Clinical Practice Handbook
& Course Syllabus for
Student Teaching Internship
Winter 2016

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Preamble: Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service. The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

Ethical Standards: The following ethical standards address the professional educator’s commitment to the student and the profession.

1. **Service toward common good**  
   **Ethical Principle:** The professional educator’s primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2. **Mutual respect**  
   **Ethical Principle:** Professional educators respect the inherent dignity and worth of each individual.

3. **Equity**  
   **Ethical Principle:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4. **Diversity**  
   **Ethical Principle:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5. **Truth and honesty**  
   **Ethical Principle:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.

Approved by State Board of Education December 3, 2003
InTASC Teacher Education Professional Standards

The teacher education profession demands of its practitioners a commitment to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. Therefore, the academic curriculum of the Wayne State University Teacher Education programs require that all teacher education candidates demonstrate each of the model core teaching standards in accordance with the Interstate Teacher Assessment and Support consortium (InTASC). These standards are woven throughout the assignments and field experiences in the academic programs and portions of the standards are assessed in each course. Failure to comply with these standards is a failure to meet the academic standards of the Teacher Education program and could result in a student’s dismissal from the academic program. Below are the four themes that run through the 10 standards:

**THE LEARNER AND LEARNING STANDARDS**

1. *Learner Development.* The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. *Learning Differences.* The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. *Learning Environments.* The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**CONTENT KNOWLEDGE STANDARDS**

4. *Content Knowledge.* The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. *Application of Content.* The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**INSTRUCTIONAL PRACTICE STANDARDS**

6. *Assessment.* The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. *Planning for Instruction.* The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. *Instructional Strategies.* The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**PROFESSIONAL RESPONSIBILITY STANDARDS**

9. *Professional Learning and Ethical Practice.* The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. *Leadership and Collaboration.* The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

By signing below, I am aware that I will be held accountable in my coursework and fieldwork as a future teacher through performances, knowledge and dispositions as indicated in each of the above standards.

Signed: ___________________________ Date: ___________________________

Program Area: ___________________________
Professionalism

The College of Education requires students to be effective urban educators and ethical professionals. This aligns with InTASC Standard #9 – Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

As a student teaching intern and professional, you are expected to:

- Be open to new ideas, suggestions, and constructive criticism in order to grow your teaching practice
- Interact with your mentor teacher, school personnel, students, families, university field instructors, and university personnel in a respectful way, maintaining appropriate and professional relationships.
- Follow university, college, and school district practices, policies and procedures.
- Be in attendance and on time every day in the classroom, for school meetings and professional development, for your community of learner seminars, and the required Office of Clinical Experiences seminars.
- Dress appropriately and professionally, as determined by the school dress code and general standards of professional attire when working with children.
- Treat all information shared with you regarding students, parents, families, and/or staff as confidential.
- Use social media related to students, teaching, and your teaching internship responsibly, appropriately, and ethically. Maintain professionalism in digital forums and media regarding your students, their families, and your teaching internship. Maintain your students' privacy, including refraining from posting photos and other artifacts, without express consent from students, their parents/guardians, and appropriate school personnel.
- Refrain from tangential, personal use of digital devices during class/seminar time and while teaching; this includes cell phones. Your cell phone should not be in use during instructional time with students.
- Follow protocol if you have questions or concerns regarding your clinical experiences. Speak first to your mentor teacher and/or field instructor and then contact the Office of Clinical Experiences. Communicate concerns through the appropriate channels.

Professional Seminars: All student teachers are required to attend professional seminars that support them in developing their teaching practice and professional skills and dispositions. The dates for these are provided in the OCE Semester Calendar.

Absenteeism: Unexcused absences will result in a failing grade for student teaching. Student teachers are allowed three (3) excused sick days per semester across fieldwork, class seminars, and OCE professional seminars. (Three days in total for all, not three days for each.) Notify your mentor teacher and field instructor if you will be absent due to illness before the start of the school day. You are still responsible for getting any materials and/or lesson plans the mentor teach may need from you for the day. Tardiness and/or absenteeism are grounds for a failing grade for student teaching because this is a professional clinical experience.
Snow Days and Other School Closures: Elementary Education, Secondary Education, and K-12 student teachers need to be in the field for a minimum of 400 hours per State of Michigan requirements for certification. Special Education and Early Childhood Education student teachers in their general education placement need to be in the field for a minimum of 200 hours. Teaching interns are also required by Wayne State University College of Education to be in their internships for the duration of the semester since student teaching is a clinical course. Included as teaching days would be class field trips and professional development teaching interns attend through their placement districts or with the Office of Clinical Experiences, as these are both a routine part of teaching. Also included as teaching days would be records days for which interns are in their schools, as well as days when interns are invited to join things like IEPs, professional learning communities (PLCs), grade level team meetings, and other routine meetings that are the responsibility of classroom teachers. Not counted in teaching days are: snow days, emergency building closures, excused sick days, excused personal days, etc. These days would need to be made up if the total hours fell below the mandated minimums described above. Unexcused absences are not included as teaching days, and also can be grounds for failing pre- and student teaching. If your mentor teacher is absent and there is a substitute teacher, you are still required to be in the field, and this counts as one of your days in the field. If you miss a day when there is a substitute teacher, this counts as an absence. If you are a student teacher serving as the substitute teacher (10 days maximum), this also counts as one of your days in the field.

Substitute Teaching:

Student teachers are allowed to substitute teach for mentor teachers pending the approval of the school’s administrator, mentor teacher, field instructor, and the Office of Clinical Experiences. Students must submit all of the paperwork and background check information required by districts, attend any mandatory district training, and then request that their building principal email the OCE requesting the intern be allowed to serve as a substitute teacher. The memorandum must be reviewed and approved before a student teacher serves as substitute teacher in his/her mentor teacher’s classroom. Substitute teaching in another classroom during student teaching is not permitted. NOTE: At no time may student teaching interns serve “on the spot” as substitute teachers during their clinical hours or without all of the requisite paperwork and background checks in place; to do so would be a violation of OCE and Michigan Department of Education policies.

Student Teachers may substitute for a maximum of 10 days. Please note: Detroit Public Schools does not allow student teachers to receive payment for substitute teaching.

Student Michigan Education Association:

The Student Michigan Education Association (SMEA) is a pre-professional organization for people preparing for the teaching profession in any of the higher education institutions in Michigan and who are not regularly employed as educators by an educational institution or agency. The Michigan Education Association (MEA) and its student program help lead education majors to a brighter professional future. The program exists to help students make a smooth transition from the campus to the classroom—to help give students the edge as a teacher in those very important first years. Although colleges and universities do a great job preparing education majors to assume institutional responsibilities, very few programs are offered that explore the critical non-instructional aspects of the profession. That is where the SMEA comes in to supplement formal education: to help pre-professionals learn about salaries, contracts, the Michigan Test for Teacher Certification Program, evaluations, discipline and certification requirements, to name a few. SMEA is a part of the National Education Association Student Program (NEA-SP), the nation’s largest and most influential student organization. SMEA is part of the more than 160,000-member MEA and the 2.4 million-member National Education Association (NEA). Together, these groups are the voice of education in America.
Options for Renewal of CPR Certification:

1. Take one of the Red Cross classes offered on select Saturdays at WSU. This class requires no prior CPR or First Aid certification. Class dates and the registration form can be found on page 2. Registration must be made in advance and the fee is $80.00. For further information, contact Dr. Fahlman (M.fahlman@wayne.edu)

2. Schedule a “challenge.” A successful challenge requires you to complete written and skill tests in Before Providing Care, Adult, Child and Infant CPR as well as conscious choking and unconscious choking. These tests must be completed without any help or prompting from the instructor and you are only allowed one attempt so you should not elect this option unless you are certain you are prepared and well versed in the skills. Challenges are offered at the same time as the classes referred to in the previous paragraph. Registration must be made in advance and the fee is $25.00 (non-refundable). For further information, or a registration form, contact Dr. Fahlman (M.fahlman@wayne.edu)

3. Go directly through the Red Cross www.semredcross.org to look for class dates at a center close to you, or call them at (313) 576-4101 or (586) 756-7600 to see what courses are available in your area.

Option 1 will also earn you certification in First Aid. You may include that in option 2 for no additional charge but you must be prepared to take skill tests in caring for bleeding and splinting as well as the written test in First Aid.

Due to problems with insufficient funds we are no longer accepting personal checks. All payment must be made via a certified check or money order. Personal checks will be returned. You can get a money order at University Grocery Store across the street from the Matthaei building if you have no other access.

If you have any questions, contact Dr. Fahlman: M.fahlman@wayne.edu

Wayne State University's College of Education is offering First Aid & CPR Training on two Saturdays during the Fall Semester. The class will be held in room 169 Education and run from 8:15 a.m. to 5 p.m. Bring your lunch as campus opportunities are limited on Saturdays. Upon completion of the training, you will receive a certification in the following: Adult/Child and Infant CPR; AED; and Basic First Aid.

YOU MUST BE PRESENT FOR THE ENTIRE TIME TO RECEIVE CERTIFICATION

Your registration is not complete until Dr. Fahlman receives this slip with a check for $80.00 made payable to Wayne State University. Put “First Aid Certification” in the memo line. Once your registration is confirmed, the College is committed to paying the Red Cross, so whether you show or not, this fee is non-refundable.

Cash and personal checks will not be accepted due to the number of returned checks. Complete the following form and bring or mail it with a certified check or money order made out to WAYNE STATE UNIVERSITY to: Dr. Mariane Fahlman, Faculty Administration Building, Room 2161, 656 West Kirby, Detroit, MI 48202:

Dr. Fahlman will contact you by WSU E-mail (using your access ID) she receives your check. Send your registration in ASAP; they will not be accepted after the deadline listed below. If you miss the deadline, you will have to obtain the certifications on your own or wait until COE runs the programs again next semester. If you have any questions, please contact Dr. Fahlman at m.fahlman@wayne.edu
Termination of Student Teaching: Teaching interns performing overall at or below the proficient level may be required to meet with the field instructor, mentor teacher, and Office of Clinical Experiences to develop an Action Plan for growth. Once corrective measures are established, the field instructor schedules a formal follow-up observation and/or meeting with the teaching candidate in collaboration with the mentor teacher. In the event that adequate progress is not made, the field instructor will inform the Director, and the student will earn a failing grade in student teaching. A second attempt at student teaching may be granted only at the professional discretion of the Director; however, there is no guarantee that a second attempt will be provided. Documented evidence of any of the following conditions may be cause for termination of a student teacher placement:

- Inappropriate personal or professional behavior, including inappropriate use of social media related to students and/or the teaching internship.
- Ethical impropriety.
- Not upholding the Michigan Professional Educator’s Code of Ethics.
- Not upholding the InTASC standards.
- Not upholding the professional dispositions required of teaching candidates.
- Violation(s) of community practices, standards, or policies.
- Lack of professional judgment.
- Inappropriate communication or contact with students, parents/guardians, school or College/University personnel.
- A legal conviction of a felony or a misdemeanor requiring a decision from the Michigan Department of Education

Pupil learning is significantly impeded due to the teaching intern’s:

- Lack of content knowledge.
- Inadequate planning.
- Inadequate classroom organization and/or management.
- Deficiency in oral and/or written communication skills.
- Inability to relate with students in a meaningful manner.
- Inability to conduct oneself as a professional.

Procedures for Termination: When a mentor teacher or field instructor has severe concerns regarding an individual intern, the information is shared with the Director of the Office of Clinical Experiences. This documentation may include written observations, field notes, video, or formal evaluations of the intern’s performance. The Director will determine if the case warrants immediate termination due to concerns for P-12 student safety or quality of learning. Teaching candidates should also know that school districts can independently dismiss an intern from their district.

Following the dismissal, the teaching candidate is required to have a conference with the Director of the Office of Clinical Experiences to discuss the next steps. A second attempt at student teaching may be granted only at the professional discretion of the Director; however, there is no guarantee that a second attempt will be provided. If a teaching candidate appeals for another attempt at student teaching, s/he must submit an Action Plan that maps out in detail how s/he will ensure a second internship experience will be successful. This plan is reviewed by the Director and an OCE Advisory Board. If the Action Plan is not approved, a second attempt at student teaching will not be granted and termination from the program will be final.
I. **Division:** Teacher Education Division, Office of Clinical Experiences  
**Program Area:** Elementary and Secondary Education  
**Course Number:** TED 5780, TED 5790, HE 5780  
**Course Title:** Directed Teaching and Conference  

**Term/Year:** Winter 2016  
**Course Location:** Clinical placements in schools in Detroit and Metropolitan Detroit  
**Day:** Monday through Friday  
**Time:** Student teaching interns are expected to follow the guidelines of their internship schools regarding teacher arrival and dismissal. Interns are responsible for keeping teacher hours, including before- and after-school meetings, parent-teacher conferences, curriculum nights, professional development, and other events required of teachers in the building/district. Note: Art Education, Early Childhood, and Special Education students who are in their first semester of student teaching internship complete half-day placements for the duration of the semester.

**Credits:** 1 to 15 credit hours. See plan of work for credit hours. Make sure you have registered for the correct number of credit hours listed on your plan of work. *Your grade will be deferred until you are registered for the correct number of credit hours.*

**Instructor of Record:** Dr. Leah van Belle, Director of School Partnerships and Clinical Practice, Office of Clinical Experiences  
**Field Instructor:** Determined when internship placements are finalized for the term  
**Office Location:** OCE is located in 2 Northwest, College of Education  
**Traditional Office Hours:** Each field instructor sets his/her office hours and location  
**Digital Office Hours:** Available by FaceTime or Skype as well; set by field instructor  
**OCE Phone:** (313) 577-9880  
**OCE Email:** oce@wayne.edu

II. **COURSE DESCRIPTION:** Offered for S and U grades only. Prereq: admission to College of Education. Mandatory orientation is held prior to beginning of each semester; refer to Schedule of Classes for date, time and location. Mandatory professional development workshops held throughout the semester; dates, time, and locations announced at initial orientation. Directed teaching in schools at level for which students are preparing for certification. Includes regular conference in which teaching methods in various fields are explored.

Students will gradually assume full responsibility for planning, managing, implementing, and evaluating instruction as the situation permits and the university field instructor and mentor teacher deem appropriate.

III. **COURSE OUTCOMES:** Student teaching is the culminating pre-service experience for students who are striving to become certified teachers. As innovative, reflective urban educators committed to diversity, interns are expected to demonstrate the ten student teaching competencies in accordance with the Interstate Teacher Assessment and Support Consortium (InTASC):
A. THE LEARNER AND LEARNING STANDARDS

1. **Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

B. CONTENT KNOWLEDGE STANDARDS

4. **Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

C. INSTRUCTIONAL PRACTICE STANDARDS

6. **Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. **Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

D. PROFESSIONAL RESPONSIBILITY STANDARDS

9. **Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
IV. COURSE TEXTS AND TOOLS

Required Texts


The student teaching internship handbook from Office of Clinical Experiences provides key guidelines for clinical practice; this syllabus focuses on the coursework connected to student teaching.

Required Digital Resources

Michigan Department of Education curricula for K-12 subject areas. Available at http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Digital Tools & Technology Support

• You will need to bring a laptop, tablet, or other device with WiFi and digital video viewing capability to seminar meetings and coaching conversations.
• You will need to gather digital artifacts for various assignments; these may include digital photographs, videos, and/or audio files. You may do this with a smart phone, iPad, tablet, laptop, etc. If you need support with these technologies, please contact Computing & Information Technology (C&IT) Help Desk via their website http://computing.wayne.edu/helpdesk/ or by phone (313) 577-4778.
• You will need an external microphone for recording videos of your teaching practice. The bookstore has these ordered as course materials.
• You may find a tripod helpful for taking videos with your smartphone. The bookstore has these ordered as course materials as well.
• You will need a membership to website hosting platform of your choice for your College of Education e-portfolio. Many sites offer free memberships; examples include, but are not limited to, www.wix.com, www.googlesites.com, and www.wordpress.com.
• You will need to create a profile on www.LinkedIn.com to begin your professional resume. Membership is free.
• Students will be expected to use Blackboard (www.blackboard.wayne.edu) and OneDrive (through the Wayne Connect portal) in order to access course documents, assignments, and announcements.

V. COURSE AS A COMMUNITY OF LEARNERS

The methods of instruction in this class are informed by theories of social constructivist teaching and learning. Students in this course are not positioned as passive learners, or “sponges,” who simply “soak up” knowledge from lectures. The instructor is not positioned as the sole source of knowledge. Instead, we will be a community of learners who construct knowledge through shared commitment to teaching, collaboration in purposeful activities, shared inquiry, dialogue, and a commitment to improving our teaching practice. In order to support students’ active construction of deep understanding, this course is structured as an interactive seminar directly connected to clinical experiences. Discussion, both as a whole class and in small groups, will play a major role in our community of learners.
VI. ATTENDANCE AND ACTIVE PARTICIPATION IN COMMUNITY OF LEARNERS SEMINARS AND OCE PROFESSIONAL SEMINARS

We need to be here for every seminar—engaging with, supporting, and challenging each other’s thinking in order to have a vibrant classroom community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the course. It is expected that we will all come to class having read the relevant texts and ready to actively participate with responses to the readings, questions, and critical thinking. Attendance at and participation in all community of learners seminars and professional OCE seminars is required for successful completion of student teaching.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

VII. ASSIGNMENTS AND EVALUATION OF STUDENT LEARNING

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Active Participation in Community of Learners Seminars (4 x 12 pts. ea.)</td>
<td>48</td>
</tr>
<tr>
<td>B. Clinical Practice Cycles: Planning, Observing, Teaching, Coaching, &amp; Reflecting</td>
<td></td>
</tr>
<tr>
<td>1. Lesson Plans (3 x 15 pts. each)</td>
<td>45</td>
</tr>
<tr>
<td>2. Observations &amp; Coaching Conversations (3 x 63 pts. each)</td>
<td>189</td>
</tr>
<tr>
<td>3. Teaching Self-Study with Digital Video &amp; Coaching Conversation</td>
<td>63</td>
</tr>
<tr>
<td>C. Case Study</td>
<td>18</td>
</tr>
<tr>
<td>D. e-Portfolio and InTASC e-Portfolio Page</td>
<td>18</td>
</tr>
<tr>
<td>E. Capstone Conversation &amp; Exit Surveys</td>
<td>Must be completed successfully to complete student teaching</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>381</td>
</tr>
</tbody>
</table>

Assignment Scoring Rubrics

Each of the course assignments is described in detail later in the syllabus, including a scoring rubric. Each rubric indicates one overall score, but is broken down into detailed scoring by criteria. The goal is for students to self-evaluate their work meaningfully and allowing the instructor to provide focused feedback. All rubrics and assignments are available in Blackboard. All assignments are submitted to Blackboard unless otherwise requested by the OCE.
Teacher Education Division Grading Policy

Teacher Education Division faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-bachelor students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages. Student teaching is graded S/U. A grade of C+ or higher is needed to earn a S grade. Therefore, in order to pass student teaching, 293 points must be earned. Beyond the number of points; however, a student must also meet all of the professionalism and professional disposition expectations for the teaching internship, as well as earn proficient scores in all areas of the Framework for Teaching during his/her teaching observations.

Undergraduate Grading Scale Percentages & Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
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Graduate Grading Scale Percentages & Letter Grades

<table>
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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
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</table>

Due Dates

Due dates for student teaching assignments can be found in the course calendar below. All assignments must be submitted to and assessed by the field instructor before the teaching intern posts the final versions in Blackboard. All assignments must be submitted digitally by their due dates. Late assignments are not professional, and therefore, not accepted during student teaching. Because student teaching is a professional internship course, late assignments are grounds for failure of student teaching.

Note on Incomplete Grades

Incomplete grades are not granted for clinical experiences; therefore, if a teaching intern has not successfully completed and submitted all assignments for student teaching, s/he will receive a failing grade (F) for student teaching.

Withdrawal Grades

- **WP** will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- **WF** will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- **WN** will be awarded if no materials have been submitted as a basis for a grade.
Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

VIII. SUPPORTING YOU AS A LEARNER IN THIS COURSE: It is the instructor’s hope that all students will be successful in this course, and s/he will work hard to both challenge and support you as a learner. If you require special support, please discuss this with the instructor at the beginning of the course. Please set up a time to meet with the instructor and discuss this in private.

Students with Disabilities: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. SDS’ mission is to assist the University in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience. SDS will work with you to complete official paperwork you need for course accommodations. Their office is located in room 1600 of the Undergraduate Library. You can reach them at (313) 577-1851 or (313) 577-3365 (TDD only), or find them online at http://studentdisability.wayne.edu. Please be aware that a delay in getting an official accommodation letter may hinder the availability or facilitation of accommodations in a timely manner; it is in your best interest to meet with SDS as early in the semester as possible.

Support for Academic Writing

The Wayne State University Writing Center is a wonderful resource for students who would like some additional support with their academic writing. If you would like more information about scheduling a writing tutor, you can reach the center at (313) 577-2544, or make an appointment online at: http://clas.wayne.edu/writing/OnlineSchedulingInstructions

The Warrior Writing Research and Technology Zone: The WRT Zone (2nd floor, Undergraduate Library) provides individual tutoring consultations, research assistance from librarians, and technology consultants, all free of charge for graduate and undergraduate students at WSU. The WRT Zone serves as a resource for writers, researchers, and students’ technology projects. Sessions are run by undergraduate and graduate tutors, last up to 50 minutes, and tutors will work with students from initial idea development for an assignment all the way to the final draft of the assignment. Tutoring sessions focus on a range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to
support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

**Support for Written Academic English**

There are many dialects of spoken and written English, and no particular dialect should be considered more valid than another. However, as future teachers, you will be responsible for supporting all of your students in developing skills in reading and writing academic English, sometimes called Standard American English (SAE). As teachers, we must be fluent in oral and written SAE ourselves. In order to support this, all assignments for this course must be written in SAE, with careful attention to grammar, mechanics, and spelling. If you need any help writing in this dialect, the Writing Center resources (listed above) are places for additional support.

**Support for Professional Electronic Communication**

There are a variety of discourses (ways of using language and symbols) for electronic communications, and each is appropriate for its context and purpose. For example, the spelling, capitalization, and punctuation of texting is not “bad” English. Writing without the use of standard spelling, capitalization, or punctuation is completely appropriate for texting. Things like “ttyl” or “brb” are the norm in that context and for its purposes. In fact, writing out “Talk to you later” or “I'll be right back” would be odd in a text message. With that being said, it is important to realize the differences between informal written discourse and professional written discourse.

This course is a professional setting, and in professional settings, like P-12 schools, people are expected to use a professional writing style. This means that e-mails written to your instructors, mentor teachers, and school principals should not resemble text messages. They should be similar in style, format, and content to the kinds of e-mails that you will send in your professional career as an educator. This doesn't mean that e-mails need to be excessively formal, but they do need to be professional. Consider this helpful practice for your future professional communications as a teacher.

**Other Support**

Pursuing a university education is an exciting time in one’s life, but it can also be stressful. If you would like support, the University’s Counseling and Psychological Services (CAPS) provides free and confidential counseling for registered students. You can reach them during daytime hours at (313) 577-3398, and through their CAPS After Hours Crisis Line at (313) 577-9982 during evenings, weekends, and holidays. They are located at 5221 Gullen Mall, Room 552 Student Center Building. Their website is http://www.caps.wayne.edu. Their motto is “We are here if you need to talk... about anything.”

**IX. ASSIGNMENTS & SCORING RUBRICS**

**A. Active Participation in Clinical Seminars**

We need to be here at every monthly clinical seminar engaging with, supporting, and challenging one another in order to have a vibrant professional learning community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the course. **Student teaching interns must attend all community of learners seminars to successfully meet the requirements of the student teaching course.** It is expected that we will all come to class having read the relevant texts and ready to actively participate with discussions, questions, and critical thinking. This kind of participation is often evidenced by the behaviors below. For each COL, interns will be evaluated with the rubric below.
• Being active and contributing members of discussions and activities, whole class and small group
• Sharing our experiences/perspectives relevant to course content and discussion topics
• Asking for assistance and/or clarification when we need it
• Following up on others’ questions/comments with probing questions for deeper understanding and critical thinking
• Engaging in respectful, civil dialogue, even when we disagree with one another
• Taking notes on important information
• Refraining from side conversations or tasks unrelated to the lesson/discussion/activity at hand
• Refraining from tangential use of personal computers, electronic devices, and smart phones

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Distinguished Expectation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Is disengaged from class meetings. Does not contribute to dialogue and activities.</td>
<td>Is sometimes engaged in class meetings. Contributes infrequently to class dialogue and activities, rarely at critical thinking levels.</td>
<td>Is actively engaged in class meetings. Contributes often to class dialogue and activities, sometimes at critical thinking levels.</td>
<td>Is actively engaged in class meetings. Contributes consistently to class dialogue and activities with substantial critical thinking.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Does not contribute to small group activities and/or work with partner.</td>
<td>Contributes minimally in small group activities and/or work with partner.</td>
<td>Contributes consistently in small group activities and/or work with partner.</td>
<td>Contributes consistently and in-depth in small group activities and/or work with partner.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Not prepared with readings, written work, and/or materials.</td>
<td>Comes partially prepared with readings, written work, and/or materials.</td>
<td>Comes prepared with readings, written work, and materials.</td>
<td>Comes prepared with readings, written work, and materials. Access additional resources to learn more about the topics.</td>
</tr>
</tbody>
</table>

B. Clinical Practice Cycles: Planning, Teaching, Observing, Coaching, & Reflecting

Effective, artful teaching is at the heart of facilitating students’ learning in P-12 classrooms. Building on educational philosophy, theory, content knowledge, instructional design, and knowledge of learners and their community, teaching candidates must teach. They must plan form, enact, and reflect on classroom practice in ways that engage and support the learning of all students. Candidates must also evidence the professional dispositions required of effective classroom teachers. The purpose of clinical practice cycles is to use a framework for evidence-based observation of teaching in order that teaching candidates will:

a) co-plan under the mentorship of artful practitioners in order to learn to develop skills in designing effective instruction that builds on the strengths of and meets the needs of all learners
b) teach under the observation of mentor teachers and the University’s clinical field instructors;
c) engage in coaching conversations with mentor teachers and field instructor following observations;
d) discuss specific feedback the mentor teacher and field instructor have in regards to strengths and targeted areas for growth in the candidate’s teaching practice;
e) document and reflect on their professional practice and growth.

1. Planning for Effective Instructional Design

Lesson planning supports educators in designing and enacting effective instruction. The purpose of this assignment is to create an instructional framework for: a) organizing content, learning activities, and materials; b) assessing students' progress; and c) reflecting on and evaluating one's own teaching. While not all lesson plans look the same, they function similarly and have common characteristics. Your lesson plans should follow this COE format and include all the areas listed below.
1. LEARNERS & LEARNING ENVIRONMENT

a) Engaging and Supporting Diverse Learners: Applying Principles of Universal Design for Learning (InTASC 1, 2, 3): When developing a lesson, one should begin by thinking about the learners for whom the lesson is being developed including but not limited to the following: each learner’s background; development level; strengths; and needs. **A key principle of UDL is that teachers need to know their students deeply and tap into students’ interests and motivations to achieve sustained engagement in learning.**

- Think about the cultures, identities, and experiences of your students and how you will provide options that interest and engage them. Think about who your students are and their multiple identities—their gender, ethnicity, race, culture, religion, linguistic background, abilities, socioeconomic status, etc. Think about how you will provide options that engage all learners.
- List your students’ strengths and needs relevant to this lesson. Think about their personal background and experiences that can serve as springboards for discussions related to the topic of this lesson; i.e., connecting content to the real world of your students. All students have academic strengths and needs for support, and all students have strengths and needs for support in other areas that are foundational to learning and the whole child, for example talents that are creative, social, emotional, physical, musical, verbal, etc. All of these strengths and needs for support are important to know and keep in mind as you plan your lesson.

b) Materials & Digital Tools Needed (InTASC 7, 8): List all the materials, resources, and technology needed by the students and teacher in order to engage in this lesson, and the specific locations where those materials and resources may be found.

2. OUTCOMES & ASSESSMENT

a) State Standards and Student Outcomes—Learning Goals (InTASC 4, 5, 6): Learning outcomes and assessments should be stated explicitly and tightly aligned with one another in your lesson plan.

- Standards: List the Michigan Department of Education standards related to the content area specific to this lesson.
- Outcomes: List the specific student outcomes that will be met as a result of all the instructional activities in this lesson. Student outcomes should be stated using a statement such as: **“Students will be able to...”** followed
by a list of the outcomes written using action verbs that can be observed and/or measured. Use action verbs such as “identify,” “describe,” “compare/contrast,” “apply,” “summarize,” etc. Verbs such as “learn,” “understand,” or “know” might not be adequate because they are not observable or easily measured. For example, an outcome written as “Students will understand the life cycle of a frog” becomes an observable and measurable outcome if written as, “Students will describe the life cycle of a frog in the correct sequence” or “Students will draw the life cycle of a frog in the correct sequence.”

b) **Assessment and Evaluation—Evidence of Student Learning** (InTASC 1):

> A key principle of UDL is that teachers need to provide options for students to act strategically and express themselves and their learning.

The purpose of assessment is to discover what students have learned. It’s important to plan assessments that allow students to demonstrate what they learn using multiple modes. For example, students may talk, write, demonstrate, draw, act out, etc. what they learned. The assessment/evaluation section of a lesson describes the approaches used to determine if the knowledge and skills listed in the outcomes were accomplished. The assessment and lesson outcomes should be directly aligned. Assessment and evaluation are on-going processes that can take place before, during, and after the lesson. Assessments should provide choices that help all learners act strategically, express themselves fluently, build on their strengths, and self-monitor their own learning.

- **Assessment:** Provide the assessment choices (hands-on activities, group discussion questions, assignments, student self-assessments, quizzes, tests, project guidelines, etc.) that will be used to determine if students met each of the outcomes for the lesson.

- **Evaluation:** Provide any answer key, evaluation criteria, rubric, or any other tools that will be used for each of the assessments.

3. **INSTRUCTIONAL PRACTICE**

a) **Introduction—Engaging Students, Activating Prior Knowledge, and Setting Lesson Goals** (InTASC 7, 8): Drawing on your thinking and planning in the Learners and Learning and related to UDL above, describe how you will begin the lesson in a way that interests and engages the students and gets them excited about the lesson. List any question you might ask. Discuss how you will activate your students’ prior knowledge and how you will help them make connections to the world beyond the classroom.

b) **Instructional Procedure: Engaging Students in Actively Constructing Deep Understanding** (InTASC 7, 8). A key principle of UDL is that teachers need to provide options for how information is presented to learners so they all understand what needs to be learned and reach higher levels of comprehension and learning. In this section you will detail the sequence of instructional moves that you will make to engage learners in actively constructing understanding of the concepts covered in the lesson.

- Instructional procedures need to be aligned with the lesson’s outcomes and reflect the lesson’s previous sections. For example, ensure this section of the lesson plan reflects integration of your students’ strengths and needs for support previously discussed. Drawing on your thinking and planning in the Learners and Learning and Universal Design for Learning sections above...
Provide the sequence of questions, activities and specific content that will be addressed. Effective lessons tap into multiple modes and cognitive processes, with opportunities for social interaction, collaborative problem-solving, critical thinking, and cross-curricular thinking for all learners.

- If students will be engaged in an activity that requires handouts or resources such as graphic organizers, copies of articles, or links to digital videos, please include a copy with the lesson plan.

c) **Technology as a Tool for Effective Teaching & Learning** *(InTASC 7, 8)*:  
*Technology is an integral component of UDL.* Discuss how technological tools are used to develop and implement your lesson to build on the strengths and support the needs of all learners (e.g., web-based tools; interactive boards and tablets; instructional software; mobile devices; apps, web quests; document readers).

- Identify the technological tools you used to develop and/or prepare your lesson.
- Identify the technological tools you used with your students to engage them in the lesson and explain why you chose them.

d) **Closure—Students Summarizing and Synthesizing Their Learning** *(InTASC 7, 8)*: Every lesson should have a closure that gives the teacher the opportunity to help students summarize and synthesize what was learned in the lesson. The lesson’s closure also gives the teacher the opportunity to connect the lesson to the next one, thereby giving students a point of reference for future learning.

- Describe how you will help your students summarize and synthesize what was learned in the lesson. Include any questions you will use for that purpose.
- Describe how you will connect the lesson to the next and/or future lessons.

4. **REFERENCES & RESOURCES**

List all the references and resources, in APA format, that you used in creating this lesson. See examples below.

- **Reference from a book:**


- **Reference from a journal article:**


5. **PROFESSIONAL RESPONSIBILITY: Teacher Reflection**

**Teacher Reflection** *(InTASC 9)*: Effective educators reflect on their teaching and on their students’ learning in order to best facilitate student learning and foster their own professional growth. This section of your lesson is to be completed AFTER teaching the lesson and is meant to help you gain insight into your own practice. Discuss the following and include specific examples for each:
• Describe the portions/aspects of the lesson that worked well and why.
• Describe the portions/aspects of the lesson that did not go as planned and why.
• Discuss what you would do differently next time to better support your students’ learning.
• Provide evidence from the lesson that allows you to determine whether or not each of the outcomes for the lesson were met.
• Describe how you will use data from the assessment portion of your lesson to inform future lessons. For example, consider what you would do if a significant portion of the students did not do as well as expected in one or more of the assessments.
Wayne State University College of Education

Lesson Planning Framework for Effective Instructional Design

Teaching Intern(s):
School in which the lesson is being taught:
Grade level of students for whom the lesson was developed:
Subject/content area(s) for the lesson:
Title of the lesson:
Time needed for lesson:

1. LEARNERS & LEARNING ENVIRONMENT

   a) Engaging and Supporting Diverse Learners: Applying Principles of Universal Design for Learning

   b) Materials & Digital Tools Needed

2. OUTCOMES & ASSESSMENT

   a) State Standards and Student Outcomes—Learning Goals
      • Standards
      • Outcomes

   b) Assessment and Evaluation—Evidence of Student Learning
      • Assessment
      • Evaluation

3. INSTRUCTIONAL PRACTICE

   a) Introduction—Engaging Students, Activating Prior Knowledge, Setting Lesson Goals

   b) Instructional Procedures—Engaging Students in Actively Constructing Deep Understanding

   c) Technology as a Tool for Effective Teaching & Learning

   d) Closure—Students Summarizing and Synthesizing Their Learning

4. REFERENCES & RESOURCES

5. PROFESSIONAL RESPONSIBILITY: Teacher Reflection
# Planning for Effective Instructional Design: Lesson Planning Rubric

<table>
<thead>
<tr>
<th>Lesson's Component</th>
<th>1 Unsatisfactory or Not Observed</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners and Learning Environment</strong></td>
<td>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, and the lesson activities.</td>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</td>
<td>The teacher displays understanding of the active nature of student learning and attains information about levels of development for groups of students. The classroom is safe, and essential learning is accessible to all students. The teacher ensures that the arrangement is appropriate to the learning activities and uses physical resources effectively.</td>
<td>The teacher displays understanding of the active nature of student learning and acquires information about levels of development for individual students. The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources. The teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
</tr>
</tbody>
</table>

Adapted from the Framework for Teaching (Danielson Group, 2013)
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Instructional Practice</th>
<th>Professional Responsibility: Reflection</th>
<th>Professional Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Danielson 1f</td>
<td>• Danielson 1e</td>
<td>• Danielson 4a</td>
<td>It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.</td>
</tr>
<tr>
<td>• InTASC 6</td>
<td>• InTASC 1d, 3b, 4a</td>
<td>• InTASC 9d, 9g</td>
<td></td>
</tr>
<tr>
<td>• InTASC 1e, 1j, 3e, 4b, 4d, 4g</td>
<td>• InTASC 4a, 4b, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4q, 4r</td>
<td>• InTASC 4a, 9d, 9g, 9l, 9n</td>
<td></td>
</tr>
<tr>
<td>Note: 4c is not evaluated during student teaching.</td>
<td>Note: 4c is not evaluated during student teaching.</td>
<td>Note: Service to profession not evaluated in 4e is not evaluated during student teaching.</td>
<td></td>
</tr>
<tr>
<td>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</td>
<td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td></td>
</tr>
<tr>
<td>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</td>
<td>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td></td>
</tr>
<tr>
<td>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</td>
<td>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td></td>
</tr>
<tr>
<td>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</td>
<td>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
<td></td>
</tr>
</tbody>
</table>
2. **Observations of Teaching & Coaching Conversations**

Teaching candidates will be observed throughout their internships for all phases of student teaching: Phase 1 Internship (general classroom pre-student teaching internship); Phase 2 Internship (general classroom student teaching internship, special education, early childhood classroom teaching internship for students in related programs). These observations will provide an ongoing context in which candidates can receive feedback on their teaching and engage in coaching conversations with their mentor teachers and field instructors. At least three times during each phase candidates will be observed formally by and engage in coaching conversations with their field instructors. The Framework for Teaching (Danielson Group, 2013) will be used as a key tool to guide the observation, feedback conversation, and formal evaluation of candidates' progress.

**Requirements:** Teaching is a complex profession, encompassing a learned set of professional skills, content knowledge, professional dispositions, and artful practice. It is expected that teaching candidates will reflect deeply on their teaching and commit to their professional growth. Candidates must evidence progress in levels of performance throughout their student teaching internship. A candidate's levels of performance in the Framework for Teaching (FFT) must be at the following minimum levels in order for him/her to successful complete that phase of clinical practice and pass the related clinical course:

- **Phase 1 Internship (pre-student teaching):** *completed prior to student teaching*
- **Phase 2 Internship (student teaching):** Performance in all domains must be at *proficient level* or higher. This is for all student teaching experiences, including Early Childhood, Special Education, Elementary Education, Secondary Education, etc.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning &amp; Preparation</td>
<td>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</td>
</tr>
<tr>
<td>2. Classroom Environment</td>
<td>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.</td>
</tr>
<tr>
<td>3. Instruction</td>
<td>In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</td>
</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</td>
</tr>
</tbody>
</table>
### Domain 1: Planning and Preparation

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient Expectation level</th>
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</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b: Establishing a Culture for Learning</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for the classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</td>
<td>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</td>
<td></td>
</tr>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions, or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals contribute to the learning.</td>
<td>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and procedures.</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, and/or the handling of materials and supplies, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.</td>
<td>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</td>
</tr>
<tr>
<td>2d: Managing Student Behavior</td>
<td>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs.</td>
</tr>
<tr>
<td>2e: Organizing Physical Space</td>
<td>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</td>
<td>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</td>
<td>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</td>
<td>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to support learning.</td>
</tr>
</tbody>
</table>
### Domain 3: Instruction

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<tr>
<td>3a: Communicating with Students</td>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic.</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to...</td>
<td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
</tr>
<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
<td>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students</td>
<td>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</td>
<td>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of...</td>
<td>The teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable...</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</td>
<td></td>
</tr>
<tr>
<td>3d: Using Assessment in Instruction</td>
<td>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</td>
<td>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</td>
<td>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</td>
<td>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully...</td>
</tr>
</tbody>
</table>
### Domain 3: Instruction

| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand. | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. |
## Domain 4: Professional Responsibilities

<table>
<thead>
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<tbody>
<tr>
<td>4a: Reflecting on Teaching</td>
<td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td>The teacher has a generally accurate impression of a lessons' effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.</td>
<td>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless</td>
<td>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</td>
<td>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</td>
</tr>
<tr>
<td>4d: Participating in the Professional Community</td>
<td>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school district projects.</td>
<td>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</td>
<td>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role.</td>
</tr>
<tr>
<td>4e: Growing and Developing Professionally</td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching.</td>
<td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</td>
<td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td>
</tr>
<tr>
<td>4f Showing Professionalism</td>
<td>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</td>
<td>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</td>
<td>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</td>
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</table>
3. Teaching Self-Study with Digital Video

Ongoing Teaching Self-Study with Digital Video: Reflecting on teaching and learning in the classroom is critical to growing as an educator. Teaching candidates will engage in professional self-study by digitally recording videos of their own teaching, analyzing the videos, and engaging in professional dialogue about the videos in order to carefully examine their own teaching practice. The purpose of this assignment is for candidates to use artifacts and evidence of their teaching and students’ learning to:

- Examine and analyze on their own teaching practice;
- Identify evidence of student learning and struggles
- Identify effective elements of their own teaching practice;
- Identify areas in which they need to continue to grow their teaching practice;
- Document the growth in their teaching practice; and
- Reflect on their professional practice and growth.

Teaching candidates will engage in ongoing teaching self-study with digital videos at multiple points in their clinical experiences: During student teaching, a minimum of 3 digital videos will be shared during COL meetings and coaching cycles. The teaching intern will choose which clips will be used for the self study reflection. Field instructors will assign how videos are shared digitally in ways that are readily available to access at COL sites, while still maintaining confidentiality and privacy related to classroom teaching.

Formal Teaching Self-Study and Coaching Conversation: In addition to the ongoing use of digital videos as a tool for examining professional practice in seminars, teaching interns will use digital videos to complete a more formal teaching self-study. Interns will use the Framework for Teaching (Danielson Group, 2013) to guide their analysis of their teaching and students’ learning in the digital videos. Candidates will score themselves using the rubric for the Framework for Teaching and engage in a coaching conversation with their field instructor and mentor teacher to discuss their professional growth and goals. based on their self-study. Candidates in paired internship placements will provide peer feedback to one another as well.

The scoring rubric for this assignment is the Framework for Teaching (Danielson Group, 2013) located above in the syllabus.

C. Case Study

The purpose of the case study assignment is to support teaching candidates:
- Develop professional observational skills by focusing on an individual student.
- Practice collecting data using a variety of sources.
- Make curricular decisions based on collected evidence.

For this assignment, you are expected to choose a student who will benefit from a focused academic and/or behavioral intervention to help him/her improve academically. Use the case study research and note-taking framework below as a framework to help you write the final case study.

1) **Observations**: Record your observations of specific student behaviors and/or academic data

2) **Interpretations**: For each of those observations, consider and then record possible reasons why the student is performing and/or behaving in this manner.
3) **Hypothesis**: Given your interpretations, think about a possible intervention that could build on the student’s strengths and help address the student’s behavior and/or academic concerns. Hypothesis should be written as, “If I do this_________, then this should happen __________.” For example, imagine that a high school student has difficulty with simple math. One hypothesis could be written as, “If I offer the student one-on-one support, then the student’s skills in math will improve.”

4) **Academic/Behavioral Interventions**: Describe specifically what you will do to address the behavior and/or academic needs (such as assessments, strategies, materials, resources, etc.).

5) **Outcome/Reflections**: After implementing the intervention (s), describe the results. Specifically, describe what worked well and what did not work as expected.

**Case Study Final Report Requirements:**
Use the case study framework (next page) and other pertinent information to write a detailed report on your target student that includes:

1. **Rationale for the Case**: Present the reasons why you chose the student for the case study report.

2. **Description of Student**: Include a description of the student (using a pseudonym) that includes background information gathered from multiple resources (such as other teachers, parents, guardians, counselors, etc.). Include the student’s age, grade, gender and family demographics.

3. **Observations**: Identify the student’s strengths, needs and any other pertinent information that informs your case. Create a profile of your student that would allow someone reading it for the first time to construct an image of who the student is and how he/she behaves and/or learns.

4. **Interpretations/Hypothesis**: Drawing upon the evidence from your observations, discuss the possible reasons for the student’s behavior and/or academic needs.

5. **Academic/Behavioral Interventions**: Describe the interventions that you implemented in order to address the student’s behavior and/or academic needs. Attach the assessment tools (e.g. observations, testing instruments, interviews, surveys, and checklists) as an appendix to the case study.

6. **Results and Discussion**: Describe the intervention’s effectiveness and the extent to which it achieved the intended instructional and/or behavioral outcomes. Provide many examples from the intervention that support your findings. Provide other possible interventions you could have used and the potential outcomes of these alternatives.

**Professional Reflection**: Include a final reflection that described what you learned about your student and yourself as a teacher. Reflect on the value of designing interventions based on evidence. Discuss the benefits of the using the case study framework in this process.
## Case Study Research and Note-taking Framework

<table>
<thead>
<tr>
<th>Observations</th>
<th>Interpretations</th>
<th>Hypothesis</th>
<th>Academic/Behavioral Interventions</th>
<th>Outcome/Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements of fact</td>
<td>Think broadly about what might be going on.</td>
<td>Frames as a statement:</td>
<td>Figure out what you can do to test your hypotheses or research question.</td>
<td>Reflect on results of your decisions.</td>
</tr>
<tr>
<td>Write what you actually see</td>
<td>Statements about what you think might have influenced the learners’ actions</td>
<td>If this_____, then this_____. Or</td>
<td>What specific assessments, strategies, materials, and resources will you use with the student (Lesson Plans)?</td>
<td>What worked well?</td>
</tr>
<tr>
<td>Make no judgments, interpretations</td>
<td>Use key words such as: perhaps, maybe might have, could have</td>
<td>If I do this_____, then this should happen____.</td>
<td></td>
<td>What did not work as well as expected?</td>
</tr>
</tbody>
</table>

Or Research Question

<table>
<thead>
<tr>
<th>Does___?</th>
<th>If ____?</th>
<th>Will ____?</th>
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## Domain 3: Instruction

### Case Study Rubric

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<tr>
<td><strong>Rationale</strong></td>
<td></td>
<td></td>
<td></td>
<td>The rare intern</td>
</tr>
<tr>
<td><strong>Description of the Student</strong></td>
<td>The teacher displays minimal understanding of how the student learns—and little knowledge of his/her varied approaches to learning, knowledge and skills, special needs, behaviors, interests, and cultural heritage—and does not indicate that such knowledge is valuable.</td>
<td>The teacher displays generally accurate knowledge of how the student learns and of his/her varied approaches to learning, knowledge and skills, special needs, behaviors, interests, and cultural heritage, yet may not apply this knowledge to the individual student.</td>
<td>The teacher understands the active nature of student learning and attains information about levels of development for the student. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, behaviors, interests, and cultural heritage.</td>
<td>The teacher understands the active nature of student learning and acquires information about levels of development for the student. The teacher also systematically acquires knowledge from several sources about the student’s varied approaches to learning, knowledge and skills, special needs, behaviors, and interests, and cultural heritage.</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td></td>
<td></td>
<td></td>
<td>The rare intern</td>
</tr>
<tr>
<td><strong>Interpretation/Hypothesis</strong></td>
<td>Danielson 1b InTASC</td>
<td>Danielson 1b Danielson 1e Danielson 2e InTASC 1a, 1b, 1g, 1h, 1i</td>
<td>Danielson 1b Danielson 1e Danielson 2e InTASC 1a, 1b, 1g, 1h, 1i</td>
<td>Danielson 1b Danielson 1e Danielson 2e InTASC 1a, 1b, 1g, 1h, 1i</td>
</tr>
<tr>
<td><strong>Behavioral/Academic Intervention Plan</strong></td>
<td>Setting Instructional Outcomes: Intervention outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning and/or appropriate behavior in the discipline. They are stated as student activities, rather than as outcomes for learning and/or behaviors. Outcomes reflect only one type of learning and/or behavior and only one discipline or strand and are only somewhat suitable for the student.</td>
<td>Setting Instructional Outcomes: Intervention outcomes represent moderately high expectations and rigor. Some reflect important learning and/or appropriate behavior in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning and/or behaviors, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for the student.</td>
<td>Setting Instructional Outcomes: Most intervention outcomes represent rigorous and important learning and/or appropriate behavior in the discipline and are clear, are written in the form of student learning and/or behaviors, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different the student.</td>
<td>Setting Instructional Outcomes: All intervention outcomes represent high-level learning and/or appropriate behavior in the discipline. They are clear, are written in the form of student learning and/or behaviors, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for the student.</td>
</tr>
</tbody>
</table>

**Setting Instructional Outcomes:**

- Danielson 1c
- Danielson 2e
- InTASC 1a, 1b, 1g, 1h, 1i

**Setting Instructional Outcomes:**

- Danielson 1b
- Danielson 1e
- Danielson 2e
- InTASC 1a, 1b, 1g, 1h, 1i

**Setting Instructional Outcomes:**

- Danielson 1b
- Danielson 1e
- Danielson 2e
- InTASC 1a, 1b, 1g, 1h, 1i

**Setting Instructional Outcomes:**

- Danielson 1b
- Danielson 1e
- Danielson 2e
- InTASC 1a, 1b, 1g, 1h, 1i
<table>
<thead>
<tr>
<th>Intervention Sequence:</th>
<th>Intervention Sequence:</th>
<th>Intervention Sequence:</th>
<th>Intervention Sequence:</th>
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<tbody>
<tr>
<td>Intervention activities are poorly aligned with the instructional and/or behavioral outcomes do not follow an organized progression, are not designed to engage the student in active intellectual activity and/or targeted behavioral changes, and have unrealistic time allocations.</td>
<td>Some of the intervention activities and materials are aligned with the instructional and/or behavioral outcomes and represent moderate cognitive challenge and/or targeted behavioral changes, but with no differentiation for the student. The intervention plan has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</td>
<td>Most of the intervention activities are aligned with the instructional and/or behavioral outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations; they represent significant cognitive challenge and/or targeted behavioral changes.</td>
<td>The sequence of intervention activities follows a coherent sequence, is aligned to instructional and/or behavioral goals, and is designed to engage the student in high-level cognitive activity and/or targeted behavioral changes. These are appropriately differentiated for individual learners.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Physical Space:</th>
<th>Physical Space:</th>
<th>Physical Space:</th>
<th>Physical Space:</th>
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<tbody>
<tr>
<td>The classroom environment is unsafe, or learning is not accessible to the case study student. There is poor alignment between the physical classroom arrangement and resources, including computer technology, and the intervention plan.</td>
<td>The classroom is safe, and essential learning is accessible to most students, including the case study student. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom's physical arrangement for the intervention plan or, if necessary, to adjust the intervention to the classroom setup, but with limited effectiveness.</td>
<td>The classroom is safe, and students have equal access to learning activities including the case study student. The teacher ensures that the classroom's physical arrangement is appropriate to the intervention plan and uses physical resources, including computer technology, effectively.</td>
<td>The classroom environment is safe, and learning is accessible to all students, including the case study student. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement of the classroom is appropriate to the intervention plan.</td>
</tr>
</tbody>
</table>
### Results & Discussion

<p>| | | | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>The teacher does not know whether the intervention’s was effective or achieved the instructional and/or behavioral outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how further interventions could be improved.</td>
<td>The teacher has a generally accurate impression of the intervention’s effectiveness and the extent to which the instructional and/or behavioral outcomes were met. The teacher makes general suggestions for how further interventions can be improved.</td>
<td>The teacher makes an accurate assessment of the intervention’s effectiveness and the extent to which it achieved the instructional and/or behavioral outcomes and can cite general references to the intervention to support the judgment. The teacher makes a few specific suggestions of what could be tried for further interventions.</td>
</tr>
</tbody>
</table>

### Professionalism

<p>| | | | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school.</td>
<td>The teacher is honest in interactions with colleagues, students, and the student’s family in regards to information/data for the case study. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.</td>
<td>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the student’s family in regards to information/data for the case study. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</td>
</tr>
</tbody>
</table>

### Professional Writing

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<table>
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<tbody>
<tr>
<td></td>
<td>It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.</td>
<td></td>
</tr>
</tbody>
</table>
D. Student Teaching e-Portfolio

All teaching candidates create e-portfolios as part of their program requirements. These e-portfolios are used as authentic resources for job seeking and interviewing, but also serve as tools for artifacts of candidates’ learning and growth. Each candidate uses his/her e-portfolio as a tool for Capstone Conversation, a day of group interview-style dialogue about teaching and learning. The goal is for the e-portfolio to:

- Engage you in thinking deeply about teaching and your teaching practice
- Evidence this rich thinking to share with others as you job search and interview
- Serve as evidence that you are an urban educator who is reflective, innovative, and committed to diversity (the College of Education theme)
- Serve as evidence for Capstone Conversation reviewers and for the group dialogue
- Serve as accreditation data for the College of Education to show that we are preparing effective urban educators
- Serve your own professional goals, such as for job interviewing

Guidelines: In the web hosting platform of your choice, you will need to create the pages/tabs/sections listed below in your e-portfolio. If you choose to add more, that’s fine; however, you need the ones listed below as minimum.

1. Homepage and About Me that frames the purpose of your site. Think of the homepage as readers’ first impression. There are four parts: a professionally appropriate photo; your professional information; and an autobiographical sketch that shares who you are as a unique educator; and a hyperlink to your LinkedIn profile. Read below to help you construct your e-portfolio.
   a. Add a photo in which you look like the professional educator you are becoming. Make sure the photo shows you as you want potential employers to see you. Make sure the photo is clear and not blurry.
   b. Add your professional information under your photo, including your name and a hyperlink to your LinkedIn resume.
   c. Certification area(s) and any endorsements/specializations
   d. Link to LinkedIn profile: www.LinkedIn.com
   e. Include an About Me paragraph that frames who you are and why you are becoming a teacher. It may be helpful to use these as headings:
      i. Why I Chose to Become a Teacher
      ii. My Professional Attributes
      iii. My Long-Term Goals and Ambitions
      iv. Other information you want to include

2. TAB titled Effective Urban Educator. Make this a main tab, accessible from the home page.
   a. Tab/section for Reflective Practitioner (completed during pre-student teaching)
   b. Tab/section for Committed to Diversity (completed during TED 2250 Becoming an Urban Educator, or during pre-student teaching if student did not take TED 2250)
   c. Tab/section for Innovative Practitioner (completed during student teaching)

Copy and paste the following: Effective urban educators are Innovative Practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.
Domain 3: Instruction

- **Provide a summary / discussion of how** you are an innovative teacher. Discuss the ways in which you use innovation or creativity in your lesson plans, to engage students, to check for student understanding with methods of assessment, etc. Discuss innovative or creative ways you
  - integrate content across curriculum areas (e.g., science, math, language arts, etc.).
  - help students make connections to the real-world, make curriculum culturally-relevant, etc.
  - incorporate technology to facilitate student engagement, deeper understanding, critical thinking, etc.

- **Provide evidence that shows** you are an innovative teacher. Include artifacts of your teaching practice that evidence this, such as digital video clips, journal entries, reflections on your lessons, screenshots, photos, student work samples, etc.

- **Provide an InTASC portfolio page** that evidences you have met the InTASC standard related to innovation—Standard #6: Assessment OR Standard #7: Planning for Instruction OR Standard #8: Instructional Strategies. (You need to address one of these standards.)

3. **Other sections/content you want to include.** For example, art education students may choose in include a link to their art portfolios. What are other sections that you want to include so that your e-portfolio reflects YOU and your teaching practice?
<table>
<thead>
<tr>
<th>Section Headings</th>
<th>Unsatisfactory 1</th>
<th>Basic 2</th>
<th>Proficient 3 (Expectation Level)</th>
<th>Distinguished 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Urban Educator Tab</strong></td>
<td>No tab on homepage clearly labeled for Effective Urban Educator</td>
<td>Clearly labeled tab on the homepage identifies the Effective Urban Educator section of the e-portfolio so Capstone Reviewers can find it easily. <strong>This is not part of the score for this assignment</strong>, but this criterion must be met in order for the e-portfolio page to be evaluated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflective Practitioner</strong></td>
<td>Not completed. Does not evidence critical thinking, self-reflection, and accompanying artifacts</td>
<td>Clearly labeled and completed. Evidences critical thinking, self-reflection, and accompanying artifacts. <strong>This is not part of the score for this assignment</strong> because this part of the e-portfolio should have been completed and graded during pre-student teaching; however, the e-portfolio must have this section complete in order to be reviewed for Capstone Conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Committed to Diversity</strong></td>
<td>Not completed. Does not critical thinking, self-reflection, and accompanying artifacts</td>
<td>Clearly labeled and completed. Evidences critical thinking, self-reflection, and accompanying artifacts. <strong>This is not part of the score for this assignment</strong> because this part of the e-portfolio should have been completed and graded during TED 2250 or pre-student teaching; however, the e-portfolio must have this section complete in order to be reviewed for Capstone Conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homepage</strong></td>
<td>Homepage does not frame the purpose of the site</td>
<td>Home page frames the purpose of the site, but may lack clarity and/or wander in focus</td>
<td>Homepage concisely and clearly frames the purpose of the site</td>
<td></td>
</tr>
<tr>
<td><strong>About Me</strong></td>
<td>About me section does not share who candidate is as an educator – missing multiple elements: content areas, credentials, and commitment to teaching and/or professional growth. Photo of candidate is unclear or inappropriate for a professional e-portfolio</td>
<td>About me section shares who candidate is as an educator – may not include content areas, credentials, and/or commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate</td>
<td>About me section shares clearly who candidate is as an educator – including content areas, credentials, and commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate</td>
<td></td>
</tr>
<tr>
<td><strong>LinkedIn Profile</strong></td>
<td>No link to LinkedIn profile OR link to profile, but lacking not enough details to serve as a digital résumé</td>
<td>Clear link to LinkedIn profile, but lack of details may keep it from serving as a strong digital résumé</td>
<td>Clear link to detailed LinkedIn profile as a strong digital résumé</td>
<td>Clear link to richly detailed LinkedIn profile as a very strong digital résumé</td>
</tr>
<tr>
<td><strong>Innovative Practitioner: Critical Thinking About Professional Growth</strong></td>
<td>Does not evidence critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.</td>
<td>Evidences very limited critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.</td>
<td>Evidences critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.</td>
<td>Evidences substantial critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.</td>
</tr>
<tr>
<td><strong>Artifacts as Evidence</strong></td>
<td>Artifact is of very poor quality and is not connected to how the candidate is professionally innovative.</td>
<td>Artifact is of poor quality and is partially connected to how the candidate is professionally innovative.</td>
<td>Artifact is of good quality and is directly connected to how the candidate is professionally innovative.</td>
<td>Artifact is of very good quality and is directly connected to how the candidate is professionally innovative.</td>
</tr>
<tr>
<td><strong>Professional Writing</strong></td>
<td>It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.</td>
<td></td>
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</tr>
</tbody>
</table>

Domain 3: Instruction

**Student Teaching e-Portfolio Rubric**

### Expectation Level

- **Unsatisfactory 1**
- **Basic 2**
- **Proficient 3**
- **Distinguished 4**

- **No tab on homepage clearly labeled for Effective Urban Educator.**
- **Not completed. Does not evidence critical thinking, self-reflection, and accompanying artifacts.**
- **Not completed. Does not critical thinking, self-reflection, and accompanying artifacts.**
- **Homepage does not frame the purpose of the site.**
- **About me section does not share who candidate is as an educator – missing multiple elements: content areas, credentials, and commitment to teaching and/or professional growth.**
- **Photo of candidate is unclear or inappropriate for a professional e-portfolio.**
- **No link to LinkedIn profile OR link to profile, but lacking not enough details to serve as a digital résumé.**
- **Does not evidence critical thinking and self-reflection related to aspects of teaching as an innovative practitioner.**
- **Does not evidence critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Artifact is of very poor quality and is not connected to how the candidate is professionally innovative.**
- **It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers.**

- **Clear link to LinkedIn profile, but lack of details may keep it from serving as a strong digital résumé.**
- **Evidences very limited critical thinking and self-reflection related to teaching as an innovative practitioner. communities.**
- **Evidences very limited critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Artifact is of poor quality and is partially connected to how the candidate is professionally innovative.**
- **Artifact is of good quality and is directly connected to how the candidate is professionally innovative.**

- **Clearly labeled tab on the homepage identifies the Effective Urban Educator section of the e-portfolio so Capstone Reviewers can find it easily.**
- **Clearly labeled and completed. Evidences critical thinking, self-reflection, and accompanying artifacts.**
- **Clearly labeled and completed. Evidences critical thinking, self-reflection, and accompanying artifacts.**
- **Homepage frames the purpose of the site, but may lack clarity and/or wander in focus.**
- **About me section shares who candidate is as an educator – may not include content areas, credentials, and/or commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate.**
- **Evidences very limited critical thinking and self-reflection related to teaching as an innovative practitioner. communities.**
- **Evidences very limited critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Artifact is of poor quality and is partially connected to how the candidate is professionally innovative.**
- **Artifact is of good quality and is directly connected to how the candidate is professionally innovative.**

- **This is not part of the score for this assignment, but this criterion must be met in order for the e-portfolio page to be evaluated.**
- **This is not part of the score for this assignment because this part of the e-portfolio should have been completed and graded during pre-student teaching; however, the e-portfolio must have this section complete in order to be reviewed for Capstone Conversation.**
- **This is not part of the score for this assignment because this part of the e-portfolio should have been completed and graded during TED 2250 or pre-student teaching; however, the e-portfolio must have this section complete in order to be reviewed for Capstone Conversation.**
- **Home page frames the purpose of the site, but may lack clarity and/or wander in focus.**
- **About me section shares clearly who candidate is as an educator – including content areas, credentials, and commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate.**
- **Clear link to detailed LinkedIn profile as a strong digital résumé.**
- **Evidences critical thinking and self-reflection related to teaching as an innovative practitioner.**
- **Evidences critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking and self-reflection related to teaching as an innovative practitioner.**
- **Evidences critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking and self-reflection related to teaching as an innovative practitioner.**
- **Evidences substantial critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking and self-reflection related to teaching as an innovative practitioner.**

### Distinguished 4

- **Clear link to richly detailed LinkedIn profile as a very strong digital résumé.**
- **Evidences substantial critical thinking and self-reflection related to teaching as an innovative practitioner.**
- **Evidences substantial critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Evidences substantial critical thinking and self-reflection related to teaching as an innovative practitioner.**

### Expectation Level

- **Unsatisfactory 1**
- **Basic 2**
- **Proficient 3**
- **Distinguished 4**

- **No tab on homepage clearly labeled for Effective Urban Educator.**
- **Not completed. Does not evidence critical thinking, self-reflection, and accompanying artifacts.**
- **Not completed. Does not critical thinking, self-reflection, and accompanying artifacts.**
- **Homepage does not frame the purpose of the site.**
- **About me section does not share who candidate is as an educator – missing multiple elements: content areas, credentials, and commitment to teaching and/or professional growth.**
- **Photo of candidate is unclear or inappropriate for a professional e-portfolio.**
- **No link to LinkedIn profile OR link to profile, but lacking not enough details to serve as a digital résumé.**
- **Does not evidence critical thinking and self-reflection related to aspects of teaching as an innovative practitioner.**
- **Does not evidence critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Artifact is of very poor quality and is not connected to how the candidate is professionally innovative.**

- **Clear link to LinkedIn profile, but lack of details may keep it from serving as a strong digital résumé.**
- **Evidences very limited critical thinking and self-reflection related to teaching as an innovative practitioner. communities.**
- **Evidences very limited critical thinking related to own teaching practice and professional growth goals related to being an innovative practitioner.**
- **Artifact is of poor quality and is partially connected to how the candidate is professionally innovative.**
- **Artifact is of good quality and is directly connected to how the candidate is professionally innovative.**
**Capstone Conversation & Exit Surveys**

All teaching candidates are expected to use a laptop or tablet in order to share their e-portfolios. Make sure your device is fully charged, as access to a power source during this presentation might not be possible.

**Group Format:** The group format allows for a panel interview style discussion with the review panel and a small group of other students majoring in a similar content area. Group sessions are scheduled for a two-hour block of time.

**Evidence from e-Portfolios:** Candidates should use evidence from their e-portfolios to guide their thinking and discussion about the questions below. These are the core questions that moderators must use. Additional questions may be asked after these are completed, or teaching candidates may decide to add additional information that they have thought about in their e-portfolio.

1. **Effective urban educators are Reflective Practitioners who can accurately assess themselves and develop plans for improvement.**
   a. What evidence do you have in your portfolio that reflects your process for analyzing and reflecting on your teaching?
   b. Tell us about something that didn’t go as you planned, what you did about that, what you’d do the next time, and why.
   c. Tell us about aspects of your teaching that need improvement. As you notice things that need to improve, what process do you follow to implement those improvements?

2. **Effective Urban Educators are Innovative Practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.** (We understand that as a student-teacher you were in another teacher’s classroom. Therefore, you may share either an example where you were able to use new or different strategy or approach or situation where you envisioned an innovative strategy or approach.)
   a. Show us evidence from your portfolio that demonstrates an innovative approach or strategy to motivating and/or increasing student learning.
   b. What evidence from your portfolio demonstrates an innovative or creative method of assessment?
   c. Tell us about an innovative way to integrate content across curricular areas.

3. **Effective Urban Educators are Committed to meet the needs of a diverse population**
   a. What does diversity mean to you?
   b. What evidence in your portfolio demonstrates how you incorporate appreciation of diversity into your teaching?
   c. In what ways have you grown in your understanding of servicing the needs of a diverse population and what are your goals for continued growth in this area? What do you know that you still need to work on?

**Exit Surveys:** Immediately following Capstone Conversation, teaching candidates must complete digital exit surveys. Computers will be set up for this in the College of Education. A teaching candidate’s surveys must be complete before s/he will earn a final grade for student teaching.
**CAPSTONE CONVERSATION RUBRIC**

**NOTE:** Students are expected to use their e-portfolios and artifacts therein as evidence in the Capstone dialogue.

<table>
<thead>
<tr>
<th>Effective Urban Educator</th>
<th>Underdeveloped</th>
<th>Progressing</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. REFLECTIVE PRACTITIONER</td>
<td>Does not articulate need for his/her professional growth; evidence through entries are not apparent.</td>
<td>Articulates need for his/her professional growth; uses few entries as evidence.</td>
<td>Evaluates professional growth over time and provides some explanations of entries as evidence. Some plans outlined for improvement but are perhaps vague.</td>
<td>Evaluates professional growth over time and provides sufficient explanation of entries as evidence. Sufficient amount of improvement plans precisely outlined.</td>
<td>Evaluates professional growth over time and provides extensive explanations of entries as evidence. In-depth plans of improvement precisely outlined.</td>
</tr>
<tr>
<td>II. INNOVATIVE PRACTITIONER</td>
<td>Does not evidence professional problem-solving strategies.</td>
<td>Articulates the need for professional problem-solving, however uses traditional strategies only. Recognizes the need for innovative strategies, but uses only traditional strategies in conventional ways.</td>
<td>Evidences skills in professional problem-solving strategies using a limited number of innovative strategies. Uses some innovative and traditional strategies in alternative ways.</td>
<td>Evidences skills in professional problem-solving strategies using a sufficient number of innovative strategies. Creative in using a sufficient number of innovative teaching strategies and traditional strategies in alternative ways.</td>
<td>Evidences skills in professional problem-solving strategies using multiple innovative strategies. Creative in using multiple innovative teaching strategies and traditional strategies in alternative ways.</td>
</tr>
<tr>
<td>III. COMMITTED TO DIVERSITY</td>
<td>Provides no evidence of planning to address various diversities, such as learning styles, cultures, socio-economic status, and abilities.</td>
<td>Articulates the need for consistent planning in addressing various diversities, such as learning styles, cultures, socio-economic status, and abilities. Provides limited or no evidence of such planning.</td>
<td>Provides a limited number of artifacts as evidence of consistent planning to address various diversities, such as learning styles, cultures, socio-economic status, and abilities.</td>
<td>Provides a sufficient number of artifacts as evidence of consistent planning in addressing various diversities, such as learning styles, cultures, socio-economic status, and abilities.</td>
<td>Provides multiple entries as evidence of consistent planning in addressing various diversities, such as learning styles, cultures, socio-economic status, and abilities.</td>
</tr>
</tbody>
</table>
X. SEMESTER CALENDAR: Winter 2016

Student teachers follow the calendars of the school districts in which they are completing their teaching internships, except for the COLs and OCE seminars, which are common meetings across internship cohorts and placements. Teaching interns are expected to share a copy of this calendar with their mentor teacher! and building administrators at the beginning of their internship so that everyone has a shared understanding of the schedule for the teaching internship and any days/times the teaching candidate will be required to be away from his/her placement classroom. See COL seminar windows and topics below this table.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Event or Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 4</td>
<td>Jan. 7 Field Instructor Professional Development, 2:00-7:00p.m.</td>
</tr>
<tr>
<td></td>
<td>Jan. 8 Student Teaching Orientation, rooms 10-30 COE</td>
</tr>
<tr>
<td></td>
<td>10:00am-2:00 pm ECH/ELE/SPEC</td>
</tr>
<tr>
<td></td>
<td>1:00-3:00 pm Secondary &amp; K-12</td>
</tr>
<tr>
<td>1</td>
<td>Jan. 11 All teaching interns begin in the field by this date.</td>
</tr>
<tr>
<td></td>
<td>Jan. 11 WSU classes begin</td>
</tr>
<tr>
<td>2</td>
<td>Dr. MLK Day University Closed (Reminder: Student teachers follow spring break schedules of their internship schools for their clinical work)</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 29 e-Portfolio seminar, room 30 COE</td>
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<td>10:00a.m.-noon PST</td>
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<td>1:00-3:00p.m. ST</td>
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<td></td>
<td>Due: Initial collaboration meetings with interns and mentor teachers by the end of this week.</td>
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<td>Due: Copy of daily and weekly teaching and course schedule to field instructors this week</td>
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<td>4</td>
<td>Due: Clinical Practice Cycle 1 this week</td>
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<tr>
<td>5</td>
<td>Feb. 12 Degree/certification applications due to Academic Services</td>
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<tr>
<td>6</td>
<td>Feb. 15 Due: Identify learner for case study; discuss rationale</td>
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<tr>
<td>7</td>
<td>Feb. 22 Field Instructors’ Professional Development, 10:00a.m.-3:00p.m., room 30 COE</td>
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<td>8</td>
<td>Middle of the semester</td>
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<td>9</td>
<td>Mar. 7 e-Portfolio seminar, room 30 COE</td>
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<td>10</td>
<td>Mar. 14-19 WSU spring break (Reminder: Student teachers follow spring break schedules of their internship schools for their clinical work)</td>
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<td>Due: Clinical Practice Cycle 2 this week</td>
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<td>Due: first formal evaluation survey from mentor teacher this week</td>
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<tr>
<td>11</td>
<td>Mar. 23 Passover begins</td>
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<td>Mar. 24 10a.m.-noon Field Instruction team meeting, room 30 COE</td>
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<td>Mar. 25 Good Friday</td>
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<td>Due: Case Study notes and records in progress in research and note-taking framework</td>
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<td>12</td>
<td>Mar. 30 Passover ends</td>
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<td>Due: e-portfolio draft to field instructor for feedback</td>
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<td>13</td>
<td>Apr. 4 Due: Case Study notes and records in progress in research and note-taking framework</td>
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<td>Due: Clinical Practice Cycle 3 due this week</td>
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<td>Due: final formal evaluation survey from mentor teacher this week</td>
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<td>14</td>
<td>Apr. 11 e-Portfolio URL due to <a href="mailto:oce@wayne.edu">oce@wayne.edu</a> by 9:00a.m.</td>
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<td>Due: Case Study final</td>
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Domain 3: Instruction

<table>
<thead>
<tr>
<th>Due: Teaching self-study</th>
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<tbody>
<tr>
<td>16 Apr. 25</td>
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<tr>
<td>Apr. 25 Winter semester ends</td>
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<tr>
<td>Apr. 25 WSU Study Day</td>
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<td>Apr. 25 SAT Testing in districts</td>
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<td>Apr. 26 Capstone Conversation &amp; Exit Surveys</td>
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<td>Apr. 26 Field instructors' MDE evaluation of interns due</td>
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<td>Apr. 27 – May 3 WSU final exams</td>
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<td>Apr. 29 Grades submitted by 9:00a.m.</td>
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<td>May 5 WSU commencement—hooray!</td>
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</table>

**Community of Learners Seminars: COLs**

Field Instructor will select specific dates, location, and time within each window for his/her cohort.

<table>
<thead>
<tr>
<th>COL Windows:</th>
<th>Topics</th>
<th>Activities &amp; What's Due</th>
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</thead>
<tbody>
<tr>
<td>Week of January 18 or Week of January 25</td>
<td>Orientation and overview Lesson planning &amp; coaching cycle, video reflection, case study, e-portfolio</td>
<td>Handbook Weekly schedule including prep &amp; meetings Weekly Lesson plan digital or hard copy Self-evaluation progress report with video clip</td>
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<tr>
<td>Week of February 15 or Week of February 22</td>
<td>Video sharing Classroom management</td>
<td>Video clip with emphasis on class mgmt.</td>
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<tr>
<td>Week of March 21 or Week of March 28</td>
<td>Video sharing, self study, case study, portfolio</td>
<td>Video clip Case study note-taking framework E-portfolio draft and feedback</td>
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<tr>
<td>Week of April 11 or Week of April 18</td>
<td>Video sharing The next step: interviews, résumés, portfolios</td>
<td>E-portfolio completed and ready to share</td>
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</tbody>
</table>
## Additional Resources

### Common Activities in Student Teaching:

These activities will help you better understand the complex role of teaching. Use this chart as a checklist and to keep track of these activities. It will also be helpful to use with your mentor teacher and field instructor in planning for the semester.

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<th>Week</th>
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<td>Learn students’ names</td>
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<td>Learn school policies and procedures, including emergency procedures</td>
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<td>Take attendance, learn other classroom routines</td>
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<td>Know fire drill and other emergency procedures (example: school lockdown plan)</td>
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<td>Learn how to keep official class records</td>
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<td>Observe teaching and learning in other classes</td>
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<td>Observe how the arts are integrated across the curriculum</td>
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<td>Observe support staff providing services to students</td>
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<td>Observe/participate in an IEPC and/or Section 504 meeting</td>
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<td>Utilize available technology</td>
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<td>Supervise out-of-class activities (example: hall duty, lunchroom)</td>
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<tr>
<td>Attend assemblies and extra-curricular activities</td>
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<td>Work with students with special needs</td>
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<td>Participate in remedial and/or enrichment teaching</td>
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<td>Utilize resources to inform curriculum choices (example: field trips)</td>
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<td>Attend an open house, parent meeting and/or Board of Education meeting</td>
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<td>Observe, plan and participate in parent-teacher conferences</td>
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<td>Attend staff meetings</td>
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<td>Observe/work on school committees</td>
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STUDENT TEACHING AUTOBIOGRAPHY

This form provides an opportunity for the student teacher to engage in conversation with his/her mentor teacher and partner teaching intern to share past experiences and set goals.

NAME: ___________________________ WSU ID# ___________________________

ADDRESS: ____________________________________________________________

CITY: ___________________________ STATE: _____ ZIP: ____________________

HOME PHONE: ( ) __________ WORK PHONE: ( ) _______________________

E-MAIL: ________________________ STATUS (GRAD/UG): __________________

ENDORSEMENT LEVEL (ELEMENTARY/SECONDARY): ______________________

MAJOR: ________________________ MINOR: _____________________________

PREVIOUS WORK WITH CHILDREN IN TEACHER PREPARATION PROGRAM: (age, grade level, school district, subject(s) taught)

EXPERIENCES WITH CHILDREN OUTSIDE THE TEACHER PREPARATION PROGRAM:
INTERNS TEACHING SCHEDULE AND PLANNING TIMES
A Planning Grid to Share with Your Field Instructor
for Scheduling Observations, Coaching Conversation, and Other Collaboration

INTERN: ____________________________________________

SCHOOL: ____________________________ ROOM: _____________

MENTOR TEACHER: ____________________________________

SUBJECT: ____________________________ GRADE: ____________

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