective Learning Environment Rubric Criteria for Passing: One (1) may fall below Meets Expectations with No Ratings of Does Not Meet Expectations

F1. Managing an Effective Learning Environment Plan Artifact

The Plan for Managing an Effective Learning Environment should address motivational strategies, instructional routines, transitions and diversity. *You may use the Managing an Effective Learning Environment Plan Artifact from Portal III as a foundation.* Portal IV Managing an Effective Learning Environment Plan Artifact should be an enhancement of your previous management plan and should reflect the rubric expectations. The following provides a brief description of areas that need to be addressed in the plan:

- A. Creating an Environment of Respect and Rapport**
How will you create a classroom that promotes caring and respect between the teacher and the student where differences (both developmentally and intellectually) are respected and supported? How would you encourage individual potential? How would you respond to the students who are disrespectful to teachers or students?
- B. Establishing a Culture for Learning**
How will you get to know your students, their culture, and their family background? How will you convey to students, that with hard work, they can be successful?
- C. Managing Classroom Procedures** - established procedures to help organize activities (duration of lesson, location, teacher expectations).
 1. **Instructional routines** – procedures used during instructional techniques and methods (questioning, monitoring attention and giving feedback, giving instructions, pacing how to have a discussion, varying instruction and media, showing enthusiasm) How will you establish efficient transition routines and clearly define the time between lessons?
 2. **Planning** – procedures for preparing instructional plans (sequence, maintaining student attention and involvement, maintaining individual accountability)

D. Managing Student Behavior

Teachers must create a community of learners. What procedures will organize class activities and your expectations, like class rule? Evidence of student involvement should be evident.

Management Routines

Procedures to maintain order and coordinate student behavior, seating arrangement and classroom arrangements are flexible enough to accommodate different settings.

Describe the arrangement of your classroom, the importance of a daily schedule, and which materials you will have ready for instruction.

E. Questioning & Discussion Techniques

How will you engage students in higher order thinking skills? How will you create genuine discussion among students?

F. Engaging Students in Learning

How will you encourage student exploration and problem solving so all students can be actively engaged in learning?

UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION

PORTAL IV: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT RUBRIC

Teacher Candidate Creates an Environment of Respect and Rapport	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
<p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 3: Learning Environments (1 – The Learner and Learning)</p> <p>COMPASS 2A: Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between the candidate and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Candidate does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.</p> <p>Candidate rarely demonstrates disrespect for one another.</p> <p>Candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the candidate. Interactions among students are generally polite and respectful.</p> <p>Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>
<p>Teacher Candidate Establishes a Culture for Learning</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 3: Learning Environments (1 – The Learner and Learning)</p> <p>COMPASS 2B: Establishing a</p>	<p>DOES NOT MEET EXPECTATIONS</p> <p>The classroom culture is characterized by a lack of candidate 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.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>APPROACHING EXPECTATIONS</p> <p>The classroom culture is characterized by little commitment to learning by candidate or students.</p> <p>The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to</p>	<p>MEETS EXPECTATIONS</p> <p>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.</p> <p>The candidate conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p>

Culture for Learning

Teacher Candidate Manages Classroom Procedures

ALIGNMENTS:

CAEP 1.1

INTASC 3: Learning Environments
(1 – The Learner and Learning)

COMPASS 2C: Managing Classroom Procedures

Teacher Candidate Manages Student Behavior

ALIGNMENTS:
CAEP 1.1

INTASC 3: Learning Differences
(1 – The Learner and Learning)

COMPASS 2D: Managing Student Behavior

Teacher Candidate Organizes

DOES NOT MEET EXPECTATIONS

Much instructional time is lost through inefficient classroom routines and procedures.

There is little or no evidence that the candidate 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.

DOES NOT MEET EXPECTATIONS

There appear to be no established standard of conduct and little or no candidate monitoring of student behavior.

Students challenge the standards of conduct.

Response to students' misbehavior is repressive or disrespectful of student dignity.

DOES NOT MEET EXPECTATIONS

The physical environment is unsafe or many students don't

have a natural aptitude for the subject.

APPROACHING EXPECTATIONS

Some instructional time is lost through only partially effective classroom routines and procedures.

The candidate'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.

APPROACHING EXPECTATIONS

Standards of conduct appear to have been established, but their implementation is inconsistent.

Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.

There is inconsistent implementation of the standards of conduct.

APPROACHING EXPECTATIONS

The classroom is safe and essential learning is accessible to most students.

Classroom interactions support learning and hard work.

MEETS EXPECTATIONS

There is little loss of instructional time because of effective classroom routines and procedures.

The candidate'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.

MEETS EXPECTATIONS

Student behavior is generally appropriate.

The candidate monitors student behavior against established standards of conduct.

Candidate response to student misbehavior is consistent, proportionate, respectful to students, and effective.

MEETS EXPECTATIONS

The classroom is safe, and learning is accessible to all students; candidate

Physical Space

have access to learning resources.

The candidate's use of physical resources, including computer technology, is moderately effective.

ensures that the physical arrangement is appropriate to the learning activities.

ALIGNMENTS:

There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.

Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.

Candidate makes effective use of physical resources, including computer technology.

CAEP 1.1

INTASC 3:
Learning Environments
(1 – The Learner and Learning)

COMPASS 2E:
Organizing Physical Space

Teacher Candidate Uses Varied Questioning and Discussion Techniques

DOES NOT MEET EXPECTATIONS

Candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.

APPROACHING EXPECTATIONS

Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance.

MEETS EXPECTATIONS

Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.

ALIGNMENTS:

Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.

Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.

Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.

CAEP 1.1

INTASC 8:
Instructional Strategies
(3 – Instructional Practice)

COMPASS 3B:
Questioning and Discussion Techniques

Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.

Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Teacher Candidate Engages Students in Learning

DOES NOT MEET EXPECTATIONS

The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response.

APPROACHING EXPECTATIONS

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.

MEETS EXPECTATIONS

The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement

ALIGNMENTS:

CAEP 1.1	The pace of the lesson is too slow or too rushed.	The pacing of the lesson may not provide students the time needed to be intellectually engaged.	with important and challenging content and are supported in that engagement by candidate scaffolding.
INTASC 2: Learning Differences (1 – The Learner and Learning)	Few students are intellectually engaged or interested.		The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
COMPASS 3C: Engaging Students in Learning			

Portal IV: Managing an Effective Learning Environment Plan Artifact Scoring Guide

		Not Observed	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
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	○	○	○	○
3B	Questioning and Discussion Techniques	○	○	○	○
3C	Engaging Students in Learning	○	○	○	○

G. Clinical Experience Final Evaluation Artifact

The Clinical Experience Final Evaluation Artifact is a collection of data from the Final Evaluation conducted by your Cooperating Teacher. This is an automated process and will be completed by your University Supervisor.

Entry	Form	Artifact	Description	Assessment
G. Clinical Experience Final Evaluation Artifact		X	Requirements for this artifact are specified in the Clinical Experience Final Evaluation Form.	Portal IV Clinical Experience Final Evaluation Rubric Criteria for Passing: 4 may fall below Proficient with No Ratings of Unsatisfactory

III. DOMAIN 3: INSTRUCTION

3A	Communicating with Students	1	2	3	4
3B	Questioning and Discussion Techniques	1	2	3	4
3C	Engaging Students in Learning	1	2	3	4
3D	Using Assessment in Instruction	1	2	3	4
3E	Demonstrating Flexibility and Responsiveness	1	2	3	4

Instruction Narrative Actionable Feedback:

IV. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4A	Reflecting on Teaching	1	2	3	4
4B	Maintaining Accurate Records	1	2	3	4
4C	Communicating with Families	1	2	3	4
4D	Participating in a Professional Community	1	2	3	4
4E	Growing and Developing Professionally	1	2	3	4
4F	Showing Professionalism				

Professional Responsibilities Actionable Feedback:

University Supervisor

Teacher Intern

Cooperating Teacher

White – Office of Teacher Clinical Experiences

Yellow – University Supervisor

Pink – Teacher Intern

**UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION**

UNIT PORTAL IV: CLINICAL EXPERIENCE FINAL EVALUATION RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Displays Knowledge of Content and Pedagogy</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.3</p> <p>INTASC 4: Content Knowledge (2 – Content)</p> <p>COMPASS 1A: Knowledge of Content and Pedagogy</p>	<p>In planning and practice, candidate makes content errors or does not correct errors made by students</p> <p>Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Candidate displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Candidate displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Candidate’s plan and practice reflect understanding of prerequisite relationships among topics and concepts and provides a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Demonstrates Knowledge of Students</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 1: Learner Development (1 – The Learner and Learning)</p>	<p>Candidate demonstrates little or no understanding how students learn and of knowing the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Candidate indicates the importance of understanding how students learn and of knowing the students’ backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Candidate understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The candidate also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests,</p>	<p>Candidate actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interest, and special needs from a variety of sources. This information is acquired for individual students.</p>

COMPASS 1B: Demonstrating Knowledge of Students			and special needs and attains this knowledge about groups of students.	
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Sets Instructional Outcomes <u>ALIGNMENTS:</u> CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	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.	Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate 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.	Most outcomes represent rigorous and important learning in the discipline. All 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.	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.
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Demonstrates Knowledge of Resources <u>ALIGNMENTS:</u> CAEP 1.5 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge or for students.	Candidate 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.	Candidate 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.	Candidate 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.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Designs Coherent Instruction</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.4</p> <p>INTASC 7: Planning for Instruction (3 – Instructional Practice)</p> <p>COMPASS 1E: Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>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.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Candidate coordinates knowledge of content or students and or resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>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.</p> <p>Learning activities are differentiated appropriately for individual learners.</p> <p>Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.</p>
<p>Teacher Candidate Designs Student Assessments</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 1F: Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Candidate’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Candidate intends to use assessment results to plan for</p>	<p>Candidate’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of students’ contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as candidate use of the assessment information.</p>

			future instruction for groups of students.	Candidate intends to use assessment results to plan future instruction for individual students.
--	--	--	--	---

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Creates an Environment of Respect and Rapport</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 3: Learning Environments (1 – The Learner and Learning)</p> <p>COMPASS 2A: Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between the candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Candidate does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Candidate attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the candidate.</p> <p>Interactions among students are generally polite and respectful.</p> <p>Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the candidate and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the candidate 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>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Establishes a Culture for Learning</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 3: Learning Environments (1 – The Learner and Learning)</p> <p>COMPASS 2B: Establishing a</p>	<p>The classroom culture is characterized by a lack of candidate 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.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for</p>	<p>The classroom culture is characterized by little commitment to learning by candidate or students.</p> <p>The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The candidate conveys that student success is the result of natural</p>	<p>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.</p> <p>The candidate conveys that with hard work students can be successful.</p> <p>Students understand their role as learners</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The candidate conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

Culture for Learning	only one or two students.	ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	and consistently expend effort to learn. Classroom interactions support learning and hard work.	
----------------------	---------------------------	---	--	--

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Manages Classroom Procedures <u>ALIGNMENTS:</u> CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2C: Managing Classroom Procedures	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The candidate’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The candidate’s management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Manages Student Behavior <u>ALIGNMENTS:</u> CAEP 1.1	<p>There appears to be no established standard of conduct and little or no candidate monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Candidate tries, with uneven results, to monitor student behavior</p>	<p>Student behavior is generally appropriate.</p> <p>The candidate monitors student behavior against established standards of conduct.</p> <p>Candidate response to student misbehavior is</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p>

<p>INTASC 3: Learning Differences (1 – The Learner and Learning)</p> <p>COMPASS 2D: Managing Student Behavior</p>	<p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>consistent, proportionate, respectful to students, and effective.</p>	<p>Candidates' monitoring of student behavior is subtle and preventive.</p> <p>Candidate responses to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
---	---	---	--	--

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Organizes Physical Space</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 3: Learning Environments (1 – The Learner and Learning)</p> <p>COMPASS 2E: Organizing Physical Space</p>	<p>The physical environment is unsafe.</p> <p>Many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe and essential learning is accessible to most students.</p> <p>The candidate's use of physical resources, including computer technology, is moderately effective.</p> <p>Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe and learning is accessible to all students; candidate ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Candidate makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe and learning is accessible to all students including those with special needs.</p> <p>Candidate makes effective use of physical resources, including computer technology.</p> <p>The candidate ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

DOMAIN 3: INSTRUCTION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Communicates with Students</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 5: Application of Content (2 – Content)</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.</p> <p>The candidate's explanation of the content contains major errors.</p>	<p>The candidate's attempt to explain the instructional purpose has only limited success and/or directions and procedures must be clarified after initial student confusion.</p> <p>The candidate's explanation of the content may contain</p>	<p>The candidate clearly communicates instructional purpose of the lesson including where it is situated within broader learning and explains procedures and directions clearly.</p> <p>Candidate's explanation of content is well scaffolded, clear</p>	<p>The candidate links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The candidate's explanation of content is thorough and clear, developing conceptual</p>

<p>COMPASS 3A: Communicating with Students</p>	<p>The candidate's spoken or written language contains errors of grammar or syntax.</p> <p>The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>minor errors; some portions are clear and other portions are difficult to follow.</p> <p>The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Candidate's spoken language is correct; however, his or her vocabulary is limited or not fully appropriate to the students' ages or backgrounds</p>	<p>and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the candidate invites student intellectual engagement.</p> <p>Candidate's spoken and written language is clear and correct and candidate uses vocabulary appropriate to the students' ages and interests.</p>	<p>understands through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The candidate's spoken and written language is expressive and the candidate finds opportunities to extend students' vocabularies.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Uses Varied Questioning and Discussion Techniques</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 8: Instructional Strategies (3 – Instructional Practice)</p> <p>COMPASS 3B: Questioning and Discussion Techniques</p>	<p>Candidate's questions are of low cognitive challenge, require single correct responses, and/or are asked in rapid succession.</p> <p>Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.</p>	<p>Candidate's questions lead students through a single path of inquiry with answers seemingly determined in advance.</p> <p>The candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Engages Students in Learning</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be</p>	<p>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the candidate and fully</p>

<p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 2: Learning Differences (1 – The Learner and Learning)</p> <p>COMPASS 3C: Engaging Students in Learning</p>	<p>outcomes or require only one response.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Uses Assessments in Instruction</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 6: Assessment (3 – Instructional Practice)</p> <p>COMPASS 3D: Using Assessment in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.</p> <p>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.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence, that they have contributed to the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both candidate and peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

<p>Teacher Candidate Demonstrates Flexibility and Responsiveness</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 8: Instructional Strategies (3 – Instructional Practice)</p> <p>COMPASS 3E: Demonstrating Flexibility and Responsiveness</p>	<p>Candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Candidate ignores student questions.</p> <p>When students experience difficulty, the candidate blames the students or their home environment.</p>	<p>Candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodates student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.</p>	<p>Candidate 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.</p> <p>Candidate 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.</p>
--	---	--	--	---

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Reflects on Teaching</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4A: Reflecting on Teaching</p>	<p>Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Candidate has no suggestions for how a lesson could be improved.</p>	<p>Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Candidate makes general suggestions about how lesson could be improved.</p>	<p>Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, candidate offers specific alternative actions, complete with the probable success of different courses of action.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate	Candidate's system for maintaining	Candidate's system for maintaining information	Candidate's system for maintaining information	Candidate's system for maintaining information

<p>Maintains Accurate Records</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4B: Maintaining Accurate Records</p>	<p>information of student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Candidate's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>on student completion of assignments, student progress in learning and non-instructional records is fully effective.</p>	<p>on student progress in learning and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Communicates with Families</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 10: Leadership and Collaboration (4 – Professional Responsibility)</p> <p>COMPASS 4C: Communicating with Families</p>	<p>Candidate communication with families about the instructional program and about individual students is sporadic or culturally inappropriate.</p> <p>Candidate makes no attempt to engage families in the instructional program.</p>	<p>Candidate 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.</p> <p>Communications are one-way and not always appropriate to the cultural norms of the families.</p>	<p>Candidate communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Candidate makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Candidate's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Candidate's efforts to engage families in the instructional program are frequent and successful.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Participates in a Professional Community</p> <p><u>ALIGNMENTS:</u></p>	<p>Candidate's relationships with colleagues are negative or self-serving.</p> <p>Candidate avoids participation in a</p>	<p>Candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Candidate becomes involved in the school's</p>	<p>Candidate's relationships with colleagues are characterized by mutual support and cooperation; candidate actively participates in a</p>	<p>Candidate's relationships with colleagues are characterized by mutual support and cooperation, with the candidate taking initiative in assuming leadership among the faculty.</p>

<p>CAEP 1.1</p> <p>INTASC 10: Leadership and Collaboration (4 – Professional Responsibility)</p> <p>COMPASS 4D: Participating in a Professional Community</p>	<p>professional culture of inquiry, resisting opportunities to become involved.</p>	<p>culture of professional inquiry when invited to do so.</p> <p>Candidate participates in school events and school and district projects when specifically asked to do so.</p>	<p>culture of professional inquiry.</p> <p>Candidate volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Candidate takes a leadership role in promoting a culture of professional inquiry.</p> <p>Candidate 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.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Grows and Develops Professionally</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4E: Growing and Developing Professionally</p>	<p>Candidate engages in no professional development activities to enhance knowledge or skill.</p> <p>Candidate resists feedback on teaching performances from either supervisors or more experienced colleagues.</p> <p>Candidate makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Candidate participates in professional activities to a limited extent when they are convenient.</p> <p>Candidate accepts with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Candidate finds limited ways to contribute to the profession.</p>	<p>Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Candidate welcomes feedback from colleagues, either when made by supervisors or when opportunities arise, through professional collaboration.</p> <p>Candidate participates actively in assisting other educators.</p>	<p>Candidate seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Candidate seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Candidate initiates important activities to contribute to the profession.</p>
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>Teacher Candidate Shows Professionalism</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 10: Leadership and Collaboration (4 – Professional Responsibility)</p>	<p>Candidate displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p>	<p>Candidate is honest in interactions with colleagues, students, and the public.</p> <p>Candidate attempts, though inconsistently, to serve students.</p> <p>Candidate does not knowingly contribute to some students being ill served by the school.</p>	<p>Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Candidate is active in serving students, working to ensure that all students receive a</p>	<p>Candidate takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Candidate is highly proactive in serving students, seeking out resources when needed.</p>

<p>COMPASS 4F: Showing Professionalism</p>	<p>Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations</p>	<p>Candidate's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Candidate complies minimally with school and district regulations, doing just enough to get by.</p>	<p>fair opportunity to succeed.</p> <p>Candidate maintains an open mind in team or departmental decision making.</p> <p>Candidate complies fully with school and district regulations.</p>	<p>Candidate makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.</p> <p>Candidate takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Candidate complies fully with school and district regulations, taking a leadership role with colleagues.</p>
--	---	---	--	--

H. Professional Development

The Professional Development entry consists of evidence of the teacher intern's progression toward professional growth.

Entry	Form	Artifact	Description	Assessment
H1. Professional Development Plan		X	This artifact is to be completed by the teacher intern as a reflection on teaching practices throughout the semester. The teacher intern will plan for further professional development during their first semester of teaching.	Portal IV Professional Development Plan Rubric Criteria for Passing: 0 may fall below Meets Expectations
H2. Resume		X	The resume submitted should include at least the following information: professional highlights and accomplishments, work history, and education.	Portal IV Resume Rubric Criteria for Passing: 1 may fall below Meets Expectations with No Ratings of Does Not Meet Expectations

H1. Professional Development Plan Artifact

As you approach the middle of your semester of student teaching, reflect on your experiences and develop a plan for your professional growth. Utilize the evaluations and suggestions from your University Supervisor and Cooperating Teacher to determine areas in which you need further development.

1. Based on your experience, choose a goal for professional growth.
2. Indicate all required Action Steps, Resources Needed, and Target Dates to meet your goal.
3. Enter Teacher Intern comments under Employee Comments giving a rationale for why this plan is appropriate. Reflect on lesson or midterm evaluations completed by the cooperating teacher.
4. Enter Cooperating Teacher comments under Evaluator Comments giving reasons or actionable feedback why this goal is appropriate for the intern.
5. Enter Signature and Date of Cooperating Teacher
6. At the end of the semester, reflect on your growth. How well did you achieve your goals? What else you could you do better?
7. Upload to PASS-PORT's Portal IV.

PIV. Professional Development Plan Artifact Template

Professional Growth Plan

School Year:

Parish:

School:

Employee Name:

Goal:	Choose domain(s): <input type="checkbox"/> Planning and Preparation <input type="checkbox"/> The Classroom Environment <input type="checkbox"/> Instruction
-------	--

	Action Steps	Resources Needed	Target Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Employee Rationale:	
Signature	Date
Evaluator Rationale:	
Signature	Date

End of Semester Reflection:

UNIVERSITY OF LOUISIANA AT LAFAYETTE
College of Education

Portal IV: Professional Development Plan Rubric

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
<p>Teacher Candidate Reflects on Teaching</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.2</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4A: Reflecting on Teaching</p>	<p>Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Candidate has no suggestions for how a lesson could be improved.</p>	<p>Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Candidate makes general suggestions about how lesson could be improved.</p>	<p>Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instruction outcomes and can cite general references to support the judgment.</p> <p>Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.</p>
	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
<p>Teacher Candidate Grows and Develops Professionally</p> <p><u>ALIGNMENTS:</u></p> <p>CAEP 1.1</p> <p>INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility)</p> <p>COMPASS 4E: Growing and Developing Professionally</p>	<p>Candidate engages in no professional development activities to enhance knowledge or skill.</p> <p>Candidate resists feedback on teaching performances from either supervisors or more experienced colleagues.</p> <p>Candidate makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Candidate participates in professional activities to a limited extent when they are convenient.</p> <p>Candidate accepts with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Candidate finds limited ways to contribute to the profession.</p>	<p>Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Candidate welcomes feedback from colleagues-either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Candidate participates actively in assisting other educators.</p>

Portal IV: Professional Development Plan Scoring Guide

	Not Observed	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
4A: Reflecting on Teaching	○	○	○	○
4E: Growing and Developing Professionally	○	○	○	○

H2. Resume Artifact

Your resume should give an accurate picture of your education and experiences. For tips in writing a resume, you may search the internet as there are numerous web pages. The following were utilized in developing the below sample resume. If your University Supervisor does not specify a format, you may utilize the format of your choice. Please make certain that your resume components align with the required components of the rubric.

SAMPLE RESUME - BEGINNING TEACHER

Full Legal Name

Mailing Address
Telephone/Contact Number
Email Address

CAREER OBJECTIVE

If you have a cover letter, you generally do not need an objective. If you decide you want one anyway, it should be a concise and meaningful statement describing your career goals. Be as specific as possible without being too restrictive.

EDUCATION

Institution Location
Degree, Major, Date

Manhattanville College, Purchase, NY
Master of Professional Studies, May 2001

Connecticut College, New London, CT
Bachelor of Arts, 1991
Major: English; Minor: Psychology

CERTIFICATION

Elementary Education (PreK-6) and Special Education (K-12)
State of New York, expected June 2001

FIELD EXPERIENCE

Student Teacher, Mamaroneck Avenue School, Mamaroneck, NY, 1/01-5/01
Second Grade Class

- Planned and organized materials for thematic units, including literature (mythology) and measurement (calendar, telling time).
- Motivated students by creating an active learning environment.
- Communicated with parents through a weekly newsletter.

Fifth Grade, Special Education Class

- Designed and utilized IEP goals and objectives.
- Worked with students in all skill areas.
- Collaborated effectively with child study team.

RELATED EXPERIENCE

PTA President, Alden Elementary School, Alden, NY, 6/98-6/00
 Organized first Great Books program in the school. Initiated and coordinated cooperative art program between Alden School and Hudson Valley Museum.
Reading/Writing Tutor, Westchester County, NY, 1999-2000
 Provided one-on-one tutorial services for elementary age students.
Camp Counselor, Merriewood Day Camp, Bedford, NY, Summers 1994-1997
 Responsible for day-to-day supervision of 12 campers, ages 6-8. Taught arts and crafts, and tennis.

HONORS & AWARDS

List academic, leadership and athletic honors. If you only have academic awards you can list them under your GPA in the Education Section.

SKILLS AND INTERESTS

Proficient in Microsoft Word and Excel; familiar with Internet
 Skilled in conversational French, nature photogr

UNIVERSITY OF LOUISIANA AT LAFAYETTE
College of Education
Portal IV: Resume Artifact Rubric

Components	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
Format	<ul style="list-style-type: none"> This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling errors. 	<ul style="list-style-type: none"> The font and spacing of this resume are not appealing and easily scanned. There are more than one spelling or grammar errors. 	<ul style="list-style-type: none"> This resume fills the page but also is not overcrowded. There may be a single spelling or grammar error here. This resume could be easily scanned. 	
Education Section	<ul style="list-style-type: none"> This section is missing the most crucial information. Institution is listed without a location. Graduation date is not listed. Major is listed but not degree. No GPA is stated in this section. 	<ul style="list-style-type: none"> This section is not well organized. Information such as institution with its location, graduation date, and major are included. Degree and GPA are not listed. There is no order to how information is formatted in this section. 	<ul style="list-style-type: none"> This section is organized, clear, and well defined. It highlights the most pertinent information. This section includes: institution with its location, graduation date, major, degree, GPA, study abroad, and any relevant course work. 	
Experience Section	<ul style="list-style-type: none"> This section is not well defined, and there is no order to the descriptions of each position. Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment are listed. 	<ul style="list-style-type: none"> Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Places of work are included for each position but not locations, dates, and titles. 	<ul style="list-style-type: none"> This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. This section could be split into related and other experience. 	
Honors/ Activities	<ul style="list-style-type: none"> This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed. 	<ul style="list-style-type: none"> This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement. 	<ul style="list-style-type: none"> This section is well organized and easy to understand. Activities and honors are listed and descriptions include skills gained and leadership roles held. Dates of involvement are listed. 	

Portal IV. Resume Artifact Scoring Guide

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
Format	○	○	○	○
Education Section	○	○	○	○
Experience Section	○	○	○	○
Honors/Activities	○	○	○	○

Appendix A: *Forms*

**University of Louisiana
Lafayette, Louisiana
Cooperating Teacher Information Form**

(Complete and submit to Teacher Intern so he/she can learn more about you)

Semester: Fall / Spring / Summer 20__
(Circle one)

Name _____
(last name) (first name) (middle)

School Name _____

Address _____

City _____ **State** _____ **Zip** _____

Grade(s) & Subject(s) currently teaching _____

School Phone _____ **Home or Cell (optional)** _____

E-mail Address _____

Vision for Teacher Intern Experience _____

Hobbies/Interests _____

Describe your feelings about being a teacher _____

Share a memory or humorous experience from your own teacher internship or teaching experience _____

Add other information you think would be important for your teacher intern to know about you

**University of Louisiana
Lafayette, Louisiana
Teacher Intern Information Form**

(Complete and give to Cooperating Teacher and University Supervisor)

Semester: Fall / Spring / Summer 20__

(Circle one)

Name _____
(last name) (first name) (middle)

Address _____

City _____ State _____ Zip _____

Home Phone No. _____ Cell No. _____

E-mail address _____

Cooperating Teacher _____ Grade level/subject _____

Goals/Future Plans

Hobbies/Interests _____

Honors/Scholarships _____

Work

Experience _____

OBSERVATION FORM

(To be used by *Teacher Intern* for observation of other teachers; minimum of 4 required)

Teacher Observed _____ Grade and Subject Observed _____

School _____ Date _____ Time _____

1. Purpose of the Lesson

2. Materials Used (media, technology, etc.)

3. Motivational Techniques Used (what was the hook?)

4. What activities were done?

5. How did the teacher maintain pupil interest?

6. What disciplinary devices did the teacher use?

7. What modifications or adaptations were used for special needs students?

8. How would you describe the teacher's style of presenting the lesson?

9. What methods were used to ensure student learning?

10. What material/methods would you like to try and what things would you have done differently?

Comments or Question

Intern's Signature: _____ School: _____

NOTES FOR THE TEACHER INTERN DOCUMENTATION OF HOURS FORM:

1. Hours can be counted as **DIRECT INSTRUCTION** if the teacher intern is responsible for planning, instructing, and assessing for a whole class, small group, or one student, but is under the supervision of the Cooperating Teacher. Written plans must be presented.
2. **OTHER** hours are duty times or extracurricular, where the teacher intern is directly involved in a school related activity under the supervision of the Cooperating Teacher.
3. **OBSERVATION** hours consist of all other times the teacher intern is observing what is going on at the school, excluding free time, planning time (if planning alone), and breaks, etc. These would be counted under OTHER.
4. **Absences must be documented on this form, with cooperating teacher's signature.**
5. **This form is to be used by Teacher Interns Only!**

III. MANAGEMENT/CLIMATE

O= Observed | NO= Not Observed O+ = Acceptable O- = Needs Improvement

Provides Conducive Atmosphere		Has Orderly Transitions/Routines	
Maintains Orderliness / Neatness		Promotes Positive Learning Environment	
Sets High Expectations of Students		Manages / Adjusts Time	
Posts Rules of Behavior		Displays Student work	
Monitors Student Learning		Provides for Early Finishers	

% Students Attentive, Focused, Participating (√): ___ 100% ___ 90% ___ 75% ___ < 50%

IV. PERSONAL/PROFESSIONAL

O= Observed NO= Not Observed O+ = Acceptable O- = Needs Improvement

Exhibits positive attitude		Demonstrates enthusiasm	
Open to suggestions		Demonstrates poise and maturity	
Appropriate Dress & grooming			

Overall strengths: _____

Areas of additional growth: _____

Additional comments / suggestions: _____

Note: This evaluation instrument aligns with the Louisiana Components of Effective Teaching and targets areas of significance according to INTASC and NCATE.

Daily Feedback Form

(OPTIONAL)

Name of the intern _____ Subject _____ Date _____

This can be used by the cooperating teacher as a checklist or in a scaling manner.
If using as a scale, use the following ratings:

1=unacceptable 2= developing 3= competent 4= highly effective)

PLANNING:

- Plans prior to presentation
- Develops objectives
- Includes one or more activities
- Maintains records

MANAGEMENT:

- Promotes learning
- Organizes
- Positive climate
- Poise and self-control
- Maximizes time
- Manages routines
- Adjusts allotted time
- Establishes expectations
- Monitors students
- Maintains classroom control
- Effective use of voice
- Writing is effective
- Use of materials

INSTRUCTION:

- Focuses attention
- States objectives
- Explanation
- Modeling
- Questions/answers
- Guided practice
- Re-teaches
- Independent practice
- Closure

ROUTINE:

- Greeting
- Board Work
- Time Control
- Dismissal

UL Lafayette Office of Teacher Clinical Experiences
INDIVIDUAL LESSON EVALUATION REPORT
(REQUIRED)

(To be used by the Cooperating Teacher or the University Supervisor to evaluate an individual lesson –
 Use The Framework for Teaching Evaluation Instrument by C. Danielson (2011) when completing this evaluation)

DATE _____ **TIME:** Start _____ End _____

TEACHER/ACADEMIC INTERN _____ **SCHOOL**

Lesson Topic/Content _____ **Written Plans?** _____ Yes _____ No

Ratings: 1= Unacceptable 2= Developing 3= Competent 4= Highly Effective

(Please circle the appropriate rating for each; include comments that assist the teacher intern's growth.)

DOMAIN I: PLANNING AND PREPARATION

1A: Knowledge of Content and Pedagogy	1	2	3	4
1B: Demonstrating Knowledge of Students	1	2	3	4
1C: Setting Instructional Outcomes	1	2	3	4
1D: Demonstrating Knowledge of Resources	1	2	3	4
1E: Designing Coherent Instruction	1	2	3	4
1F: Designing Student Assessments	1	2	3	4

Comments:

DOMAIN II: CLASSROOM ENVIRONMENT

2A: Creating an Environment of Respect and Rapport	1	2	3	4
2B: Establishing a Culture for Learning	1	2	3	4
2C: Managing Classroom Procedures	1	2	3	4
2D: Managing Student Behavior	1	2	3	4

Comments:

DOMAIN III: INSTRUCTION

3A: Communicating With Students	1	2	3	4
3B: Questioning and Discussion Techniques	1	2	3	4
3C: Engaging Students in Learning	1	2	3	4
3D: Using Assessment in Instruction	1	2	3	4
3E: Demonstrating Flexibility and Responsiveness	1	2	3	4

Comments:

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

4A: Reflecting on Teaching	1	2	3	4
4F: Showing Professionalism	1	2	3	4

Comments:

LESSON CRITIQUE

1. Strengths: _____

2. Areas of improvement: _____

Teacher/Academic Intern

University Supervisor

Cooperating Teacher

UL Lafayette Office of Teacher Clinical Experiences
Clinical Experience Mid-Term or Final Evaluation
(REQUIRED)

NAME _____
Last First Middle

GRADE/SUBJECT TAUGHT _____ Date _____

COOPERATING TEACHER _____ SEMESTER/YEAR _____

SCHOOL _____ UNIVERSITY SUPERVISOR _____

Please select status of candidate: Teacher Intern _____ OR Academic Intern _____

Check the appropriate evaluation: Mid-Term _____ Final Evaluation _____

Ratings: (1) **UNACCEPTABLE** (2) **DEVELOPING** (3) **COMPETENT** (4) **HIGHLY EFFECTIVE**

Please circle the appropriate rating for each objective and include comments to assist the teacher intern's growth.

I. DOMAIN 1: PLANNING AND PREPARATION

1A	Knowledge of Content and Pedagogy	1	2	3	4
1B	Demonstrating Knowledge of Students	1	2	3	4
1C	Setting Instructional Outcomes	1	2	3	4
1D	Demonstrating Knowledge of Resources	1	2	3	4
1E	Designing Coherent Instruction	1	2	3	4
1F	Designing Student Assessments	1	2	3	4

Planning and Preparation Narrative Evaluation:

II. DOMAIN 2: THE CLASSROOM ENVIRONMENT

2A	Creating an Environment of Respect and Rapport	1	2	3	4
2B	Establishing a Culture for Learning	1	2	3	4
2C	Managing Classroom Procedures	1	2	3	4
2D	Managing Student Behavior	1	2	3	4
2E	Organizing Physical Space	1	2	3	4

The Classroom Environment Narrative Evaluation:

III. DOMAIN 3: INSTRUCTION

3A	Communicating with Students	1	2	3	4
3B	Questioning and Discussion Techniques	1	2	3	4
3C	Engaging Students in Learning	1	2	3	4
3D	Using Assessment in Instruction	1	2	3	4
3E	Demonstrating Flexibility and Responsiveness	1	2	3	4

Instruction Narrative Evaluation:

IV. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4A	Reflecting on Teaching	1	2	3	4
4B	Maintaining Accurate Records	1	2	3	4
4C	Communicating with Families	1	2	3	4
4D	Participating in a Professional Community	1	2	3	4
4E	Growing and Developing Professionally	1	2	3	4
4F	Showing Professionalism				

Professional Responsibilities Narrative Evaluation:

University Supervisor

White – Office of Teacher Clinical Experiences

Teacher Intern

Yellow – University Supervisor

Cooperating Teacher

Pink – Teacher Intern

UL Lafayette

Suggested Daily Lesson Plan Format

Teacher Intern's Name _____ Subject/Period(s) _____
Date Taught _____ Title of Lesson _____

Theme & Standard –Based Objective(s):

Materials (including technology integrated):

Teaching Procedures (include whether procedure is modeled, guided practice, or independent practice):

Focus/Introduction:

Procedures:

Closure:

Pre and Post Assessment Methods:

Home Assignment/Lesson Extension:

Accommodations for Diverse Learners:

Suggested Daily Lesson Plan Descriptors

Primary Theme: Name the primary theme or concepts this lesson teaches

Material(s) needed: List all supplies and materials needed for both the teacher and the students

Key Skills: What foundation skills will be covered; what skills will the students gain upon completion of this lesson

Standard-based goal and objectives: Goal and objectives should be at an appropriate level of difficulty and complexity. Objectives should indicate what the student is expected to know upon completion of the lesson. Objectives should follow the state benchmarks for the subject(s) covered.

FOCUS: A KEY component!!

- Captures the students' attention
- Develops readiness for instruction to follow
- Generates student involvement
- Relates to objectives and previous learning
- Is the "hook" that sets the stage, or creates a bridge between what the student already knows or can do with the new content or skill to be taught
- Involves students with the lesson

PURPOSE: Different from the focus; write the objective(s) on the board

- Informs the student as to what they will be able to do at the end of the lesson and why it is important or useful
- Should connect/link the lesson to the students' real world; show relevance

PROCEDURES: The main body of the lesson. It is the process of meeting the objectives

- Each activity or procedure should be directed toward the goals and objectives
- Includes direct instruction that teaches facts, concepts, and /or processes
- Activities should develop from simple to complex, and should include higher order thinking components.
- State how the activities will be developed, what part the teacher plays in the lesson, and what part the student plays. The lesson could include some or all of the following:
 - **Modeling:** showing or telling students what they should strive for in their finished products; completing several examples as a class; demonstrating the process being taught, etc.
 - **Guided Practice:** Provides opportunities for the students to use/practice the process learned. Gives the teacher opportunity to give feedback, correct misconceptions, provide for individual needs, etc.

- **Check for understanding:** Check on student progress using signaled responses, oral responses, or written responses. Provide feedback that gives immediate information as to whether the instruction needs clarification or adjustment. The planner should describe how this checking for understanding would be assessed (e.g., thumbs up, brief statements, choral responses, etc. Tell if it is whole class, small groups, or individually)
- **Independent Practice:** Students work independently to practice skill or processes to ensure retention and understanding. Specific help can be given to those who need it.

ASSESSMENT:

- If applicable, student should be given a homework or home learning assignment
- It could be a lesson extension, a practice of what was covered in the lesson, or an application activity to reinforce the concepts taught. It should not incorporate anything new.

CLOSURE: A KEY component! Many teachers delete this section. The closure should summarize the learning experience, restate the objectives, connect to real life experiences, and give them a “hook” or a tease as to what they can expect in the next lesson.

*** Options to include in an individual lesson might include

- Higher order thinking questions to be asked
- How to monitor/provide feedback
- Enrichment, extensions, and re-teaching activities
- Technology component
- A personal self-assessment of the lesson written by the planner

Appendix B:
Charlotte Danielson's
Framework for Effective Teaching

1a Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

Elements of component 1a:**Knowledge of content and the structure of the discipline**

Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.

Indicators:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

UNSATISFACTORY	BASIC
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>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.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

1b Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources to ensure that all students will be able to learn.

Elements of component 1b:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

Children's lives beyond school influence their learning.

Knowledge of students' interest and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs.

Children do not all develop in a typical fashion.

Indicators:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use

UNSATISFACTORY	BASIC
<p>Teacher demonstrates little 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>Teacher indicates the importance of 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>
PROFICIENT	DISTINGUISHED
<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>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>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

1c Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

Elements of component 1c:

Value, sequence, and alignment

Students must be able to build their understanding of important ideas from concept to concept

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

UNSATISFACTORY	BASIC
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>
PROFICIENT	DISTINGUISHED
<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

1d Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

Elements for component 1d:**Resources for classroom use**

Materials align with learning outcomes.

Resources to extend context knowledge and pedagogy

Materials are available to further teachers' professional knowledge.

Resources for students

Materials are appropriately challenging.

Indicators:

- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education
- courses or professional groups
- Community resources

UNSATISFACTORY	BASIC
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	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.
PROFICIENT	DISTINGUISHED
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.	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.

1e Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan for implementation is then manifested in Domain 3.

Elements of components 1e:

Learning activities

Instruction is designed to engage students and advance their learning through the content.

Instructional materials and resources

Materials and resources are appropriate to the learning needs of the students.

Instructional groups

Groups are intentionally organized to support student learning.

Lesson and unit structure

Organization is clear and sequenced to advance students' learning.

Indicators:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

UNSATISFACTORY	BASIC
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>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 offer no variety.</p>	<p>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.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>
PROFICIENT	DISTINGUISHED
<p>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.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>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.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

1f Designing Student Assessment

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards understanding the learning outcomes.

Elements of component 1f:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Results of assessment guide future planning.

Indicators:

- Lesson plans indicating correspondence between assessments and instructional outcomes.
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessment available for individual students as needed
- Expectations clearly written, with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

UNSATISFACTORY	BASIC
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>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.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>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.</p>

2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

Elements of component 2a:**Teacher interactions with students, including both words and actions**

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students is mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Indicators:

- Respectful talk and turn taking
- Respect for students' background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

UNSATISFACTORY	BASIC
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>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>

2b Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.

Elements of component 2b:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of success if they are prepared to work hard.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators:

- Beliefs in the value of the work
- High expectations, supported through both verbal and nonverbal behaviors
- Expectation and recognition of quality
- Expectation and recognition of effort and persistence
- Confidence in students' ability evident in teacher's and students' language and behaviors
- Expectation for all students to participate

UNSATISFACTORY	BASIC
<p>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.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>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.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p>Many students indicate that they are looking for an “easy path.”</p>
PROFICIENT	DISTINGUISHED
<p>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.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

2c Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.”

Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities – large group, small group, independent work. Little time should be lost as students move from one activity to another: students know the “drill” and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

UNSATISFACTORY	BASIC
<p>Much instructional time is lost through ineffective classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>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.</p> <p>With regular guidance and prompting, students follow established routines.</p>
PROFICIENT	DISTINGUISHED
<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

2d Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

Elements of component 2d:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle and thus a challenge to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

UNSATISFACTORY	BASIC
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>
PROFICIENT	DISTINGUISHED
<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

2e Organizing Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.

Elements of component 2e:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.

Indicators:

- Pleasant, inviting atmosphere
- Safe environment
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

UNSATISFACTORY	BASIC
<p>The physical environment is unsafe or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>
PROFICIENT	DISTINGUISHED
<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

3a Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

Elements of component 3a:

Expectations for learning

The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures

Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content

Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, when opportunity arises, anticipate possible student misconceptions.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators:

- Clarity of the purpose of the lesson
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students comprehension of content
- Correct and imaginative use of language

UNSATISFACTORY	BASIC
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>
PROFICIENT	DISTINGUISHED
<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

3b Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered part of this component.

In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Elements of component 3b:**Quality of questions/prompts**

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion in which the teacher steps out of the central, mediating role
- High levels of student participation in discussion

UNSATISFACTORY	BASIC
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>
PROFICIENT	DISTINGUISHED
<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>

3c Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Elements of component 3c:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Although some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning – for example, the use of primary source materials in social studies.

Structure and pacing:

No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of students' learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

UNSATISFACTORY	BASIC
<p>The learning tasks and activities, materials resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>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.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>
PROFICIENT	DISTINGUISHED
<p>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.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>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.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

3d Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (It's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component,

Elements of component 3d:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assuming responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and they have been taught the skills of checking their work against clear criteria.

Indicators:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specially created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

UNSATISFACTORY	BASIC
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>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.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>
PROFICIENT	DISTINGUISHED
<p>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.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

3e Demonstrating Flexibility and Responsiveness

“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.

Elements of component 3e:

Lesson adjustment

Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students

Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators:

- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding
- Teacher seizing on a teachable moment

UNSATISFACTORY	BASIC
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interest, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>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.</p>

4a Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event—an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

Elements of component 4a:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.

Indicators:

- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies

UNSATISFACTORY	BASIC
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>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.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

4b Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. This record keeping includes student completion of assignments, student progress in learning, and records of noninstructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Elements of Component 4b

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permission slips for a field trip, or which students have paid for their school pictures.

Indicators:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

UNSATISFACTORY	BASIC
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher's system for maintaining information on student completion or assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstrucional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

4c Communicating with Families

Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages.

Elements of component 4c:

Information about the instructional program

Frequent information is provided to families, as appropriate, about the instructional program.

Information about individual students

Frequent information is provided to families, as appropriate, about students' individual progress.

Engagement of families in the instructional program

Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.

Indicators:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

UNSATISFACTORY	BASIC
<p>Teacher communication with families – about the instructional program, about individual students – is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>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.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

4d Participating in a Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers – organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Elements of component 4d:

Relationships with colleagues

Teachers maintain a professional collegial relationship that encourages sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiative
- Regular teacher participation and support of community initiatives

UNSATISFACTORY	BASIC
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>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.</p>

4e Growing and Developing Professionally

As in other professions, the complexity of teaching requires continuous growth and development in order to remain current. Conscientiousness, continuing to stay informed and increasing their skills allow teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Elements of component 4e:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.

Indicators:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; regular sharing of feedback
- Participation in professional organizations support academic inquiry

UNSATISFACTORY	BASIC
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues – either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

4f Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

Elements of component 4f:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and procedures.

Indicators:

- Teacher having a reputation as someone who can be trusted and often being sought as a sounding board
- Teacher frequently reminding participants during committee or planning work that students are the highest priority
- Teacher supporting students, even in the face of difficult situations or conflicting policies
- Teacher challenging existing practice in order to put student first
- Teacher consistently fulfilling school district mandates regarding policies and procedures

UNSATISFACTORY	BASIC
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests.</p> <p>Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>
PROFICIENT	DISTINGUISHED
<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>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 underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>