

# **University of Jamestown Teacher Education**

## **Student Teaching Handbook**



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Congratulations on your arrival to this capstone experience of the professional education program! The student teaching experience provides opportunities for teacher candidates to develop and demonstrate their professional knowledge, skills, and dispositions—with guided assistance from school and university supervisors. To ensure all candidates have a successful experience, this handbook outlines the UJ policies and expectations for the student teaching semester.

**Candidates must complete all assignments, as well as meet the expectations of their Cooperating Teachers and University Supervisors in order to successfully complete this semester.** The Praxis II: PLT exam must also be completed. Additional requirements for successful completion are included later in this handbook. For a successful experience, candidates should:

- Prioritize the full-time commitment of student teaching. Candidates should not be employed or involved in college extracurricular activities that detract from the duties of student teaching; nor should they be enrolled in any courses other than student teaching, unless prior approval has been granted by the Teacher Education Council.
- Attend all school and community events that your Cooperating Teacher is expected to attend. Partake in all regularly assigned duties of your Cooperating Teacher (e.g., bus duty, hall monitoring).
- Be punctual and present every day. All absences during student teaching must be approved by \*both\* the Cooperating Teacher and the University Supervisor. **More than two absences will result in extension of the student teaching experience. Failure to report absences may result in removal from the student teaching placement.**
- Read and meticulously follow all policies of the school to which you are assigned.
- Be respectful and behave professionally with students, parents, colleagues, administrators, supervisors, and community members.
- Accept constructive criticism and make appropriate adjustments.
- **Take initiative.** Demonstrate the willingness and capacity to teach as much as possible as early as possible. Candidates should generally be covering at least half of the Cooperating Teacher's teaching load by mid-point of the experience; and all of the teaching load for at least three weeks.

**Student Teaching and Seminars:** The student teaching experience will span a minimum of 12 weeks. School holidays are not included in the twelve-week count. Candidates must take *EDUC 498: Student Teaching Seminar* as a co-requisite to the student teaching experience. No other coursework can be taken during this semester unless specifically approved by the Teacher Education Council. Student Teachers follow the calendar of the cooperating school rather than the UJ calendar during the assignment. The Student Teacher will attend all UJ student teaching seminars. Candidates teaching out-of-area may join the seminars virtually.

**Attendance Requirements:** The professional nature of student teaching demands professional behavior in all matters, including punctuality and attendance. Candidates are expected to attend all scheduled days in the assigned schools. If an absence cannot be avoided, candidates will be responsible for appropriate accommodations with university and school personnel. This includes supplying *substitute lesson plans* if the absence occurs at a time when the Student Teacher has assumed teaching responsibilities. All absences during student teaching must be approved by \*both\* the Cooperating Teacher and the University Supervisor. Candidates who miss more than two days of student teaching will be required to extend their experience to make up those absences. Failure to report absences may result in removal from the student teaching placement.

**Substitute Teaching by the Student Teacher:** According to state guidelines, “*In the event of an emergency, the teacher candidate may once during the student teaching semester be placed as a substitute teacher in the teacher candidate’s regularly assigned classroom for a period not to exceed two consecutive days*” (Rules of Certification of the Education Standards and Practices Board, North Dakota, July 1, 1995). This policy covers non-paid substituting within the placement classroom.

If the Student Teacher holds a valid North Dakota substitute teaching license, s/he may substitute with pay within the assigned classroom beyond the two day limit. This can occur only with approval of the Cooperating Teacher, University Supervisor, and Field Experience Coordinator. Additionally, a Student Teacher with a substitute license can substitute for other teachers besides the Cooperating Teacher; however, these days cannot count toward the student teaching experience. They would be added to the end of the student teaching placement.

**Social media policy:** As teachers, your personal lives will undergo more scrutiny than in many other professions. Your presence in social media sends messages about your character and ability to serve as role model for K-12 students. If you have not done so already, take appropriate action with regard to privacy settings in your social media accounts. Material that is available on the public domain should be screened to ensure it does not contain embarrassing or inappropriate content.

Photos/Videos of students and student work products should never be posted to a candidate’s personal YouTube, Facebook, Instagram, or any other social media platform. Candidates should also avoid sharing personal contact information with students and their families. Any email exchanges with students or families should occur through either the UJ or the assigned school’s e-mail network and must include the Cooperating Teacher.

You are about to experience a transformative phase in your professional development. It will be challenging, no doubt; but you should expect to reap many personal and professional rewards. Enjoy the journey!

## **Role of Cooperating Teachers**

Cooperating Teachers play a critical role in the candidate's professional development. They help usher the candidate from the realm of "student" and into the role of "teacher." The student teaching experience builds the foundation for a candidate's future career, and the Cooperating Teacher contributes largely to the strength of that foundation. Your professional expertise will guide your mentorship, which is unique to each candidate. There are, however, some common expectations for all Cooperating Teachers. These include:

- Attend the Student Teaching Orientation meeting.
- Maintain confidentiality of the teacher candidate's professional progress.
- Make available to the Student Teacher a personal workspace in the classroom.
- Provide the Student Teacher an overview of both school policies and your own policies, procedures, routines.
- Have additional texts, teacher's manuals, and other materials ready for your Student Teacher (e.g., seating charts, faculty handbook, student handbook, curriculum guides, school forms, staff directory, emergency procedures, daily class schedule).
- Introduce the Student Teacher to other school personnel and provide him/her with pertinent information about students, especially those with special needs.
- Meet with the Student Teacher to review lesson plans prior to implementation. Provide assistance and guidance as needed to support growth.
- Regularly review the Student Teacher's performance and give feedback.
- Permit and encourage the teacher candidate to use a variety of teaching strategies and to develop his/her own personal teaching style.
- Notify the University Supervisor and/or the Field Experience Coordinator with any concerns about the Student Teacher as they arise.
- Conference with the assigned University Supervisor at regular intervals and collaborate to complete the mid-term and final evaluations of the Student Teacher.
- Complete the evaluation of University Supervisor in Chalk and Wire.
- Complete all paperwork for the university and submit all evaluations via Chalk and Wire according to the posted schedule.
- Allow candidates to teach as much as possible as early as possible. Candidates should generally be covering at least half of the Cooperating Teacher's teaching load by mid-point of the experience; and all of the teaching load for at least three weeks. **[NOTE: It is often useful for Student Teachers to observe in other classrooms at the beginning and/or end of the student teaching experience. You may wish to assign a particular area of focus for the candidate to observe (e.g., student engagement, differentiated instruction, teaching methods, assessment protocols, classroom management strategies, use of technology).]**

## **Role of University Supervisors**

University Supervisors serve as liaison between the university and the school; and they provide support to both the Student Teacher and the Cooperating Teacher. Student teaching assignments required by the university are scored by the University Supervisor; but mid-term and summative evaluations are scored in collaboration with the Cooperating Teacher. Additionally, University Supervisors will:

- Attend the Student Teaching Orientation meeting.
- Maintain confidentiality of the Student Teacher's professional progress.
- Observe the Student Teacher on at least four occasions and provide him/her specific feedback regarding progress.
- Conference with the Student Teacher following observations and with the Cooperating Teacher at regular intervals as needed or requested.
- Establish with the Cooperating Teacher an appropriate schedule for the Student Teacher to incrementally assume responsibility of the Cooperating Teacher's full teaching load. Student Teachers should generally be covering at least half of the Cooperating Teacher's teaching load by mid-point of the experience; and all of the teaching load for at least three weeks.
- Visit with the Cooperating Teacher and/or the Field Experience Coordinator with any concerns about the Student Teacher as they arise. Initiate the Improvement Plan protocol, if needed.
- Score all candidate assignments in Chalk and Wire in a timely manner. Generally speaking, documents related to formal observations should be scored within two business days of submission. This allows for appropriate feedback without impeding the teaching schedule of the classroom. The unit plan and impact on student learning project require a longer review time and may take a week or so to evaluate.
- Collaborate with the Cooperating Teacher to complete the mid-term and final evaluations of the Student Teacher.
- Complete the evaluation of Cooperating Teacher in Chalk and Wire.
- Complete all paperwork for the university and submit all evaluations via Chalk and Wire according to the posted schedule. Verify Student Teacher has completed PLT and exit survey before posting grade.

Candidates placed out-of-area are assigned two University Supervisors—a Jamestown-based supervisor and a site-based supervisor. The site-based University Supervisor will conduct the four on-site teaching observations and complete the observation rubrics in Chalk and Wire. They also evaluate the lesson plans and lesson reflections and score those rubrics in Chalk and Wire. Further, site-based University Supervisors will collaborate with the Cooperating Teacher to complete and submit the mid-term and final evaluations of the teacher candidate. The Jamestown-based supervisor will grade all other student teaching assignments and post the final grade.

## Student Teaching Assignments

*Unless otherwise specified, all assignments should be uploaded in Chalk and Wire for review and evaluation by your University Supervisor.*

**Student Teaching Schedule**—By the end of the first full week of student teaching, candidates should submit their completed Student Teaching Schedule form (see [Appendix A](#)).

**Journal Entries**—Student Teachers are required to create periodic journal entries and submit them to the University Supervisor as directed. The journals should also be shared and discussed with the Cooperating Teacher. Responses will vary in length but should generally be 1-2 pages double spaced. Specific prompts for the journals are listed below. (See rubric in [Appendix B](#)).

**Journal #1:** *“To ensure that each student learns new knowledge and skills, teachers must understand (1) that learning and developmental patterns vary among individuals, (2) that learners bring unique individual differences to the learning process, and (3) that learners need supportive and safe learning environments to thrive”* (InTASC Learning Progressions for Teachers).

What evidence have you seen in your student teaching experience that provides support for these three statements? Use specific examples.

**Journal #2:** *“Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of content.”*

- *“Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology.”*
- *“They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities.”*
- *“Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues”* (InTASC Learning Progressions for Teachers).

For each of the bulleted statements above, describe how you have demonstrated this skill in your student teaching experience. Provide specific examples. Evaluate your effectiveness, citing what went well and what areas could be improved in the future. Explain your plan for continued development.

**Journal #3:** *“Teachers understand how to design, implement and interpret results from a range of formative and summative assessments”* (InTASC Learning Progressions for Teachers).

How have you demonstrated this ability during your student teaching experience? Provide specific examples. What are your strengths and areas for improvement? Explain your plan for continued development.

**Journal #4:** “*Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways*” (InTASC Learning Progressions for Teachers).

How have you demonstrated this ability during your student teaching experience? Provide specific examples. What are your strengths and areas for improvement? Explain your plan for continued development.

**Journal #5:** “*Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through (1) ongoing study, (2) self-reflection, and (3) collaboration*” (InTASC Learning Progressions for Teachers).

How have you engaged in the three activities listed above throughout your student teaching experience. Provide specific examples. Were they beneficial to your continued professional growth? Explain.

**University Supervisor Observed Lessons/Reflections**—University Supervisors will do a formal observation of the Student Teacher at least four times throughout the experience. Two business days prior to the scheduled visit, Student Teachers should submit the lesson plan to their University Supervisor. For these observed lessons, Student Teachers are required to use the UJ Lesson Plan template (see [Appendix C](#)). Within 48 hours of the observed lesson, Student Teachers are required to submit to the University Supervisor their reflection of the lesson. The UJ Lesson Reflection template should be used for these submissions (see [Appendix D](#)). These formal observations will be augmented with informal evaluations and conferences by the Cooperating Teacher.

**Video Lesson and Reflection**—Candidates will video the lesson taught during the 3<sup>rd</sup> formal observation by the University Supervisor. The candidate will view the recorded lesson and evaluate it using documented evidence from notes written during their viewing session (see Observation Form in [Appendix E](#)). After viewing the lesson and filling in the Observation Form, candidates will score the observation using the observation rubric, then complete the UJ lesson reflection. For this assignment, candidates should submit the (1) observation form, (2) the self-scored observation rubric; and (3) the lesson reflection within 48 hours after lesson delivery. **[NOTE: University Supervisors should not release the Lesson Observation scores for this lesson until the candidate has submitted these materials.]**

**Daily Lesson Plans**—Student Teachers are expected to plan and implement lessons regularly throughout the semester. Sometimes lessons taught will be provided by the district or the Cooperating Teacher. Additionally, each school site will have varying expectations for how lessons are submitted to administration and/or uploaded to electronic portals for parent and student access. In some cases, a particular lesson format is required by the school. In other cases, the school may not have any formal policy related to lesson planning. While the UJ templates are required for the four formal observations, candidates are not required to use the UJ template for other lessons.

Experienced teachers plan lessons in many different ways and at many different times. They often do not produce formal written plans for the lessons they will teach. Novice teachers, however, are still in the process of developing their skills and decision-making surrounding the multitude of factors that must be considered in planning high quality instruction. Therefore, Student Teachers are required to complete written lesson plans for every lesson they teach throughout the student teaching experience. At a minimum, lesson plans should include (1) standards addressed; (2) student learning outcomes (objectives); (3) assessments; (4) lesson activities; (5) accommodations/modifications; (6) materials needed.

Your Cooperating Teacher must approve your lesson plans in advance. (*Check with your Cooperating Teacher for specific deadlines*). Advanced planning provides a point of discussion between you and your Cooperating Teacher that can facilitate cooperative planning, clarification and troubleshooting. If your written lesson plans are not submitted at least 24 hours in advance, your Cooperating Teacher may recommend that you not teach the lesson. University Supervisors do not need to review the daily lesson plans, and they need not be uploaded into Chalk and Wire. However, candidates should have these lessons on hand for University Supervisors to peruse during each visit.

**Unit Plan and Impact on Student Learning**—Student Teachers are required to design and teach at least one instructional unit. The length of the unit may vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. Instructional units should be chosen and designed in collaboration with the Cooperating Teacher. The type of unit may vary (UBD, problem-based, etc.) depending upon the teaching situation. The unit plan must be submitted at least one week prior to implementation, and must be approved by both the University Supervisor and Cooperating Teacher before it can be taught (see [Appendix F](#)). In addition to providing lesson plans, assessments, and other key components, a crucial element of this task is the collection of data to indicate the Student Teacher’s impact on student learning. Student Teachers are required to develop and implement pre/formative/post assessments and supply samples of student work at various levels. They are required to use technology to compile the data in a graphic format and write an analysis of their students’ progress toward the stated goals of the unit (see [Appendix G](#)). [NOTE: The Unit Plan and Impact on Student Learning project must be completed with a score of “3” or better on each rubric criterion; otherwise, candidates will need to revise and resubmit.]

## **Evaluation of the Student Teacher**

The Student Teacher will be formally evaluated by both the Cooperating Teacher and University Supervisor periodically throughout the student teaching experience. Additionally, candidates will engage in self-assessment activities.

### **Progress Reports**

To ensure candidates are progressing in a satisfactory manner, Cooperating Teachers will complete periodic progress reports in Chalk and Wire (see [Appendix I](#)). If areas of concern are noted, the University Supervisor will work with the Cooperating Teacher and Field Experience Coordinator to develop an improvement plan for the candidate. Failure to make adequate progress on the improvement plan may result in removal from the placement or a failing grade for the student teaching experience.

### **Mid-Term Evaluation**

At the conclusion of week 6, the mid-term evaluation will be completed. The mid-term evaluation measures candidates' dispositions as well as development on the InTASC standards. The University Supervisor and Cooperating Teacher will collaborate to score the mid-term rubric; and candidates will complete a self-assessment (see [Appendix I](#)). After the scores are recorded, results will be shared and discussed with all three parties.

### **Summative Evaluation**

At the conclusion of the experience, the Cooperating Teacher and University Supervisor will collaborate to complete the summative evaluation rubric (see [Appendix I](#)), which measures candidates' dispositions and development on the InTASC standards.

### **Final Grade**

Candidates cannot successfully complete student teaching without having completed all required assignments as detailed in the *Student Teaching Handbook*. The Praxis II: PLT exam must also have been completed. Additionally, the Unit Plan and Impact on Student Learning project must be completed with a score of "3" or better on each criterion; otherwise, candidates will need to revise and resubmit. The final grade for the course will be assigned by consensus of the University Supervisor and Cooperating Teacher.

## **Unsatisfactory Progress**

If concerns arise regarding any aspect of the Student Teacher's ability to fulfill his/her placement responsibilities, contact between the Cooperating Teacher, University Supervisor, and the Field Experience Coordinator should take place immediately. Early intervention is important and allows for the provision of additional support and resources to the Student Teacher. If it is determined that the Student Teacher is having problems and is unable to correct those problems, one of the following, depending on the severity of the problem, will occur:

### **Improvement Plan**

The Cooperating Teacher, University Supervisor, Field Experience Coordinator, and Student Teacher will meet to discuss the concerns. An improvement plan will be created that lists each concern and the plan of action agreed upon to address those concerns. Specific outcomes will be identified, along with a timeline for attaining those outcomes. If satisfactory progress has not been made in the prescribed timeline or if the problems escalate during the remediation period, the candidate may be removed from the assignment, required to extend the student teaching experience, or may earn a failing grade for the student teaching semester.

### **Removal from Assignment**

The Field Experience Coordinator and/or the Chair of the Department of Teacher Education will consider removing a Student Teacher from his/her assignment when any of the following occur:

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

### **Extension of Student Teaching**

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

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

### **Unsatisfactory Recommendation**

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

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

**EDUC 499: Student Teaching**  
**12 credits**  
**Department of Teacher Education**

**Course Information**

**Instructor:** University Supervisor

**Textbook:** UJ's *Student Teaching Handbook*

**Materials:** Active Chalk and Wire subscription

**Location and Times:** TBA

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**Course Description**

Teacher candidates will apply the concepts and methods learned throughout the Teacher Education program during 12 weeks of supervised teaching in their licensure area. Corequisite: EDUC 498: Student Teaching Seminar.

**InTASC Standards**

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

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

**Course Outcomes**

1. Students will demonstrate the ability to perform satisfactorily a full range of teaching and teacher-related duties as determined by the Cooperating Teacher and University Supervisor and as required by the *Student Teaching Handbook*.
2. Students will attend and be an active participant during all student teaching seminars.

**Course Content**

During your student teaching experience, you will be assigned to a Cooperating Teacher in your licensure area where you can serve as an apprentice—practicing the art and craft of teaching by working with actual students and performing teacher-related duties. A University Supervisor works with you and the Cooperating Teacher to promote your development and ensure that you meet the Department of Teacher Education's expectations as described in the *Student Teaching Handbook*. The Cooperating Teacher and University Supervisor serve as both mentors and evaluators, completing formative and summative reports of your achievements and areas for improvement. Candidates will return to campus for weekly seminar meetings.

**Students with Disabilities:** As required by Section 504 of the Rehabilitation Act, appropriate and reasonable accommodations will be made for all students with documented disabilities. If you need accommodations in this course because of a disability, need special arrangements in case the building must be evacuated, or have emergency medical information to share, please inform your instructor as soon as possible. You must also contact Lori Listopad in the Learning & Academic Advising Center to arrange for appropriate accommodations (Lyngstad 111C, Ext. 5442, or [llistopa@uj.edu](mailto:llistopa@uj.edu)).

### **Academic Integrity**

Please review the Jamestown College Academic Integrity policy linked below and on the *Current Students* page of the college website regarding cheating, inappropriate collaboration, plagiarism, and the Disciplinary Process.

<http://www.jc.edu/sites/default/files/Academic%20Integrity%20Policy%20Rev.pdf>

**ASSIGNMENT DUE DATES**  
*(subject to change)*

Student Teachers will attend Seminar Meetings every Wednesday from 4:00-5:00. These meetings are in accord with the UJ Semester dates, not the student teaching dates.

<b>Week 1</b>	<input type="checkbox"/> Attend first day of school in keeping with Cooperating Teacher's Schedule <input type="checkbox"/> Submit <b><i>Student Teaching Schedule Form</i></b>
<b>Week 2</b>	<input type="checkbox"/> Confirm date/time for Observation #1 with supervisor
<b>Week 3</b>	<input type="checkbox"/> Submit <b><i>Journal #1</i></b>
<b>Week 4</b>	<input type="checkbox"/> <b><i>University Supervisor Observation #1</i></b> (submit lesson plan 2 days prior; lesson reflection 2 days after) <input type="checkbox"/> <b><i>Sign up to take PLT exam</i></b> <input type="checkbox"/> <b><i>Progress Report Due (Cooperating Teacher)</i></b>
<b>Week 5</b>	<input type="checkbox"/> Submit <b><i>Journal #2</i></b> <input type="checkbox"/> Confirm date/time for Observation #2 with supervisor <input type="checkbox"/> Finalize plans for Unit Plan and Impact on Student Learning
<b>Week 6</b>	<input type="checkbox"/> <b><i>University Supervisor Observation #2</i></b> (submit lesson plan 2 days prior; lesson reflection 2 days after) <input type="checkbox"/> <b><i>Mid-Term Evaluation and Conference (University Supervisor, Cooperating Teacher, Student Teacher)</i></b>
<b>Week 7</b>	<input type="checkbox"/> Submit <b><i>Unit Plan</i></b> <input type="checkbox"/> Confirm date/time for Observation #3 with supervisor
<b>Week 8</b>	<input type="checkbox"/> Submit <b><i>Journal #3</i></b> <input type="checkbox"/> Unit Pre-Assessment
<b>Week 9</b>	<input type="checkbox"/> <b><i>University Supervisor Observation #3</i></b> (submit lesson plan 2 days prior; lesson reflection 2 days after) <input type="checkbox"/> Submit <b><i>Journal #4</i></b> <input type="checkbox"/> Complete Unit Post-Assessment <input type="checkbox"/> Analyze data from pre/post-assessment <input type="checkbox"/> <b><i>Progress Report Due (Cooperating Teacher)</i></b>
<b>Week 10</b>	<input type="checkbox"/> Submit <b><i>Impact on Student Learning Project</i></b> <input type="checkbox"/> Confirm date/time for Observation #4 with supervisor
<b>Week 11</b>	<input type="checkbox"/> <b><i>University Supervisor Observation #4</i></b> (submit lesson plan 2 days prior; lesson reflection 2 days after) <input type="checkbox"/> Submit <b><i>Journal #5</i></b>
<b>Week 12</b>	<input type="checkbox"/> Last week of student teaching <input type="checkbox"/> Verify all requirements are complete and submit exit survey in Chalk and Wire <input type="checkbox"/> <b><i>Final Evaluation Due (Cooperating Teacher and University Supervisor)</i></b>

## **Appendix**

## **Student Teaching Schedule**

Teacher Candidate:		Phone:		Email:	
Principal:		Phone:		Email:	
Cooperating Teacher:		Phone:		Email:	
Name of School:		School Phone:		Grade/Subject:	
Candidate Emergency Contact:		Relationship:		Phone:	

**Either attach your daily schedule or list it on the form below. Include lunch and preparation time.**

Period	Time	Subject/Grade	Room

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

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

**Student Teaching Schedule—RUBRIC**  
(completed by University Supervisor in Chalk and Wire)

<b>Criteria</b>	<b>4—Exemplary</b>	<b>3—Proficient</b>	<b>2—Developing Proficiency</b>	<b>1—Non-Proficient</b>
Student Teaching Schedule	N/A for this assignment.	Assignment complete and submitted on time.	Assignment incomplete or submitted late.	Assignment was not submitted

**Journals—RUBRIC**  
**(completed by University Supervisor in Chalk and Wire)**

<b>Criteria</b>	<b>4—Exemplary</b>	<b>3—Proficient</b>	<b>2—Developing Proficiency</b>	<b>1—Non-Proficient</b>
Journal #1: The Learner and Learning (InTASC Category 1)	Candidate provided thoughtful and thorough responses to all three prompts, citing specific examples from the student teaching experience.	Candidate completed the assignment on time. Journal content provided brief, perhaps vague, responses to all three prompts. Examples for all three prompts were provided but may have been loosely linked to the prompt.	Candidate submitted an incomplete assignment AND/OR submitted the assignment past the deadline.	Candidate did not submit the assignment.
Journal #2: Content Knowledge (InTASC Category 2)	Candidate provided thorough responses to all three prompts, citing specific examples from the student teaching experience. Candidate's self-reflection includes insights about strengths and weaknesses.	Candidate completed the assignment on time. Journal content provided brief, perhaps vague, responses to all three prompts. Examples for all three prompts were provided but may have been loosely linked to the prompt. Self-reflection lists what went well and what could be improved but does not include an evaluation of performance.	Candidate submitted an incomplete assignment AND/OR submitted the assignment past the deadline.	Candidate did not submit the assignment.
Journal #3: Instructional Practice—Assessment (InTASC Category 3)	Candidate thoroughly explained his/her ability to design, implement and interpret results of multiple assessments, citing specific examples from the student teaching experience. S/he accurately describes strengths and areas for improvement and provides a thoughtful plan for continued development.	Candidate completed the assignment on time. Journal content provided a description of assessment design, implementation, and interpretation skills. Examples provided may have been loosely connected. Self-reflection lists what went well, what could be improved, and steps for continued development.	Candidate submitted an incomplete assignment AND/OR submitted the assignment past the deadline.	Candidate did not submit the assignment.
Journal #4: Instructional Practice—Planning (InTASC Category 3)	Candidate thoroughly explained his/her ability to design lessons that integrate variety, technology, student leadership and creativity, citing specific examples from the student teaching experience. S/he accurately describes strengths and areas for improvement and provides a thoughtful plan for continued development.	Candidate completed the assignment on time. Journal content provided a description of candidate's ability to design lessons that integrate variety, technology, student leadership and creativity. Examples provided may have been loosely connected. Self-reflection lists what went well, what could be improved, and steps for continued development.	Candidate submitted an incomplete assignment AND/OR submitted the assignment past the deadline.	Candidate did not submit the assignment.
Journal #5: Professional Responsibility (InTASC Category 4)	Candidate provided thoughtful and thorough responses to all three prompts, citing specific examples from the student teaching experience. S/he provides a thoughtful reflection that links experiences to continued professional growth.	Candidate completed the assignment on time. Journal content provided brief, perhaps vague, responses to all three prompts. Examples for all three prompts were provided but may have been loosely linked to the prompt. The entry includes connections between experiences to continued professional growth.	Candidate submitted an incomplete assignment AND/OR submitted the assignment past the deadline.	Candidate did not submit the assignment.

# UJ Lesson Plan Template

**Content Area:**

**Grade Level:**

## Learning Objectives (Student Learning Outcomes)

What specific learning objectives are used for this lesson (what will students be able to do as a result of this lesson)? (*SLOs should be observable, measurable, and target the upper level of Bloom's taxonomy*).

## Academic Standards/Benchmarks

List the state academic content standards/benchmarks with which this lesson is aligned (the overall target of student learning). Include state abbreviation and number & text of the benchmarks. If only a portion of a benchmark is addressed, then list only that portion.

## Connections

Describe the connection to previous lessons (prior knowledge). How will the lesson link to future instruction?

## Misconceptions

What misconceptions might students have about the material? How can those be addressed to ensure understanding?

### Instructional Support- Academic Language

What planned instructional supports can be used assist students in understanding key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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### Procedure: Lesson Timeline, Instructional Strategies, & Learning Tasks

Time	Teaching & Learning Activities	Describe what TEACHER will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b>Orientation/Engagement/Motivation:</b> Explicit instruction, set expectations, give examples, model.	
	<b>Guided Practice/Exploration/Feedback:</b> How will students practice skills/meet expectations with guidance?	
	<b>Independent Practice/Application:</b> How will students practice skill and demonstrate understanding of concept?	
	<b>Closure:</b> Summarize learning, student reflection, application to real world or other contexts.	

## Differentiation

How might you differentiate instruction for a range of learners (e.g., ELL, special education, gifted/talented)?	
Accommodations and modifications:	
Extensions and enrichment:	
Additional supports:	

## Assessments

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type and purpose of assessment & what is assessed). What evidence of learning will you collect?	Type: <input type="checkbox"/> Informal / <input type="checkbox"/> Formal  Purpose: <input type="checkbox"/> Diagnostic/ <input type="checkbox"/> Formative/ <input type="checkbox"/> Summative	Objective(s) Assessed:  Evidence:
	Type: <input type="checkbox"/> Informal / <input type="checkbox"/> Formal  Purpose: <input type="checkbox"/> Diagnostic/ <input type="checkbox"/> Formative/ <input type="checkbox"/> Summative	Objective(s) Assessed:  Evidence:
	Type: <input type="checkbox"/> Informal / <input type="checkbox"/> Formal  Purpose: <input type="checkbox"/> Diagnostic/ <input type="checkbox"/> Formative/ <input type="checkbox"/> Summative	Objective(s) Assessed:  Evidence:

## Materials/Technology

List materials needed by teacher. Cite ISTE standards for technology incorporated into the lesson, as appropriate.	
List materials needed by students for this lesson (include copies of handouts, activities, etc.). Cite ISTE standards for technology incorporated into the lesson, as appropriate.	

## Research/Theories/Strategies Applied

Identify theories, research, and strategies that support the instructional decisions used with the lesson.		Explain how your thought process in selecting the strategies for this lesson was guided by research/ theories.		
<b>Learning Theory</b>  <input type="checkbox"/> Behaviorism <input type="checkbox"/> Cognitivism <input type="checkbox"/> Constructivism <input type="checkbox"/> Experiential	<b>Bloom's Cognitive Domain</b>  <input type="checkbox"/> Remember <input type="checkbox"/> Understand <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create	<b>Gardner's Multiple Intelligences</b>  <input type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Visual/Spatial <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Interpersonal/Social <input type="checkbox"/> Intrapersonal/Self-aware <input type="checkbox"/> Naturalist/Environmentally aware	<b>Instructional Strategy</b>  <input type="checkbox"/> Present and Explain <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Concept Lesson <input type="checkbox"/> Inquiry-Based Lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Project /Problem-Based Learning <input type="checkbox"/> Classroom Discussion	

## College and Career Readiness

How have you planned to develop college and career readiness skills in your students (e.g., engage in problem solving and critical thinking; implement cross-disciplinary learning experiences; teach for transfer of skills; design/implement learning experiences that require collaboration and communication skills)?	
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## **Lesson Reflection/Evaluation**

**You will complete a formal reflection on your teaching within a couple of days. However, you should think about these questions immediately after teaching. It may be helpful to jot down a few notes while the teaching episode is fresh on your mind.**

What went well and why?

What changes could or should be made?

When do you feel that the most learning took place?

**Lesson Plan—RUBRIC**  
**(completed by University Supervisor in Chalk and Wire)**

<b>Criteria</b>	<b>4—Exemplary</b>	<b>3—Proficient</b>	<b>2—Developing Proficiency</b>	<b>1—Non-Proficient</b>
<b>Student Learning Outcomes (InTASC 1, 4, 5, 7)</b>	Designs lesson with specific, measurable objectives closely aligned with multiple curriculum standards (e.g. objectives are observable, measurable, and written with student learning in mind and target upper level of Bloom's). Thoroughly describes links to both prior knowledge and future instruction.	Designs lesson with measurable objectives adequately aligned with curriculum standards (e.g. objectives are observable, measurable, and written with student learning in mind and target upper level of Bloom's). Describes links to prior knowledge and future instruction.	Designs lesson with objectives that may not be measurable, appropriately linked to standards, or intended to address upper level of Bloom's. Lesson includes some consideration of long-term curriculum goals but links to prior and future instruction may not be clearly stated.	Designs lesson with no measurable objectives or links to curriculum standards. Links to prior and future instruction are not stated.
<b>Anticipation of Misconceptions (InTASC 1)</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Anticipates one or two ways that students might become confused with the content.	Does not anticipate misconceptions that students might have about the material.
<b>Assessment (InTASC 6, 7)</b>	Plans assessment to measure student attainment of objective using multiple types assessments for a variety of purposes. Explains the type and purpose of assessment. Plans to gather multiple pieces of evidence to demonstrate if students meet each learning objective.	Plans assessment for each lesson objective that allows students to express what they learned in more than one way. Appropriately identifies the type and purpose of assessment. Plans to gather evidence to demonstrate if students meet each learning objective.	Plans assessment to measure student attainment of each lesson objective. The link to assessment and objective may not be strong. May inappropriately identify the type and purpose of assessment.	Plans assessment that is not aligned to lesson objectives and may inappropriately identify the type and purpose of assessment.
<b>Engagement (InTASC 1, 2)</b>	Selects appropriate, student-centered, instructional strategies to motivate and actively engage all students. Includes opportunities for students to generate learning and meaningfully engage with the teacher and other students.	Selects appropriate, student-centered, instructional strategies to actively engage all students. Includes opportunities for students to meaningfully engage with the teacher and other students.	Selects instructional strategies that may not be appropriate or designed to actively engage all students.	Does not select appropriate instructional strategies or design instruction to actively engage all students.
<b>Differentiation (InTASC 2)</b>	Designs lesson that appropriately addresses instruction for a range of learners to meet students' learning needs, styles, and interests. Lesson explicitly includes multiple areas for differentiation (e.g. accommodations/ modifications, extensions/enrichment, and additional supports).	Designs lesson that appropriately addresses instruction for a range of learners in order to meet students' learning needs, styles, and interests. Lessons include areas for differentiation (e.g. accommodations/ modifications, extensions/enrichment, and additional supports).	Designs lesson that provides appropriate differentiation only for students with identified special needs.	Designs lesson that does not provide appropriate differentiation for students with identified special needs.
<b>Research (InTASC 1, 2, 10)</b>	Accurately identifies and explains how specific research-based theories and strategies guided all of the instructional decision-making for the lesson (e.g. student activities, differentiation, assessment).	Accurately identifies and explains how specific research-based theories and strategies guided some of the instructional decision-making for the lesson (e.g. student activities).	Identifies specific research-based theories and strategies that may not be accurate. Struggles to explain how the instructional decision-making was guided by research.	Identifies specific research-based theories and strategies that may not be accurate. Does not explain how the instructional decision-making was guided by research.

<b>College-and-Career Readiness Skills (InTASC 2, 5)</b>	<p>Plans for all students to utilize college-and-career readiness skills through the lesson. Lesson includes two or more of the following:</p> <ul style="list-style-type: none"> <li>• Engage in problem solving and critical thinking;</li> <li>• Cross-disciplinary learning experiences;</li> <li>• Transfer of skills;</li> <li>• Collaboration and communication</li> </ul>	<p>Plans for all students to utilize college-and-career readiness skills through the lesson. Lesson includes at least one of the following:</p> <ul style="list-style-type: none"> <li>• Engage in problem solving and critical thinking;</li> <li>• Cross-disciplinary learning experiences;</li> <li>• Transfer of skills;</li> <li>• Collaboration and communication</li> </ul>	<p>Plans for all students to utilize college-and-career readiness skills through the lesson.</p>	Does not plan for students to utilize college-and-career readiness skills through the lesson.
<b>Materials (InTASC 4, 5, 7)</b>	<p>Designs lesson that use an array of teacher and student materials, all of which enhance the learning experience. Technology is included as appropriate with ISTE standards accurately cited.</p>	<p>Designs lesson that use an array of teacher and student materials, most of which enhance the learning experience. Technology is included as appropriate with ISTE standards accurately cited.</p>	<p>Designs lesson that include teacher and student materials that may not enhance the learning experience. Technology is included as appropriate. ISTE standards may not be accurately cited.</p>	<p>Designs lesson that does not include appropriate list of teacher and student materials.</p>

*Based on Kim Marshall's Teacher Evaluation Rubrics*

## **UJ Lesson Reflection Template**

### **Evaluation of the Lesson**

1. Did the lesson accomplish what you intended? Why or why not? (*As appropriate, include in your reflection any feedback received from others and how you utilized/will utilize it for continued improvement.*)
2. What were the strengths of the lesson? Where there any areas of concern?

### **Evaluation of Student Learning**

1. How successful were the students? (*Cite specific assessment results. As appropriate, describe how assessment results were used to impact future instruction or provide feedback to students.*)
2. Based on student outcome is there opportunity for improvement in this lesson?

### **Next Steps**

1. What did you learn from this lesson that you will use the next time?
2. What support will you need in your next steps?

### **Any Additional Insights**

**Lesson Reflection—RUBRIC**  
**(completed by University Supervisor in Chalk and Wire)**

<b>Criteria</b>	<b>4—Exemplary</b>	<b>3—Proficient</b>	<b>2—Developing Proficiency</b>	<b>1—Non-Proficient</b>
<b>Evaluation of the Lesson (InTASC 9)</b>	Solicits feedback from others while reflecting on what worked and what did not and to continuously improve instruction.	Reflects on the effectiveness of the lesson and describes specific steps for continued improvement.	Lists areas that might have been better and accurately identifies strengths.	Provides a superficial reflection and may not accurately interpret the lesson's effectiveness.
<b>Evaluation of Student Learning (InTASC 6, 9)</b>	Uses assessment data to determine each student's success on all learning objectives. Reflection includes all of the following: a description of providing feedback to learners, adjusting instruction in real time, and planning for future instruction.	Uses assessment data to determine each student's success on all learning objectives. Reflection includes some of the following: description of providing feedback to learners, adjusting instruction in real time, and planning for future instruction.	Uses assessment data to determine students' collective success on all learning objectives.	Does not use assessment data to determine students' success on all learning objectives.
<b>Next Steps (InTASC 9)</b>	Describes specific links between lessons learned from this teaching episode, identifies supports, and plans actions for future decision-making.	Provides suggestions for future instruction, including supports needed.	Suggests changes that could be made if the lesson were taught again, but may not identify supports or draw connections to future instruction.	Fails to connect this teaching experience to future instructional decisions.

*Based on Kim Marshall's Teacher Evaluation Rubrics*

## Lesson Observation Form

As you view the video lesson, jot down evidence of the following criteria. You may not have opportunity to see each of the criterion, but note what you can.

Criteria	Observed Evidence from Lesson
<b>Social-emotional</b> Positive interactions and social-emotional skills among students.	
<b>Efficiency</b> Lesson implementation gets most out of instructional time.	
<b>Prevention</b> Discipline problems stopped before started	
<b>Environment</b> Physical space designed to maximize student learning	
<b>Expectations</b> Communicates high expectations for all students	
<b>Goals</b> Students know what to expect with lesson and their performance	
<b>Connections</b> Makes connections to prior learning and student interests	
<b>Clarity</b> Presents material clearly	
<b>Repertoire</b> Multiple and appropriate strategies to enhance learning of all students	
<b>Engagement</b> All students actively engaged	
<b>Closure</b> Learning summarized	

**Lesson Observation—RUBRIC**  
**(completed by University Supervisor after each formal observation in Chalk and Wire)**

<b>Criteria</b>	<b>4—Exemplary</b>	<b>3—Proficient</b>	<b>2—Developing Proficiency</b>	<b>1—Non-Proficient</b>
<b>Social-emotional (InTASC 1, 2, 3)</b>	Fosters positive interactions and social-emotional skills with students and guides student-led development of Social-Emotional Learning (SEL) Core Competencies (e.g. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making).	Fosters positive interactions and social-emotional skills with students by incorporating Social-Emotional Learning (SEL) Core Competencies (e.g. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making).	Fosters positive interactions but may not demonstrate use of Social-Emotional Learning (SEL) Core Competencies as a guide (e.g. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making).	Does not clearly model or promote the value of positive interactions.
<b>Efficiency (InTASC 3)</b>	Maximizes instruction so that there is no down time or off task behavior.	Maximizes instructional time through effective pacing, strong organization, clarity, proactively limiting interruptions, and smooth transitions.	Loses some instructional time due to disorganization (plans, resources), confusion, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of disorganization, confusion, interruptions, and ragged transitions.
<b>Prevention (Proactive Classroom Management) (InTASC 3)</b>	Relationships and routines clearly are established and consistently followed. Demonstrates a high level of awareness of the learning environment. Is prepared for potential conflict or misbehaviors and proactively implements strategies to prevent or diffuse.	Relationships and routines are established. Demonstrates general awareness of the learning environment. Is prepared for potential conflict or misbehaviors and proactively implements strategies to prevent or diffuse, but these attempts may not have been successful.	Relationships and routines are established. Demonstrates sporadic awareness of the learning environment. Demonstrates minimal preparedness for potential conflict or misbehaviors.	Relationships and routines are not clearly established or followed. Demonstrates lack of awareness of the learning environment. Does not demonstrate preparedness for potential conflict or misbehaviors.
<b>Environment (InTASC 3)</b>	Uses room arrangement, materials, furniture, and displays to maximize student learning. Teaches in close proximity to the students.	Uses room arrangement, materials, furniture, and displays to maximize instruction. Teacher and students can move easily and access resources as needed.	The classroom environment is organized for safety but is not designed to promote student learning or enhance instruction.	The classroom environment appears disorganized and may be unsafe. Materials may be hard to access.
<b>Expectations (InTASC 2, 3)</b>	Clearly communicates high expectations in a specific manner to all students and promotes an equitable learning environment.	Communicates high expectations generally for all students and promotes an equitable learning environment.	Learning goals implicitly convey high expectations but may not communicate this directly to the students. Promotes an equitable learning environment sporadically.	Does not communicate high expectations for all students.
<b>Goals (InTASC 8)</b>	Shows students exactly what is expected by posting essential questions, goals, rubrics and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit and/or lessons goals.	Tells students the main learning objectives of the lesson.	Begins lesson without giving students a sense of where instruction is headed.
<b>Connections (InTASC 1, 2, 8)</b>	Grabs students' interest and makes connections to prior knowledge and experience.	Hooks students' interest in the lesson and activates prior knowledge.	Attempts to make the lesson interesting or relates it to things students already know.	Does not effectively hook students' interest or make connections.

<b>Clarity (InTASC 8)</b>	Presents material clearly and explicitly in multiple ways, with a variety of well-chosen examples and appropriate academic language.	Presents material clearly and explicitly, with well-chosen examples and appropriate academic language.	Presents material with a lack of clarity and shares examples that may not be appropriate or effective. May not use appropriate academic language.	Presents material in a confusing way. Examples may not be provided. May not use appropriate academic language.
<b>Repertoire (InTASC 8)</b>	Enhances student learning through the implementation of a variety of highly effective teaching strategies.	Enhances student learning through the implementation of multiple instructional strategies, which are generally effective.	Implements multiple instructional strategies, but they may be inappropriate or ineffective.	Does not incorporate appropriate instructional strategies beyond the curriculum materials outline.
<b>Engagement (InTASC 1, 3, 8)</b>	Students are actively engaged throughout the entire lesson demonstrate ownership in their own learning (e.g. using resources, critical thinking).	Effectively engaged all students throughout the lesson.	Attempts to get students actively involved, but not all students are engaged the entire time.	Students are mostly passive throughout the lesson.
<b>Closure (InTASC 5, 8)</b>	Brings closure to the lesson by having students link it back to the intended learning outcome. May provide opportunities for students to apply it to real-life situations or other contexts.	Brings closure to the lesson by linking it back to the intended learning outcome. May provide opportunities to consider application.	Brings closure to lesson and asks students to think about applications.	Moves on at the end of the lesson without closure or application to other contexts.

Based on Kim Marshall's Teacher Evaluation Rubrics

## Unit Plan

Student Teachers are required to design and teach at least one instructional unit. The length of the unit may vary depending upon the placement; however, the plan should include a substantial number of consecutive instructional days. Generally, these unit plans contain 7-10 lesson plans and span one or two weeks. Instructional units should be chosen and designed in collaboration with the Cooperating Teacher. The type of unit may vary (UBD, problem-based, etc.) depending upon the teaching situation.

After the unit is taught, the Student Teacher will present assessment data, samples of student work, and an analysis of his/her teaching effectiveness in the Impact on Student Learning Project. It is important to carefully follow the instructions for the Unit Plan assignment in order to generate the material needed for the Impact on Student Learning Project. Both of these assignments require a minimum level of proficiency in order to pass the student teaching experience. Allow ample time to plan, solicit feedback from your Cooperating Teacher and University Supervisor, and make suggested revisions. The unit plan must be submitted for evaluation in Chalk and Wire at least one week prior to implementation. You must have approval of \*both\* the Cooperating Teacher and the University Supervisor before the unit can be implemented.

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

### **1. Instructional Context:**

List the unit title, as well as the subject and grade level for which the unit was designed. *If you will teach the unit to multiple classes of students, you need only select one group to be the focus of the Unit Plan and Impact on Student Learning projects.*

Additional contextual elements to include:

- a. Indicate how much time is set aside for this unit (i.e. ten 1-hour sessions).
- b. Write a brief informative paragraph giving the reader a basic understanding of the unit and its connection to past and future content in the class.
- c. How many students are in the class and what are their demographic characteristics (i.e. gender, home language, special needs, ethnicity)
- d. Give some specific examples of your students' knowledge, experiences, skills, developmental level, interests, motivation to learn, learning styles, cultural experiences. Explain how these factors have shaped the instructional design of this unit plan.

### **2. Learning Targets:**

- a. Standards: Identify district and state academic standards that should be met by students upon completion of this unit.
- b. Unit Goals: List the desired learner goals for the unit. The unit goals must align to the district and state standards identified above. In order to meet the specified district and state standard(s), what will the students need to know, understand and be able to do? Generally, 2-5 unit goals are established.
- c. If you are using the Understanding by Design unit plan design, list the “*enduring understandings*,” “*big ideas*,” and “*essential questions*.”
- d. List possible misconceptions students may have related to the unit goals. Briefly explain how you might address those misconceptions to ensure understanding.

### **3. Assessment Plan:**

List how you plan to measure *each* of the Unit Goals. Also indicate how you will determine if a student met the intended learning outcome (i.e. outcome is “met” if score is 70%, if rubric criterion is a level 3, if 30 of 50 points is earned). You will need to assess each student on each Unit Goal through (a) a pre-unit assessment; (b) a formative assessment(s) collected during the unit’s implementation; and (c) a post-unit assessment.

- a. The *pre-assessment* should be designed to inform you of what students already know/are able to do related to the unit goals prior to instruction. They can also help you diagnose learning needs. Include the full pre-assessment exactly as it will be presented to the students. Also include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the pre-assessment will be implemented and why you chose to use this particular assessment to measure the unit goals.
- b. The *formative assessment(s)* will help you monitor the progress of your students toward the unit goals. They help inform you of appropriate “next steps” with your instructional decision-making. Unlike the pre and post assessments, formative assessments of the unit goals may not exist within a single task. You may need a collection of formative assessment elements to measure the unit goals collectively. For instance, you may have a homework assignment that provides formative evidence for one unit goal; and a mini-project that provides formative evidence of another. It may also be the case that you have a formative assessment that does collect evidence of all unit goals. Select a formative assessment for each unit goal and include the full assessment(s) here exactly as it will be presented to the students. Also include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the assessment(s) will be implemented and why you chose to use this particular assessment(s).
- c. The *post-assessment* should indicate what level of understanding the students have about the unit goals after completion of the unit. Include the full post-assessment here exactly as it will be presented to the students. Also include the scoring guide for the assessment (key, check sheet, rubric, etc.). Explain how the post-assessment will be implemented and why you chose to use this particular assessment.

[NOTE: You may find it easier to determine student growth at the end of your unit if you use the same scoring scale for all assessments (i.e. total percentage—100%, rubrics on a 4 point scale, 50 points possible). If your unit assessments are more appropriate using varying scales, visit with your Cooperating Teacher and University Supervisor about an appropriate way to establish equivalency for data comparisons.]

### **4. Instruction Plan Outline:**

For each lesson in the unit, provide a very brief summary to provide an overview of the full unit. Samples of these lesson summaries are included below.

#### Lesson 1:

- Hook students’ interest with an entry question (*Can food cause zits?*) to get them considering the effects of nutrition in their lives.
- Introduce the essential questions and discuss the culminating unit performance task.
- Have students begin a food diary to record their daily eating and drinking patterns (this continues through the unit).

## Lesson 2:

- Present concept attainment lesson on food groups, then categorize foods.
- Have students read and discuss the nutrition brochure from the USDA.

[NOTE: As the unit progresses, you may find adjustments to instruction or assessments are warranted. If that occurs, document the revisions and the rationale for the change. This documentation should be included with your Impact on Student Learning assignment.]

## **5. Lesson Plans:**

This section consists of each lesson plan included in the unit. You do not need to use the UJ Lesson Plan template for these lessons. Rather, you should follow the same format adopted for daily lesson plans developed with your Cooperating Teacher. While the exact format of these lesson plans is not standardized, each lesson must include (1) standards addressed; (2) student learning outcomes (objectives); (3) assessments; (4) lesson activities; (5) accommodations/modifications; (6) materials needed.

Be sure to purposefully design lessons that stimulate higher order thinking skills with activities that require critical or creative thinking and/or problem-solving skills throughout the unit. Care should be made to ensure a variety of instructional strategies (teacher directed, collaborative, demonstration, inquiry, etc.) and assessment types (performance-based, quizzes, homework assignments, group projects, etc.) are used in the duration of the unit.

## **6. Technology, Materials, Media:**

List all materials needed for the unit including reading material, media and technology resources, school and community resources, art or other supplies. Also include any professional resources used in creating and implementing the unit. The unit plan should meaningfully integrate instructional technology as appropriate for the learning outcomes and for the school/classroom context. Cite ISTE standards incorporated in the unit.

## Unit Plan—RUBRIC

### (completed by University Supervisor in Chalk and Wire)

**NOTE:** The Unit Plan must be completed with a score of “proficient” (3) or better on each rubric criterion; otherwise, candidates will need to revise and resubmit.

Criteria	4—Exemplary	3—Proficient	2—Developing Proficiency	1—Non-Proficient
<b>Connections (InTASC 4, 5)</b>	Provides a clear description of how the unit connects to previous and future content and explains accurately how the content of the unit fits within the structure of the discipline.	Describes how the unit connects to previous and future class content.	Describes loosely how the unit connects to previous and future class content.	Does not clearly explain the relationship between the unit and past/future class content.
<b>Learner-Centered Instruction (InTASC 1, 2)</b>	Creates appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.	Creates developmentally appropriate and challenging learning experiences. Consideration is given to strengths, interests, and needs of the class in general.	Creates whole-class learning experiences that may not always be developmentally appropriate or challenging.	Creates learning experiences that frequently are developmentally inappropriate or unchallenging.
<b>Differentiation (InTASC 2)</b>	Designs lessons that appropriately address instruction for a range of learners in order to meet students' learning needs, styles, and interests. Lessons explicitly includes multiple areas for differentiation (e.g. provides accommodations/ modifications, extensions/enrichment, and additional supports).	Designs lessons that appropriately address instruction for a range of learners in order to meet students' learning needs, styles, and interests. Lessons include areas for differentiation (e.g. provides accommodations/ modifications, extensions/enrichment, and additional supports).	Designs lessons that provide appropriate differentiation only for students with identified special needs.	Designs lessons that do not provide appropriate differentiation for students with identified special needs.
<b>Standards-based Instruction (InTASC 4, 5, 7)</b>	Unit goals and lesson objectives are based on approved district and state standards. Each lesson within the unit is designed to develop students' growth toward the identified standards.	Unit goals and lesson objectives are based on approved district and state standards. The unit overall is designed to develop students' growth toward the identified standards, but individual lessons may not.	Candidate lists alignment of unit goals and lesson objectives to approved district and state standards, but the unit is not clearly designed to develop students' growth toward the identified standards.	Unit design is not clearly based on district and state standards.
<b>Lesson Objectives (InTASC 4, 5, 7)</b>	Designs lessons with specific, measurable objectives closely aligned with multiple curriculum standards (e.g. objectives are observable, measurable, and written with student learning in mind and target upper level of Bloom's). Thoroughly describes links to both prior knowledge and future instruction.	Designs lessons with measurable objectives adequately aligned with curriculum standards (e.g. objectives are observable, measurable, and written with student learning in mind and target upper level of Bloom's). Describes links to prior knowledge and future instruction.	Designs lessons with objectives that may not be measurable, appropriately linked to standards, or intended to address upper level of Bloom's. Lesson includes some consideration of long-term curriculum goals but links to prior and future instruction may not be clearly stated.	Designs lessons with no measurable objectives or links to curriculum standards. Links to prior and future instruction are not stated.
<b>Anticipation of Misconceptions (InTASC 1)</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Anticipates one or two ways that students might become confused with the content.	Does not anticipate misconceptions that students might have about the material.
<b>Assessment Plan (InTASC 6, 7)</b>	Integrates varied assessment types. Aligns assessments to unit goals and includes full assessments and their scoring guides. Provides a pedagogically appropriate explanation assessment selection.	Designs or selects a variety of assessment formats that match learning outcomes. Includes full assessments and scoring guides. Provides superficial explanation for assessment selection.	Selects assessments to match learning outcomes. Provides scoring guides for each assessment.	Does not design or select assessments in a variety of formats aligned to learning outcomes. Does not provide full assessments; or does not provide scoring guides for the assessments.

<b>Engagement (InTASC 1, 2)</b>	Selects appropriate, student-centered, instructional strategies to motivate and actively engage all students. Lesson plan includes opportunities for students to generate learning and meaningfully engage with the teacher and other students.	Selects appropriate, student-centered, instructional strategies to actively engage all students. Lesson plan includes opportunities for students to meaningfully engage with the teacher and other students.	Selects instructional strategies that may not be appropriate or designed to actively engage all students.	Does not select appropriate instructional strategies or design instruction to actively engage all students.
<b>College-and-Career Readiness Skills (InTASC 2, 5)</b>	Plans for all students to utilize college-and-career readiness skills through the unit. Unit includes all of the following: <ul style="list-style-type: none"> <li>• Engage in problem solving and critical thinking;</li> <li>• Cross-disciplinary learning experiences;</li> <li>• Transfer of skills;</li> <li>• Collaboration and communication</li> </ul>	Designs unit to intentionally develop college-and-career-readiness skills in all students. Unit includes at least three of the following: <ul style="list-style-type: none"> <li>• Engage in problem solving and critical thinking;</li> <li>• Cross-disciplinary learning experiences;</li> <li>• Transfer of skills;</li> <li>• Collaboration and communication</li> </ul>	Designs unit with opportunities for some students to develop college-and-career readiness skills.	Designs a unit that does not incorporate college-and-career readiness skills.
<b>Technology (InTASC 5, 7)</b>	Incorporates technology in planning and uses interactive technologies throughout the unit to expand learner options for mastering content and skills and, as appropriate, to direct their own learning. Appropriate teacher and student ISTE standards are cited.	Uses technology to engage students and facilitate learning throughout the unit. Cites appropriate ISTE standards.	Integrates technology resources into lesson plans. Cites appropriate ISTE standards.	Does not utilize technology in planning or instruction during the unit. ISTE standards are not cited.

*Based on Kim Marshall's Teacher Evaluation Rubrics and the North Dakota DPI Teacher Evaluation Template Performance Determination Rubrics*

## Impact on Student Learning Project

The “Impact on Student Learning” project provides an opportunity for Student Teachers to closely examine their effect on students’ learning. Using the student assessment data collected during implementation of the unit plan, candidates will analyze student assessment data and reflect on the impact of their instruction on students’ learning. There are four basic components to this project:

1. Samples of student work;
2. Excel spreadsheet and graphs;
3. Analysis of student assessment data; and
4. Reflection

**Compile into a \*single\* pdf document all the information from items 1, 3, and 4 above.** Be sure to include the appropriate sub-headings as you prepare the document. Upload this document and the Excel spreadsheet into Chalk and Wire for evaluation by your University Supervisor.

### 1. Samples of Student Work

A teacher’s feedback on students’ assessment performance can have a significant impact on the students’ attainment of learning. Throughout the unit, you will have multiple opportunities to provide guidance to students by commenting on their performance—both formally and informally. For this project, you will submit the formative assessments of at least three students. *[NOTE: Student names should be redacted from the file.]* The samples should represent work of students whose performance was low, average, and high on the selected assessment. The written feedback you provided on these samples should be clearly evident so that your University Supervisor can evaluate the quality of feedback provided to the students.

### 2. Excel Spreadsheets and Graphs

Prior to implementing the unit, you will have identified the unit goals, conducted a pre-unit assessment on those goals, and recorded that data in an Excel spreadsheet. During the unit, you will record in the same Excel spreadsheet data collected on formative assessments for each of the unit goals. Likewise, at the conclusion of the unit you will collect the post-unit assessment data from each of the unit goals and record it in the spreadsheet. Scores for each student on each of the assessments will be included in the spreadsheet, but you should either use numerical identifiers instead of names or first names only so that the students cannot be identified. Along with their assessment data, you should include basic demographic data on each student so that you can analyze data trends by special population (i.e. gender).

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

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

You will also create tables that represent the data bulleted above with the range of scores included.

### 3. Analysis of Student Assessment Data

Once you have your descriptive statistics generated and charts created, you will evaluate the unit's effectiveness based on interpretation of the student assessment data. Include careful responses to each of the questions below. Be certain to **support your responses with evidence** from the recorded data.

- Were the learning targets met by all students by the end of the unit? What evidence supports this claim?
- Were the learning targets attained equitably among the various student populations (male, female, ELL, SPED, G/T)? Were appropriate modifications/accommodations made for students with exceptionalities and English language learner needs?
- Were students appropriately prepared for the various assessments and assessment formats?
- What patterns of errors did you notice in the student data (*what are students not getting*)? Patterns of success? What do you think attributed to these patterns?
- What misconceptions, if any, were revealed by the assessments?
- Did you alter your plan for assessments or lessons during the unit based on your observations of student learning? If so, describe the rationale for the change. Was it the appropriate decision? Use evidence to support your claim.
- What impact did the feedback you provided students have on their achievement?

### 4. Reflection

Provide an overall assessment of your teaching strengths and limitations during this unit of instruction. Use examples from your lesson plans, feedback from the Cooperating Teacher or University Supervisor, self (video) observations, and student assessment data to illustrate your claims.

- Based on the data, what would you say are your instructional strengths?
- What areas for improvement can you identify for your instructional practice based on the student data?
- What did you learn through the process of planning and implementing this unit?
- What did you learn about managing the learning environment during this unit?
- What pleased you or disappointed you about this unit?
- What are your goals for continued professional development after this analysis?

## Impact on Student Learning—RUBRIC

(completed by University Supervisor in Chalk and Wire)

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

Criteria	4—Exemplary	3—Proficient	2—Developing Proficiency	1—Non-Proficient
<b>Student Work Samples and Feedback (InTASC 6)</b>	Provides samples of student work at all 3 levels *and* documentation of feedback given to students. Feedback was substantive and clearly constructed to improve student learning.	Provides appropriate samples of student work at all 3 levels *and* documentation of adequate feedback to guide their progress in producing quality work.	Provides samples of student work at all 3 levels. Some student work included documentation of feedback; but the feedback does not provide enough detail to guide students in producing quality work. was generally superficial.	Does not provide samples of student work at all 3 levels or did not provide documentation of feedback given to students.
<b>Student Growth (InTASC 6)</b>	Multiple sources of growth or achievement data show evidence of high growth for all or nearly all students.	Multiple sources of growth or achievement data show clear evidence of growth for most students.	Multiple sources of growth or achievement data show some evidence of growth for some students.	Growth or achievement data show no evidence of growth for most students.
<b>Data to Assess Effectiveness (InTASC 6, 9)</b>	Uses multiple sources, including formative and summative data, to reflect on and make ongoing modifications in instruction that result in increased learner achievement.	Uses multiple sources of data to gauge the effectiveness of instruction and to make adjustments in planning and instruction.	Uses limited sources of data to evaluate student learning as part of instruction.	Does not use data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
<b>Data Spreadsheet and Charts (InTASC 6)</b>	Data spreadsheet includes averages of student performance scores and additional descriptive statistics. Appropriate charts were presented and clearly represent required information (pre/post comparison, class trend data on pre/formative/post data, data comparison among student subpopulations). Included additional analysis of data (i.e. comparison of multiple class periods).	Data spreadsheet includes averages of student performance scores. Appropriate charts were presented and clearly represent required information (pre/post comparison, class trend data on pre/formative/post data, data comparison among student subpopulations).	Data spreadsheet contains at least averages of student performance scores. Charts were presented for the three required areas; however, they may not have clearly communicated the intended information (chart labels missing or unclear; some data sets incomplete).	Data spreadsheet missing and/or does not contain at least averages of student performance scores; and/or missing one or more charts representing the required information.
<b>Analysis of Student Learning (InTASC 6, 9)</b>	Provides thoughtful examination of trends in the student data and careful analysis of student acquisition of learning targets—including that of various student populations as applicable. Well-developed responses were provided for all assignment prompts.	Explains trends in the student data including a detailed description of student attainment of learning goals—including that of various student populations as applicable.	Provides adequate discussion of student acquisition of learning goals (with supportive evidence from student data) but does not represent thorough interpretation of student trends and impact on various subpopulations.	Does not include supportive evidence from data in analysis of student learning and/or does not include trend analysis of learning goals among subpopulations. Responses to 2 or more of the assignment prompts are missing.
<b>Efficacy (InTASC 6, 9)</b>	Reflection indicates strong presence of candidate efficacy through description of strengths and areas for improvement. Candidate clearly articulates with specific examples the role of student data analysis to guide planning and instruction.	Reflection suggests candidates' ownership of student learning. Strengths and areas for improvement are clearly articulated. Candidate communicates the role of student data analysis to guide planning and instruction.	Reflection provides generic discussion of strengths/areas for improvement. Ownership of student learning is superficially addressed.	Reflection does not provide meaningful discussion of strengths/areas for improvement; does not indicate use of data to guide planning; and/or does suggest candidate's ownership of student learning.

*Based on Kim Marshall's Teacher Evaluation Rubrics and the North Dakota DPI Teacher Evaluation Template Performance Determination Rubrics*

**Student teaching, General Assignments—Rubric**  
**(completed by University Supervisor in Chalk and Wire)**

<b>Criteria</b>	<b>4—Exemplary</b>	<b>3—Proficient</b>	<b>2—Developing Proficiency</b>	<b>1—Non-Proficient</b>
Attendance	Candidate went above and beyond expectations. Arrived early and stayed late. Attended events beyond those required.	Candidate met attendance expectations by communicating to University Supervisor and Cooperating Teacher ahead of time intended absences. Was punctual and present for all required events and extra duties.	Candidate was sporadically absent and/or did not attend events or extra duties as expected (i.e. lunch duty, hall duty).	Candidate was frequently absent, late, and/or does not communicate missed class to the University Supervisor or the Cooperating Teacher as expected.
Communicated Effectively	Candidate actively communicated with the University Supervisor throughout the semester. Responses to e-mail or phone messages were returned in a prompt fashion, communication was friendly, and the University Supervisor was consistently informed of new developments in the candidate's teaching experience.	Candidate maintained consistent (at least weekly) contact with the University Supervisor. Electronic communication was courteous (i.e. did not just send attachments with no note).	Candidate did not initiate communication on a regular basis, leaving almost all of the communication efforts to the Cooperating Teacher and/or University Supervisor.	Candidate did not meet minimal expectations for communication (i.e. did not inform appropriate parties of absences, did not respond in a timely manner to communication from University Supervisor/UJ, Cooperating Teacher).
Met Deadlines	Candidate never missed a deadline and did not need prompting to follow through with additional requirements of the University Supervisor.	Candidate was punctual with handing in assignments and meeting other expected deadlines.	Candidate was generally punctual with handing in assignments and meeting other expected deadlines, although s/he needed additional reminders.	Candidate was not punctual with handing in assignments or meeting other expected deadlines.
Integrity and Ethical Conduct	Candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Candidate is honest in interactions with colleagues, students, and the public.	Candidate displays dishonesty in interactions with colleagues, students, and the public.

**Student Teaching Progress Report**  
**(completed by Cooperating Teacher in Chalk and Wire after Weeks 4 and 9)**

Criteria	4 Exemplary	3 Proficient	2 Developing Proficiency	1 Non- Proficient
<b>Standard #1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #9: Professional Learning and Ethical Practice</b> 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.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
<b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
Organizational Skills	Performance at level of 1 <sup>st</sup> Year teacher	Performance as expected for this stage	Significant continued growth needed	Significant deficiency
Attendance/Punctuality				
Meets Deadlines				

## Mid-Term and Summative Evaluation of Student Teacher—RUBRIC, Part I

ND Common Metrics-Student Teacher Observation Tool (STOT)

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(completed by Cooperating Teacher and University Supervisor in Chalk and Wire)

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*.

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

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

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

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

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

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

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

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

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

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

## Mid-Term and Summative Evaluation of Student Teacher—RUBRIC, Part II

ND Common Metrics-Critical Dispositions  
 © North Dakota Association of Colleges for Teacher Education

(completed by Cooperating Teacher and University Supervisor in Chalk and Wire)

Critical Dispositions: Please select the most accurate description of your teacher candidate's disposition while under your observation. CAEP 1.1, 2.3, 3.3, 3.6

InTASC Standards 1-3 <i>Learner and Learning</i>		Exceeds Expectations <b>(3)</b>	(2.5)	Meets Expectations <b>(2)</b>	(1.5)	Needs Improvement <b>(1)</b>	Not Observed
The teacher candidate...							
1.	<b>Respects learners' developmental strengths and needs</b> (InTASC 1.h) (Danielson 1b) (Marzano 19,20) (MCEE II.A.3;III.B.1, III.B.2-3)	demonstrates respect for all learners by considering diverse perspectives when implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of " 2 " performance, partial success at score of " 3 "	demonstrates respect for learners by implementing developmentally appropriate practices to address learners' strengths and needs.	In addition to score of " 1 " performance, partial success at score of " 2 "	demonstrates minimal respect for learners' developmental needs by displaying behaviors that seem uninformed, intolerant, or biased.	
2.	<b>Believes that all students can learn and achieve</b> (InTASC 2.l, 2.n) (Danielson 2.b)(Marzano 19) (MCEE II.A.3)	believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.		believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.		minimally displays a belief that all students can learn by a lack of support for learner differences and setting low expectations.	
3.	<b>Commits to knowing about the cultures and communities that impact their students</b> (InTASC 2.m, 2.n, 2.o, 3.n) (Marzano 19) (MCEE II.A.3; III.A.1, 3; III.B.1, III.B.2, III.B.3)	seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.		engages in opportunities to learn about the cultures and communities that impact their students.		makes minimal efforts toward learning about the cultures and communities that impact their students.	
4.	<b>Displays a commitment to provide equitable learning and development opportunities for all</b> (InTASC 3.n, 3.o) (Danielson 2a) (MCEE I.C.5; II.A.1, II.A.3; II.C.1; III.A.1)	consistently commits effort toward providing equitable learning and development opportunities for all.		commits effort toward providing equitable learning and development opportunities for all.		displays minimal effort toward providing equitable learning and development opportunities for all.	
5.	<b>Engages learners in decision-making for purposeful learning</b> (InTASC 3.p)(Danielson 3c)(Marzano 18) (MCEE III.A.2)	intentionally plans for engaging learners in decision-making, resulting in purposeful learning.		engages learners in decision-making for purposeful learning as the opportunities present themselves.		misses opportunities to engage learners in decision-making for purposeful learning.	
6.	<b>Engages learners in collaborative learning</b> (InTASC 3.o, 3.p, 3.q) (Danielson 3c)(Marzano 16) (MCEE III.A.2)	engages learners in collaborative learning activities, resulting in a classroom culture of shared ownership of ideas and outcomes.		engages learners in collaborative learning, resulting in shared ownership of ideas.		misses opportunities to engage learners in collaborative learning, resulting in varying degrees of shared ownership of ideas.	
	Standards 1-3 Comments regarding strengths &/or areas for growth:						

	InTASC Standards 4-5 Content	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
The teacher candidate...							
7.	<b>Commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills</b> (InTASC 4.r) (Danielson 3c)(Marzano 2) (MCEE II.A.1,II.A.3; II.C.1; III.B.1)	consistently commits to making learning opportunities accessible to all learners resulting in mastery of disciplinary content and skills.		commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	In addition to score of "1" performance, partial success at score of "2"	inconsistently makes learning opportunities accessible to all learners, resulting in inconsequential learning.	
8.	<b>Is committed to linking subject content to real life issues</b> (InTASC 5,q, 5.s)(Marzano 2) (MCEE II.A.1, II.A.3; II.C.1)	links subject content to real life issues, promoting the development of critical and creative thinking.		links subject content to real life issues, resulting in relevant connections for learners.		misses opportunities to link subject content to real life issues, resulting in learners seeing varying degrees of relevance.	
Standards 4-5 Comments regarding strengths &/or areas for growth:							
	InTASC Standards 6-8 Instructional Practice	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
The teacher candidate...							
9.	<b>Commits to making accommodations in assessments for all learners</b> (InTASC 6.t, 6.u, 6.v) (Danielson 3d) (MCEE I.C.5; II.C.1-3; III.A.1; IV.A.2)	makes accommodations in multiple assessments to promote growth and guide instructional decision making by considering individual student needs.		makes accommodations in assessments to promote growth by considering individual student needs.	In addition to score of "2"	makes limited accommodations in assessments for learners.	
10.	<b>Is committed to planning learning opportunities that promote student growth</b> (InTASC 7.n, 7.p, 4.r, 9.l)(Danielson 1a)(Marzano 3) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	takes responsibility for planning learning opportunities that result in student growth, contributing to a culture of growth mindset.	In addition to score of "3"	takes responsibility for planning learning opportunities that result in student growth.		attempts to plan learning opportunities that occasionally result in student growth.	
11.	<b>Values the exploration of how to use new and emerging technologies to promote student learning</b> (InTASC 8.q, 8.r) (Danielson 1d) (MCEE II.A.1, II.A.3, C.1-2; III.A.1, B.3; IV.B.4)	seeks out opportunities to learn and apply new and emerging technologies that are engaging and result in learning.		explores ideas for using new and emerging technologies that are engaging and support learning.		lacks initiative for exploring new and emerging technologies that support learning.	
Standards 6-8 Comments regarding strengths &/or areas for growth:							

	InTASC Standards 9-10 Professional Responsibility	Exceeds Expectations (3)	(2.5)	Meets Expectations (2)	(1.5)	Needs Improvement (1)	Not Observed
	The teacher candidate...						
12.	<b>Maintains a positive attitude in professional settings</b> (InTASC 9.m, 9.n)(Danielson 4d)(Marzano 21) (MCEE IV.B.2, IV.B.8)	maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.		maintains a positive attitude when interacting respectfully with stakeholders.		periodically displays a disrespectful or impatient attitude when working with stakeholders.	
13.	<b>Commits to professional appearance in dress and grooming</b> (InTASC 9.o)(Marzano 21) (MCEE III A.4)	displays continuous commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays commitment to professionalism through appropriate appearance, attire, and cleanliness.		displays a lack of attention to appropriate and professional appearance, attire, and/or cleanliness.	
14.	<b>Commits to upholding the role of educator in all legal/ ethical ways* *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics</b> (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I, II, III, IV, V)	continuously upholds the profession's code of ethics and legal responsibilities.		upholds the profession's code of ethics and legal responsibilities.		lacks commitment in upholding the profession's code of ethics and legal responsibilities.	
15.	<b>Values appropriate interpersonal relationships in all settings</b> (InTASC 3.n, 10.r, 9.o) (Danielson 4.f) (Marzano 23) (MCEE I.B.3-4,C.1-5, III.A.1,6-9, B.1-3, IV.B.1-2, 5.E.1-4)	values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.		sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.		does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/families/colleagues.	
16.	<b>Is dependable: prepared, on time</b> (InTASC 9.o) (Danielson 4f)(Marzano 21) (MCEE I. A.4, I.A.5)	is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.		is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.		is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.	
17.	<b>Is approachable: nonthreatening, positive</b> (InTASC 10.q, 10.r)(Marzano 23) (MCEE I.B.3, IV.B.1-2,8)	is welcoming and positive, and invites interactions with stakeholders.		is positive and open to interaction with stakeholders.		is negative or unapproachable; avoids interaction with stakeholders.	

## Appendix I

	<b>InTASC Standards 9-10 Professional Responsibility</b>	<b>Exceeds Expectations (3)</b>	<b>(2.5)</b>	<b>Meets Expectations (2)</b>	<b>(1.5)</b>	<b>Needs Improvement (1)</b>	<b>Not Observed</b>
The teacher candidate...							
18.	<b>Receives/uses constructive feedback professionally</b> (InTASC 10.t)(Danielson 4d)(Marzano 22) (MCEE II.A.6.)	invites and accepts constructive feedback and uses it for professional improvement.		is receptive to constructive feedback and uses it for improvement.		is unreceptive to constructive feedback or shows limited effort to make recommended improvements.	
19.	<b>Communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders</b> (InTASC 10.p, 10.q, 10.r, 10.s)(Danielson 4c)(Marzano 23) (MCEE I.A.5, III.A.2-3, IV.A.1)	communicates professionally with stakeholders through nonverbal means by maintaining enthusiasm and employing active listening skills.		communicates professionally with stakeholders through nonverbal means by employing active listening skills.		displays limited professionalism in nonverbal communication with stakeholders through inactive listening skills.	
20.	<b>Communicates professionally through electronic means (email, social media, course management system)</b> (InTASC 10.q, 10.r) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, V.A.1, V.A.3, V.A.5, V.A.6, V.A.7, V.C.1, V.C.2, V.C.3)	communicates professionally and collaboratively with stakeholders through electronic means to support student learning.		communicates professionally with stakeholders through electronic means.		displays limited professionalism when communicating with stakeholders through electronic means.	
21.	<b>Communicates professionally in oral language when working with stakeholders</b> (InTASC 10.p, 10.q, 10.r, 10.s) (Danielson 4c) (MCEE III.A.2-3, IV.A.1, IV.C.3)	communicates professionally through oral language to create a culture of collaboration with stakeholders.		communicates professionally through oral language to work with stakeholders.		displays limited professionalism when communicating orally with stakeholders.	
22.	<b>Accepts responsibility for personal actions and behaviors</b> (InTASC 9.l, 10.p) (Danielson 4f) (MCEE I, II, III, IV, V)	consistently accepts responsibility for personal action and behaviors; displays professional maturity by focusing on solutions rather than assigning blame.		accepts responsibility for personal actions and behaviors; focuses on solutions.		is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather than seeking solutions.	
	Standards 9-10 Comments regarding strengths &/or areas for growth:						

## Appendix J