**SOUTHERN ARKANSAS UNIVERSITY**

# A Guide for MAT Student Teaching I and II

## at

## Southern Arkansas University
## Magnolia, Arkansas

### Distributed by

# The College of Education

#### and

## The Office of Admissions, Field Experience, and Licensure

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# Course Competencies

The candidate will demonstrate proficiency in:

**Conceptual Framework Graduate Competencies:**
   G1:  Demonstrate facilitative and leadership skills
   G2:  Apply appropriate principles of education research to discover "best   practice."
   G3:  Model and initiate promising and productive practices to serve diverse   populations.
   G4:  Demonstrate continuous learning through professional development
   G5:  Demonstrate leadership roles in collaboration with the community   partnerships.
   G6:  Demonstrate critical and reflective thinking

**University Learning Goals**

To accomplish the University's mission to educate students, the general education curriculum and all program curricula provide learning opportunities that assist students in attaining the following University Learning Goals and Objectives:

1. **Effective Communication**
   Our graduates can communicate effectively. Effective communication embraces oral, visual, and language arts, including the ability to listen, speak, read, and write. It includes the effective use of various resources and technology for personal and professional communication.
   - Our students can write effectively.
   - Our students can effectively deliver an oral presentation.

2. **Personal and Social Responsibility**
   Our graduates are prepared to be personally and socially responsible citizens, having the ability to apply knowledge and skills that encourage responsible civic engagement for the advancement of society. This includes an understanding of their own and other cultures and societies and the ability to make informed and ethical decisions.
   - Our students demonstrate an understanding of the diversity of their own and other societies and cultures.
   - Our students demonstrate an understanding of the process of making informed and ethical decisions.
   - Our students demonstrate an understanding of facts within historical and cultural contexts.

3. **Critical Thinking**
   Our graduates can think critically, solve problems, and make informed decisions. Critical thinking is the ability to analyze, synthesize, and evaluate information and ideas from multiple perspectives. It includes the accurate use of terminology, information literacy, the application of scholarly and scientific methods, logical argument, and the capability for analysis and problem solving.
   - Our students use appropriate quantitative skills in making decisions.
   - Our students demonstrate an ability to think critically and creatively to analyze and solve problems.

4. **Information Literacy**
   Our graduates can use technology effectively in their fields. Information literacy is the ability to determine the nature of required information, to access it effectively and efficiently, and to evaluate it critically. It includes the responsible, legal, and ethical use of information.

5. **Content Knowledge**
   Our graduates have content knowledge in their chosen fields and the necessary skills to be successful. Content knowledge is discipline and degree specific.

# DEFINITION OF TERMS

**ARTIFACT**: Each individual assignment that you choose to feature within your professional **portfolio** is technically an artifact.   Such artifacts represent your achievements throughout the course of your learning experiences.  These entries may be in the form of any medium (e.g. text, graphics, audio, or video) and must represent the highest quality of your work.  Below is a list of various types of potential artifacts:
- A paper written in one of your courses
- TESS-based lesson plans
- Video of you teaching a lesson
- Photos of you teaching a lesson
- Photos of a bulletin board, learning center, etc. that you created
- Scanned copy of your observation evaluations from your university supervisor or Mentor Teacher
- Audio of you discussing your philosophy of education
- WebQuest you created

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

**DIRECTOR OF FIELD EXPERIENCE:** university faculty member responsible for placement, direction, and coordination of all student teaching experiences. (AFEL Director at SAU)

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

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

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

**LIVETEXT**: This software is required for assessments throughout the program to include a final portfolio. It is paid for in university fees.  To access your account you can visit mySAU portal.

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

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

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

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

**PUPILS:** the classroom students under the care and supervision of the mentor teacher and the MAT student teacher.

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

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

**SCHOOL ADMINISTRATOR:** an individual designated within each school district responsible for hiring intern and placing a mentor teacher with intern.

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

# INTRODUCTION

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

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

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

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

## TO THE MAT STUDENT TEACHER CANDIDATE

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

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

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

WE ARE PROUD OF YOUR ACCOMPLISHMENTS!  Take courage and be confident.  Enjoy the 30 weeks.  They are only the beginning of a career of dedicated service and personal fulfillment.  One day you will look back and recognize the richness your pupils have added to your life.

## **Minimal Responsibilities of the MAT Student Teacher Candidate**

1.      Participate in **all** blackboard discussions and other required functions.

2.      Continue to develop your professional portfolio based on the guidelines.

3.      Maintain a mature, professional attitude and appearance.

4.      Prepare a semester calendar and daily teaching schedule with your mentoring teacher.  Give copies to your university supervisor.

5.      As a guest in the assigned school, adjust to classroom situations.

6.      Learn and live by the school's rules, policies, and standards.

7.      Conform to your mentoring teacher's schedule including early arrival and late departure times.

8.      Participate in **all** activities expected of the mentoring teacher.

9.      Accept and heed criticism and suggestions meant to assist in your professional and personal growth.

10.     Avoid negative criticism of your mentoring teacher, the school, the pupils, and the community.  You are bound by the ethics of the profession and the rights of confidentiality to maintain a positive attitude and silence about personal information related to pupils and the overall school community.

11.     Call the mentoring teacher, the university supervisor, and the school office as soon as possible and no later that 7:30 a.m. in the event of an illness or other emergency.

12.     Become knowledgeable about your pupils, assigned classes, and special tasks and duties.

13.     Plan and prepare for each classroom experience and lesson sequence.  Go over each lesson before teaching it with your mentoring teacher to seek input and get feedback.

14.     Assess pupil progress fairly and frequently under the direction/guidance of the mentoring teacher.

15.     Return all school materials before the final day of MAT student teaching.

16.     Submit all expected work in LiveText by appropriate deadlines to include TESS observations, Evidence of Conceptual Framework Competencies, Dispositions, and Impact on Student Learning.

17.     The MAT student teacher candidate is expected to complete tasks other than those on the list above as expected by the Mentoring Teacher, University Supervisor, or School Principal as requested.  If the MAT student teacher candidate is unsure if they should complete the task they should contact the MAT Internship Coordinator.

**The Candidate's Introduction to the School and Classroom**

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

1.      Tour of the school with the mentoring teacher and become familiar with the layout of the physical plant.

2.      Become acquainted with the principal, counselor, librarian, faculty, and staff. Express appreciation for being welcomed at the school. If recommended by the mentoring teacher or principal, visit the district central office.

3.      Collect teaching materials/manuals, plan books, teaching assignments, emergency procedures, and copies of pertinent policy handbooks and manuals.

4.      Collect the names of the students in the assigned classroom(s). A seating chart, if provided, will assist the MAT student teacher candidate in quickly learning the students' names.

5.      Collect a copy of the classroom schedule AND the school calendar. Keep original copies for yourself and give one copy of each to your university supervisor.

6.      Obtain a copy of classroom rules and become familiar with the mentoring teacher's management and organization plans.

7.      Learn about health services offered at the school.

8.      Observe total classroom dynamics and the mentoring teacher's style, and acquire a sense of the students' personalities.

9.      Become familiar with the daily routine of the school, including class periods, recesses, and lunch periods.

# TO THE MENTOR TEACHER

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

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

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

## Minimal Responsibilities of the Mentor Teacher

1.  Prepare the class for the MAT student teacher candidate. Be firm and clear about the MAT student teacher candidate's duties and authority within the classroom.

2.  Communicate with parents about the arrival of the MAT student teacher candidate and emphasize that having a MAT student teacher candidate is a positive experience for the students. Assure parents of your primary role and responsibility in the classroom.

3.  Collect a set of textbooks for the MAT student teacher candidate. Include helpful materials such as schedules, class rolls, school handbooks, curriculum guides, emergency procedures, etc.

4.  Provide the MAT student teacher candidate with a personal work/study area in the classroom.

5.  Familiarize the MAT student teacher candidate with the facilities, the principal, and other school personnel.

6.  Introduce the MAT student teacher candidate by the correct title (Example: Ms. Smith).

7.  Explain record keeping procedures: attendance reports, report cards, grade books, and grading practices, cumulative folders, etc.

8.  Encourage the MAT student teacher candidate to observe other classes (near the end of the semester) and to attend appropriate faculty meetings, PTO meetings, professional meetings, I.E.P meetings, etc.

9.  Except in emergencies, make certain the MAT student teacher candidate knows far enough ahead of time to prepare for all teaching assignments with lesson plan development.

10. Provide the MAT student teacher candidate with continuous constructive feedback, suggestions, and encouragement.

11. Schedule, in advance, a minimum of **two** informal observations for feedback purposes. The *Internship Candidate Mentor Observation Form* (See Appendix A and C) is to be used for these informal evaluations. Conduct pre- and post-observation conferences with each visit. (See the Definitions section of this Handbook for a description of a complete observation cycle.) During observations, document the MAT student teacher's performance and behaviors. Provide specific and detailed recommendations for instructional and classroom management improvement. Identify, as well, the teaching strengths of the MAT student teacher candidate. Give the MAT student teacher candidate and the mentor teacher a hard copy of the evaluation results. Please enter the results in the LiveText Field Experience Module.

12. Assist the MAT student teacher candidate in demonstrating mastery of the established Teacher Education Program competencies (refer to the Conceptual Framework).

13. At mid-term of each semester, complete the evaluation of the intern's dispositions (See Appendix D and F) an evaluation required by the university's assessment system. You will receive a link for entering this evaluative information by the Director of Field Experience.

14. Communicate with the university supervisor concerning the MAT student teacher candidate's progress. Typical areas of concern may include, but are not limited to:

       a. Deficiencies in subject matter
       b. Unprofessional dress or speech
       c. Lack of preparation concerning teaching assignments
       d. Tardiness or absenteeism
       e. Inflexibility in terms of acceptance of constructive criticism
       f. Unprofessional relationships with students or colleagues

15. Inform the university supervisor and the building principal **IMMEDIATELY** if the MAT student teacher candidate should encounter difficulties.

16. Near the end of the student teaching experience, complete the Summative Evaluation of the MAT student teacher candidate (Appendix H) based on your overall impression and experiences with the MAT student teacher candidate. Submit this evaluation in the Field Experience Module in LiveText.

17. Confer with the university supervisor about the MAT student teacher's overall performance. The university supervisor is responsible for assigning the final grade for student teaching. However, your feedback, comments, and documents provide important data for determining the final grade.

18. It is essential that the Mentor Teacher provide the MAT student teacher with an enriching professional experience. If the Mentor Teacher believes additional duties may be beneficial, then the MAT student teacher candidate is obliged to complete such duties.

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

# MINIMUM RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

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

1.    Establish the climate of cooperation and respect between Southern Arkansas University and the collaborating public schools.

2.    Become informed of the MAT student teacher candidate's needs, strengths, and areas of concern, and establish goals with the MAT student teacher candidate that is specific, realistic, and understandable.

3.    Meet with (via phone or face-to-face) the Mentor Teacher to discuss the goals, philosophy, policies, and practices of the Student Teaching Program at SAU. Establish a professional rapport with the Mentor Teacher, the MAT student teacher candidate, and the school administrator(s). Provide phone numbers and an email address where you can be reached. Discuss key points included in the policy manual, plan strategies, clarify roles, establish lines of communication, and answer questions.

4.    Visit with the principal and other designated building administrators during observation visits to discuss the MAT student teacher candidate's progress and to listen to the principal's remarks concerning the MAT student teacher candidate.

5.    Using the *MAT Student Teacher Candidate Observation Form* (See Appendix B), conduct a minimum of **two** complete observation cycles with the MAT student teacher candidate. Conduct pre- and post-observation conferences with each visit. (See the "Definitions" section for a definition of a complete observation cycle.) During observations, document the MAT student teacher's performance and behaviors. Provide specific and detailed recommendations for instructional and classroom management improvement. Please be sure to identify, as well, the teaching strengths of the MAT student teacher candidate. Please provide the MAT student teacher candidate with a hard copy of the evaluation results, and please enter the results in the LiveText Field Experience Module.

6.    Converse with the Mentor Teacher about areas of concern or other observations the Mentor Teacher wishes to make. Work with the Mentor Teacher to design a plan to address any problematic behaviors.

7.    Maintain open communication and positive personal relationships with the MAT student teacher candidate, Mentor Teacher, principal and other school personnel.

8.    Check the progress of the MAT student teacher candidate's portfolio at each visit.

9.    Assist the MAT student teacher candidate in self-evaluation and goal setting for professional growth.

10.   Conduct an exit interview/conference with the principal and Mentor Teacher to express the university's appreciation for the school's cooperation and partnership in teacher education.

11.   Report all problems to the Director of Field Experience as soon as possible.

12.   In the case where a MAT student teacher candidate is failing, it is imperative that you immediately apprise the Director of Field Experience of the situation and any steps taken to remediate the problem(s).

13. Near the end of the student teaching experience, complete the Summative Evaluation of the MAT student teacher candidate (Appendix H) based on your overall impression and experiences with the MAT student teacher candidate. Submit this evaluation in the Field Experience Module in LiveText.

14. After consulting with the Mentor Teacher and the portfolio review committee, designate MAT student teacher candidate's final grade.

15. Conduct an exit interview with the MAT student teacher candidate to discuss final grade.

16. The University Supervisors are required to meet with The Director of Field Experience to discuss the requirements for candidates, Mentor Teachers, and university supervisors. This meeting will also entail duties of the University Supervisor pertaining to use of LiveText.

17. The University Supervisor is expected to complete any task above and beyond the duties enumerated within this list in order to insure that the MAT student teacher candidate has a productive and meaningful learning experience.

## RESPONSIBILITIES OF THE COLLABORATING PRINCIPALS

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

1.      Coordinate the formulation and implementation of the student teaching experience for the school.

2.      Assign MAT student teacher candidates to Mentor Teachers using the following suggested selection criteria:

- Possess a Bachelor's Degree or above and teaches in the area of licensure
- Established agreement between the designated school administrator and the Director of Field Experience that the teacher is capable of assuming the responsibilities of a Mentor Teacher
- Has clearly demonstrated the ability to be an effective teacher and classroom manager
- Completed a minimum of three years of teaching experience in the MAT student teacher's licensure area
- Is a willing participant in the student teaching experience
- Has a positive attitude toward his or her present teaching position and the teaching profession in general
- Demonstrates continual professional growth and strong content knowledge base
- Voluntarily works in collaborative situations as a team member
- *Preferred*:  Is a TESS-trained instructor.

3.      Assist Mentor Teachers in orienting MAT student teacher candidates to school policies, procedures, and practices.

4.       Observe the MAT student teacher candidate and provide feedback, if possible.

# GENERAL POLICIES

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

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

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

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

**MAT STUDENT TEACHING CALENDAR AND VACATIONS:** Student teaching lasts for the full year (2 semesters).

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

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

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

**PLACEMENT SITES:** Various factors are considered before a placement is determined, such as -- driving distance for candidates, availability of qualified Mentor Teachers, balance among specialty areas and grade levels, and the availability of approved sites. Placement sites in states other than Arkansas (i.e., Louisiana and Texas) must have comparable approval by appropriate accrediting bodies. Additional fees for supervision and school collaboration may be assessed.

**SELECTION OF MENTOR TEACHERS:** Selection of a Mentor Teacher is the mutual responsibility of the designated school administrator and the director of field experience. Only the finest role models of teaching excellence are chosen for this assignment. See the section "Responsibilities of the Collaborating Principal" section of this Handbook for more details.

**STIPEND FOR MENTOR TEACHERS:** $100.00 per MAT student teacher candidate per semester.

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

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

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

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

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

MAT student teacher candidates experiencing difficulties should pursue the following chain of command for help and resolution:
   a. Mentor Teacher
   b. University Supervisor
   c. Director of Field Experience
   d. Dean, College of Education
   e. SAU student grievance policies and practices


**DRESS:** MAT student teacher candidates are to dress professionally at all times during their school day. You are expected to both act and look professional, as both insure a positive experience in MAT student teaching.

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

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

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

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

"No person shall be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty or nolo contendere to, or been found guilty of, any of the following offenses by any court in the state of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:"
[The list of offenses includes, but is not limited to, manslaughter, murder, assault, battery, terroristic threatening, kidnapping, carnal or sexual abuse, rape, drug convictions, and sex crimes (especially those involving children.)]

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

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

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

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

**Summary of Requirements of the MAT Student Teacher Candidate**

# Assignments

The requirements expected of **EACH** MAT student teacher candidate are listed below.  Failure to meet ALL requirements will prevent the student from successfully completing the student teaching course.  Upon accepting placement, the MAT student teacher candidate also accepts responsibility for successfully completing all student teaching course requirements.  The university supervisor and/or Mentor Teacher may require additional work. **You will complete all of these assignments as noted by Student Teaching Terms I or II.**

- **Two TESS Evaluations by University Supervisor (Student Teaching 1 and 2):** The candidate will be evaluated formally a minimum of two times (possibly more) by the University Supervisor. The timing of such observations is based on an established observation cycle (see the section "Definitions" and the Internship Observation Form in Appendix A - B). Each of these observations must be submitted to the University using LiveText.  Look for the rubric to complete in the LiveText Field Experience Module.

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

- **Two informal TESS Observations by mentor teachers (Student Teaching 1 and 2):** The candidate will be informally observed a minimum of two times by the Mentor Teacher.  The informal observations can be scheduled or may be informal drop in observations (see Appendix A and C for the rubric).  Each of these observations must be submitted to provide the candidate with feedback in regards to their progress and help the university to better understand how to help the candidates.  Look for the rubric to complete in the LiveText Field Experience Module.

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

- **Evidence of Conceptual Framework Competencies in TESS Domains 1-4 (Student Teaching 1):** Candidates submit into LiveText artifacts for each of the domain conceptual framework competencies.  During Internship 1 candidates will complete the artifact collection and reflection for domains 1 – 4.  The university supervisor will provide feedback regarding the candidate's choice of artifacts to insure their appropriateness before final submission. For more information see Appendices D and E.

  (Conceptual Framework Competencies: Domains 1,2,3, and 4; Dispositions: Attendance, Punctuality, Initiative, Response to Feedback, Collaboration, Lifelong Learner, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, Interaction with others, Work Production; Graduate Competencies: G1-G6; Learning Goals: 1-5)

- **Disposition Review and Reflection (Internship 1 and 2):** Candidates will be evaluated based on the Conceptual Framework Dispositions by the University Supervisor, Mentor Teacher, and/or school Principal.  After the evaluation is complete the University Supervisor or Mentor Teacher will

submit it in the Livetext Field Experience Module.  In addition, complete a self-reflection and an improvement plan. For more information see Appendices D and F.

(Dispositions: Attendance, Punctuality, Initiative, Response to Feedback, Collaboration, Lifelong Learner, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, Interaction with others, Work Production; Graduate Competencies: G1-G6; Learning Goals: 1-3)

- **Impact on Student Learning (Student Teaching 2):** Candidates will complete an *Impact on Student Learning Project* where the candidate will plan a unit, implement the unit, assess student learning, and reflect on their own teaching practice. For more information on this project see the Portfolio Handbook or Appendix D and G of this Handbook.

  (Conceptual Framework Competencies: Domains 1, 2, 3 and 4; Dispositions: Initiative, Response to Feedback, Collaboration, Lifelong Learner, Commitment to Teaching, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, Interaction with others, Work Production; Graduate Competencies: G1-G6; Learning Goals: 1-5 )

- **Internship End of the Semester Survey (Student Teaching 1 and 2)**: **Candidates will be expected to complete** an *End of the Semester Survey* which provides the opportunity to reflect on the experience as an intern teacher candidate.  Look for the survey in LiveText under the "Forms" tab. Also see Appendix H in this Handbook.

  (Graduate Competencies: G5-G6; University Learning Goals: 1-3)

- **Summative Evaluation (Student Teaching 1 and 2)**: The **university supervisor and mentor teacher** will be required to complete a Summative Evaluation of the intern which gives the candidate the opportunity to reflect on their experience and performance as an internship candidate.  Look for the rubric in the LiveText Field Experience Module.  Also see Appendix I.

  (Conceptual Framework Competencies: Domains1,2,3, and 4; Dispositions: Attendance, Punctuality, Work Production, Initiative, Response to Feedback, Collaboration, Lifelong Learner, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, and Interaction with Others)

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

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

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

**I**      For an "I" see the undergraduate catalog.

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

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

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

# TEACHING RESPONSIBILITIES

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

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

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

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

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

> *Team planning and co-teaching (phase-out)*.  During this phase the Mentor Teacher should begin to resume teaching responsibilities.  Also during this phase, the MAT student teacher candidate is to spend a minimum of ten hours of observation in other classroom settings.  The scheduling of the observations outside the assigned classroom is at the discretion of the Mentor Teacher and/or the building principal.  Each observation is to be structured to ensure maximum learning potential.  The following specific suggestions may serve as optimal assignments to be completed during these ten hours:
> a.  Observing a special class
> b.  Observing other subject areas
> c.  Observing other grade levels
> d.  Shadowing a selected student
> e.  Interviewing a master teacher other than the Mentor Teacher and observing the teacher in the classroom
> f.  Observe a variety of classroom  management plans and processes

**\*The schedule is over two semesters and encompasses both Student Teaching I and II.**

# APPENDIX A:  Lesson Plan Template

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### CLASSROOM   INSTRUCTION   PLAN (Adapted from TESS)

**Teacher:**_____
**Date/Time:**_____

| | |
|---|---|
| **I.** | **Learning Goals/Objectives:** |
| | *What are your goals for student learning in this lesson?  That is, what do you intend students to learn?  Have you checked for background knowledge?  Where will you clearly state your objective to your class?  Will you show a logical connection with previous and future learning at the beginning and end of your lesson?  Why have you chosen these goals?* |
| | |
| **II.** | **Student Grouping:** |
| | *How will you group students for instruction?  Why have you chosen this grouping?* |
| | |
| **III.** | **Methods:** |
| | *What teaching method(s) will you use for this lesson?  Describe the examples you will use to aid student understanding. Why have you chosen this method or these methods?  When and how will you check for understanding?  When and how will you encourage students to extend their thinking to higher levels?* |
| | |

| IV. | **Activities:**<br>What activities have you planned?  What kind of guided practice will you provide students? How will you monitor students' work? Will you have an independent activity? |
|---|---|

| ACTIVITY | Time Allotted |
|---|---|
|  |  |

| V. | **Materials:**<br>*What instructional materials will you use, if any?  Why have you chosen these materials?* |
|---|---|

| VI. | **Evaluation:**<br>*How and when do you plan to evaluate student learning on the content of this lesson?  Why have you chosen this approach?* |
|---|---|

*\*Adapted from Education Testing Service, TESS Instruction and Reflection Form*

# APPENDIX B: Formal Observation Evaluation Rubric and Instructions

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

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

## FORMAL EVALUATION

1.  If the visit is scheduled in advance, the student teaching candidate is to give the observer a detailed lesson plan and an observation form before the lesson begins.

2.  The internship candidate informs the observer as to what is expected to occur during the lesson and requests feedback concerning specific behaviors for growth. The observer informs the internship candidate of the process to be used **during** the observation and answers last minute questions the intern may have.

3.  During the observation, the observer should script and/or note behaviors that need to be reinforced, praised, and/or refined. A written evaluation is to be included on the form for the internship candidate's benefit. In addition to written comments concerning each item, the observer is to rate the performance level of the internship as indicated in the directions at the top of the page.

4.  Following the instructional observation, the form serves as the organizer and focus for the post-observation conference. The internship and observer are to view the information together and determine goals for the internship's improvement, and acknowledge effective teaching practices used by the internship. Both parties should sign the form. If the student does not agree with the written comments made by the observer, he should attach a written explanation to the form.

5.  Upon completion of the cycle, the various copies of the form should be distributed as indicated on the last page of the form.

# Rubric: TESS Conceptual Framework Classroom Observation Form

_____     _____     _____     _____
Internship Candidate              Date/Time                    School/Subject Area/ Grade Level           Mentor Teacher/University Supervisor

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

| Domain 1: Planning | | | | | |
|---|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| **1a Knowledge of Content and Pedagogy** | • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.<br>• Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.<br>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. | • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.<br>• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.<br>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.<br>• Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.<br>• Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | • In planning and practice, teacher makes content errors or does not correct errors made by students.<br>• Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.<br>• Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. | Not Applicable or Not Observed |
| **1b Demonstrating Knowledge of** | • Teacher actively seeks knowledge of students' levels of development and their | • Teacher understands the active nature of student learning and | • Teacher indicates the importance of understanding how | • Teacher demonstrates little or no | Not Applicable or Not |

| **Students** | backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.<br>• This information is acquired for individual students. | attains information about levels of development for groups of students.<br>• The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. | students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. | Observed |
|---|---|---|---|---|---|
| **1c**<br>**Setting**<br>**Instructional**<br>**Outcomes** | • All outcomes represent rigorous and important learning in the discipline.<br>• The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.<br>• Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.<br>• Outcomes take into account the varying needs of individual students. | • Most outcomes represent rigorous and important learning in the discipline.<br>• All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.<br>• Outcomes reflect several different types of learning and opportunities for coordination.<br>• Outcomes take into account the varying needs of groups of students. | • Outcomes represent moderately high expectations and rigor.<br>• Some reflect important learning in the discipline and consist of a combination of outcomes and activities.<br>• Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.<br>• Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. | • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.<br>• Outcomes are stated as activities rather than as student learning.<br>• Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Not Applicable or Not Observed |

| | | | | | |
|---|---|---|---|---|---|
| **1d Demonstrating Knowledge of Resources** | • Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. | • Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. | • Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. | • Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. | Not Applicable or Not Observed |
| **1e Designing Coherent Instruction** | • Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.<br>• Learning activities are differentiated appropriately for individual learners.<br>• Instructional groups are varied appropriately with some opportunity for student choice.<br>• The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. | • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.<br>• The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.<br>• The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. | • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.<br>• Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.<br>• The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. | • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.<br>• The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.<br>• Instructional groups do not support the instructional outcomes and offer no variety. | Not Applicable or Not Observed |

| 1f<br>Designing<br>Student<br>Assessments | • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.<br>• Assessment methodologies have been adapted for individual students, as needed.<br>• The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.<br>• Teacher intends to use assessment results to plan future instruction for individual students. | • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.<br>• Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.<br>• Teacher intends to use assessment results to plan for future instruction for groups of students. | • Some of the instructional outcomes are assessed through the proposed approach, but others are not.<br>• Assessment criteria and standards have been developed, but they are not clear.<br>• Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.<br>• Teacher intends to use assessment results to plan for future instruction for the class as a whole. | • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.<br>• Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. | Not Applicable or Not Observed |

| Domain 2: The Learning Environment | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| 2a<br>Creating an<br>Environment<br>of Respect and<br>Rapport | • Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.<br><br>• Students exhibit respect for the teacher and contribute to high levels of civil interaction | • Teacher-student interactions are friendly and demonstrate general caring and respect.<br>• Such interactions are appropriate to the ages of the students.<br>• Students exhibit respect for the | • Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and | • Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or | Not Applicable or Not Observed |

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| | <ul><li>between all members of the class.</li><li>The net result of interactions is that of connections with students as individuals.</li></ul> | <ul><li>teacher.</li><li>Interactions among students are generally polite and respectful.</li><li>Teacher responds successfully to disrespectful behavior among students.</li><li>The net result of the interactions is polite and respectful, but impersonal.</li></ul> | <ul><li>developmental levels.</li><li>Students rarely demonstrate disrespect for one another.</li><li>Teacher attempts to respond to disrespectful behavior, with uneven results.</li><li>The net result of the interactions is neutral, conveying neither warmth nor conflict.</li></ul> | <ul><li>insensitive to students' ages, cultural backgrounds, and developmental levels.</li><li>Interactions are characterized by sarcasm, put-downs, or conflict.</li><li>Teacher does not deal with disrespectful behavior.</li></ul> | |
| **2b Establishing a Culture for Learning** | <ul><li>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li><li>The teacher conveys high expectations for learning by all students and insists on hard work.</li><li>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li></ul> | <ul><li>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</li><li>The teacher conveys that with hard work students can be successful.</li><li>Students understand their role as learners and consistently expend effort to learn.</li><li>Classroom interactions support learning and hard work.</li></ul> | <ul><li>The classroom culture is characterized by little commitment to learning by teacher or students.</li><li>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li><li>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li></ul> | <ul><li>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand.</li><li>Hard work is not expected or valued.</li><li>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</li></ul> | Not Applicable or Not Observed |

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| **2c Managing Classroom Procedures** | • Instructional time is maximized because of efficient classroom routines and procedures.<br>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.<br>• Routines are well understood and may be initiated by students. | • There is little loss of instructional time because of effective classroom routines and procedures.<br>• The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.<br>• With minimal guidance and prompting, students follow established classroom routines. | • Much instructional time is lost through inefficient classroom routines and procedures.<br>• There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.<br>• There is little evidence that students know or follow established routines. | • Some instructional time is lost through only partially effective classroom routines and procedures.<br>• The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.<br>• With regular guidance and prompting, students follow established routines. | Not Applicable or Not Observed |
| **2d Managing Student Behavior** | • Student behavior is entirely appropriate.<br>• Students take an active role in monitoring their own behavior and that of other students against standards of conduct.<br>• Teachers' monitoring of student behavior is subtle and preventive.<br>• Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. | • Student behavior is generally appropriate.<br>• The teacher monitors student behavior against established standards of conduct.<br>• Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. | • Standards of conduct appear to have been established, but their implementation is inconsistent.<br>• Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.<br>• There is inconsistent implementation of the standards of conduct. | • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.<br>• Students challenge the standards of conduct.<br>• Response to students' misbehavior is repressive or | Not Applicable or Not Observed |

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| | | | | disrespectful of student dignity. | |
| **2e Organizing Physical Space** | • The classroom is safe, and learning is accessible to all students, including those with special needs.<br>• Teacher makes effective use of physical resources, including computer technology.<br>• The teacher ensures that the physical arrangement is appropriate to the learning activities.<br>• Students contribute to the use or adaptation of the physical environment to advance learning. | • The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.<br>• Teacher makes effective use of physical resources, including computer technology. | • The classroom is safe, and essential learning is accessible to most students.<br>• The teacher's use of physical resources, including computer technology, is moderately effective.<br>• Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. | • The physical environment is unsafe, or many students don't have access to learning resources.<br>• There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. | Not Applicable or Not Observed |

| Domain 3: Instruction | | | | | |
|---|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| **3a Communicating with Students** | • The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.<br>• The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to | • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.<br>• Teacher's explanation of content is well scaffolded, clear and accurate, and connects | • The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.<br>• The teacher's explanation of the content may contain minor errors; some | • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.<br>• The teacher's explanation of the content contains major errors.<br>• The teacher's spoken or written language contains | Not Applicable or Not Observed |

| | | | | | |
|---|---|---|---|---|---|
| | extending the content and help explain concepts to their classmates.<br>• The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. | with students' knowledge and experience.<br>• During the explanation of content, the teacher invites student intellectual engagement.<br>• Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. | portions are clear; other portions are difficult to follow.<br>• The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.<br>• Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | errors of grammar or syntax.<br>• The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | |
| **3b Questioning and Discussion Techniques** | • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions.<br>• Students themselves ensure that all voices are heard in the discussion. | • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.<br>• Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.<br>• Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | • Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.<br>• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.<br>• A few students dominate the discussion. | • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.<br>• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.<br>• Teacher attempts to engage all students in the | Not Applicable or Not Observed |

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| | | | discussion and to encourage them to respond to one another, but with uneven results. | |
| **3c Engaging Students in Learning** | • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.<br>• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.<br>• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.<br>• Students may have some choice in how they complete tasks and may serve as resources for one another. | • The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.<br>• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.<br>• The pacing of the lesson may not provide students the time needed to be intellectually engaged. | • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.<br>• The pace of the lesson is too slow or too rushed.<br>• Few students are intellectually engaged or interested. | Not Applicable or Not Observed |
| **3d Using Assessment in Instruction** | • Assessment is fully integrated into instruction through extensive use of formative assessment.<br>• Students appear to be aware of, and there is some evidence that they have | • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific | • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. | • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.<br>• Students do not | Not Applicable or Not Observed |

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| | contributed to, the assessment criteria. <br>• Students self-assess and monitor their progress. <br>• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. <br>• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. | feedback that advances learning. <br>• Students appear to be aware of the assessment criteria; some of them engage in self-assessment. <br>• Questions, prompts, assessments are used to diagnose evidence of learning. | • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. <br>• Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | appear to be aware of the assessment criteria and do not engage in self-assessment. | |
| **3e Demonstrating Flexibility and Responsiveness** | • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. <br>• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. | • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. <br>• Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. | • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. <br>• Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. | • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. <br>• Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | Not Applicable or Not Observed |

| Domain 4: Professional Responsibilities | | | | | |
|---|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| **4a Reflecting on Teaching** | • Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its | • Teacher makes an accurate assessment of a lesson's effectiveness and the extent to | • Teacher has a generally accurate impression of a lesson's effectiveness and the extent to | • Teacher does not know whether a lesson was effective or achieved its | Not Applicable or Not Observed |

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| | instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.<br>• Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. | which it achieved instructional outcomes and can cite general references to support the judgment.<br>• Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | which instructional outcomes were met.<br>• Teacher makes general suggestions about how a lesson could be improved. | instructional outcomes, or he/she profoundly misjudges the success of a lesson.<br>• Teacher has no suggestions for how a lesson could be improved. | |
| **4b Maintaining Accurate Records** | • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.<br>• Students contribute information and participate in maintaining the records. | • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | • Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.<br>• Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors. | • Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.<br>• Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. | Not Applicable or Not Observed |
| **4c Communicating with Families** | • Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.<br>• Response to family concerns is handled with professional and cultural sensitivity.<br>• Teacher's efforts to engage families in the instructional | • Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.<br>• Teacher makes some attempts to engage | • Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in | • Teacher communication with families - about the instructional program, about individual students—is sporadic or | Not Applicable or Not Observed |

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| | program are frequent and successful. | families in the instructional program. Information to families is conveyed in a culturally appropriate manner. | the instructional program.<br>• Communications are one-way and not always appropriate to the cultural norms of those families. | culturally inappropriate.<br>• Teacher makes no attempt to engage families in the instructional program. | |
| **4d**<br>**Participating in a Professional Community** | • Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.<br>• Teacher takes a leadership role in promoting a culture of professional inquiry.<br>• Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | • Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.<br>• Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | • Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.<br>• Teacher becomes involved in the school's culture of professional inquiry when invited to do so.<br>• Teacher participates in school events and school and district projects when specifically asked to do so. | • Teacher's relationships with colleagues are negative or self-serving.<br>• Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.<br>• Teacher avoids becoming involved in school events or school and district projects. | Not Applicable or Not Observed |
| **4e**<br>**Growing and Developing Professionally** | • Teacher seeks out opportunities for Professional development and makes a systematic effort to conduct action research.<br>• Teacher seeks out feedback on teaching from both supervisors and colleagues.<br>• Teacher initiates important activities to contribute to the profession. | • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.<br>• Teacher welcomes feedback from colleagues—either when made by supervisors or when | • Teacher participates in professional activities to a limited extent when they are convenient.<br>• Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.<br>• Teacher finds limited | • Teacher engages in no professional development activities to enhance knowledge or skill.<br>• Teacher resists feedback on teaching performance from either | Not Applicable or Not Observed |

| | | opportunities arise through professional collaboration.<br>• Teacher participates actively in assisting other educators. | ways to contribute to the profession. | supervisors or more experienced colleagues.<br>• Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | |
|---|---|---|---|---|---|
| **4f**<br>**Showing**<br>**Professionalism** | • Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.<br>• Teacher is highly proactive in serving students, seeking out resources when needed.<br>• Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.<br>• Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.<br>• Teacher complies fully with school and district regulations, taking a leadership role with colleagues. | • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.<br>• Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.<br>• Teacher maintains an open mind in team or departmental decision making.<br>• Teacher complies fully with school and district regulations. | • Teacher is honest in interactions with colleagues, students, and the public.<br>• Teacher attempts, though inconsistently, to serve students.<br>• Teacher does not knowingly contribute to some students' being ill served by the school.<br>• Teacher's decisions and recommendations are based on limited but genuinely professional considerations.<br>• Teacher complies minimally with school and district regulations, doing just enough to get by. | • Teacher displays dishonesty in interactions with colleagues, students, and the public.<br>• Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.<br>• Teacher makes decisions and recommendations based on self-serving interests.<br>• Teacher does not comply with school and district regulations. | Not Applicable or Not Observed |

**Pre-Conference Signatures:**                                        **Post-Conference Signatures:**

_____            _____
Student Teacher Candidate                                            Student Teacher Candidate

_____            _____
Mentor Teacher/University Supervisor                                 Mentor Teacher/University Supervisor

# APPENDIX C: Informal Observation Rubric and Instructions

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

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

## INFORMAL OBSERVATIONS

1. If the visit is scheduled in advance, the internship candidate is to give the observer a detailed lesson plan and an informal observation form before the lesson begins.

2. The student teacher candidate informs the observer as to what is expected to occur during the lesson and requests feedback concerning specific behaviors for growth. The observer informs the internship candidate of the process to be used **during** the observation and answers last minute questions the intern may have.

3. During the observation, the observer should script and/or note behaviors that need to be reinforced, praised, and/or refined.  A written informal feedback rubric is to be included to provide the internship candidate with feedback.

4. Following the instructional observation, the form serves as the organizer and focus for the post-observation conference.  The internship and observer are to view the information together and determine goals for the internship's improvement, and acknowledge effective teaching practices used by the internship. The form should be entered by the mentor into the Field Experience Module in LiveText.

## Rubric: TESS Conceptual Framework Mentor Teacher Informal Observation Rubric

_____ _____

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

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

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

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

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

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

**Pre-Conference Signatures:**                    **Post-Conference Signatures:**


_____          _____
Student Teacher Candidate                          Student Teacher Candidate


_____          _____
Mentor teacher/College Supervisor                Mentor teacher/College Supervisor

# APPENDIX D: Template - Professional Portfolio

## Professional Portfolio—Initial Programs TESS

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

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

**Domain 1: Planning and Preparation (Checkpoint 1)**

### Description of Artifact

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.

2. Clearly describe the purpose and process/steps for creating the artifact.

3. How does your artifact relate to teaching and learning?

### Connection & Alignment with CF Competencies

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

### Self Reflection & Implication for Teaching

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

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

### Description of Artifact

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.

2. Clearly describe the purpose and process/steps for creating the artifact.

3. How does your artifact relate to teaching and learning?

**Connection & Alignment with CF Competencies**

1. Align all sub-elements of Domain 3 to your artifact(s) (sub-elements are provided at the bottom of this page).

2. Reflect on the connection between the artifact and the related knowledge and skills of the sub-elements.

**Self Reflection & Implication for Teaching**

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

## Domain 3: Instruction (Checkpoint 1)

**Description of Artifact**

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.

2. Clearly describe the purpose and process/steps for creating the artifact.

3. How does your artifact relate to teaching and learning?

**Connection & Alignment with CF Competencies**

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

**Self Reflection & Implication for Teaching**

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

**Domain 4: Professional Responsibilities (Checkpoint 1)**

**Description of Artifact**

1. Clearly describe the artifact and its impact on student learning in the context in which it was created.

2. Clearly describe the purpose and process/steps for creating the artifact.

3. How does your artifact relate to teaching and learning?

**Connection & Alignment with CF Competencies**

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

**Self Reflection & Implication for Teaching**

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

**Dispositions (Checkpoints 1 & 2)**

**Evaluation**

1. Evaluation will be completed by PEU faculty and/or collaborating teachers.

2. The EPP faculty member and/or mentor teacher will present you with either a hard copy or it will be entered into the Field Experience Module in LiveText

3. Scan your evaluation documents if they are not in the FEM in LiveText.

**Self Reflection**

1. Review the evaluation you were presented by the EPP faculty member and/or school district personnel.

2. Reflect upon the presented dispositional evaluation.  Focus on any areas which were not rated as Proficient or better.

3. Write a reflection of what you consider to be your strengths and areas for improvement as related to the list of Dispositions.

**Improvement Plan**

1. Based upon your provided evaluations and your self-reflection, identify one or more Dispositions in which you could improve.

2. Write a plan for how you intend to improve in these areas.


**Impact on Student Learning (Checkpoint 2)**

1. Contextual Factors
   a. Identify and describe the characteristics of the school, classroom, and students. (1b)
   b. What is special about these students that will need to be considered when developing the unit? (1c)
   c. How do you adapt instruction and assessment to address the factors in the learning-teaching context? (1d, 1e, 1f)

2. Classroom Environment
   a. Describe how the classroom environment, academic expectations as well as behavioral expectations, promote respect, rapport, and a culture for learning. (2a, 2b)
   b. Provide evidence of the procedures you use to facilitate learning (instructional groups, transitions, supplies, materials, etc.).  (2c)
   c. Describe how your learning expectations promote student participation, interaction, and appropriate behavior. (2d)
   d. Describe how you organize the physical space to promote learning. (2e)

3. Learning Goals
   a. Provide the learning goals for your unit.  Be sure the goals clearly define what students should know and be able to do.  (1b, 1c)
   b. Provide evidence of how your learning goal(s) are aligned to the standards (e.g. CCSS and/or Arkansas Framework) and how the goals provide evidence of learning the standard. (1c, 3a, 3c)
   c. Provide evidence of how your learning goals match students' current progress and development. (3a, 3d, 3e)

4. Assessment

    a. Describe the ongoing formative assessments (including student self assessments) utilized during the unit. (1f)

    b. Describe how your assessment measures your learning goal(s). Provide evidence of what you expected to see when a student has learned. (1c, 1f)

    c. Attach the summative assessment. What criteria did you use to assess student learning? (1f)

5. Design for Instruction
    a. Describe how your instruction is aligned to the learning goals. (1c, 1e)
    b. Describe how your instruction is aligned to the contextual factors. (1b, 1e)
    c. How does the chosen unit reflect your understanding of the discipline and integration of technology? (1a, 1d, 1e)
    d. Provide an example of how you facilitated student participation during the lesson/unit (discussion, questioning, etc.). (3b)

6. Student Learning
    a. Provide evidence of the degree and level of student achievement as demonstrated in the unit. Include how this was communicated with the students. (3a, 3d, 4a)
    b. Provide evidence indicating areas in which students did not demonstrate achievement. Include how this was communicated to the students. (3a, 3d, 4a)
    c. Provide evidence of how instruction was adjusted based on student learning. (3e)
    d. Attach a data chart to support your answers. (4b)

7. Analysis/Reflection
    a. Provide evidence of how you gave the student constructive feedback. (3a, 3d)
    b. Indicate what concepts need to be re-taught, what concepts the students need to learn next, and how this unit connects to future learning. (3e, 4a)
    c. Provide at least one example of how you would communicate with the student's family regarding student achievement. (4c)
    d. Based on your analysis and reflection, what professional development and/or resources would you need in order to improve student learning the next time you teach this unit? (4d, 4e, 4f)

# APPENDIX E – Conceptual Framework Competencies
## Examples, Rubric, and Evaluation
Examples of Assignments or Artifacts for each
Conceptual Framework Competency
(TESS Domains)

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

TESS Domain 1
- Copies of your TESS lesson plans
- Passing P2 Scores
- Copy of an Assessment used in teaching
- Unit Plans
- Assessment Survey of Student Background knowledge
- Vertical and/or Horizontal Alignment Agendas and Meeting Notes
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

TESS Domain 2
- Projects or papers you have written in courses which demonstrate your classroom management plans.
- Management Logs used in teaching
- Documentation of P-12 placement classroom's organization system and/or classroom management system
- Design of Classroom Layout with explanation connected to contextual factors
- Instructional Transitions for Teaching and Managing
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

TESS Domain 3
- Photos of items you have created for lesson plans (such as a learning game, learning center, interactive bulletin board, etc.)
- Video or photos of you teaching a lesson
- Evaluation forms from your teaching observations
- Any other evidence as appropriate and justifiable (as approved by the University Supervisor).

TESS Domain 4
- Papers or projects you have completed which demonstrate your professionalism

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

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

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

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

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

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

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

| Domain 2: The Learning Environment | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Description of the Artifact**<br><br>HLC 1, 3, 5 | The artifact is described in clear and helpful detail and the context is fully established. The purpose and process/steps for creation are articulated clearly.<br><br>For example, the candidate's description provides original insights and thoughtful consideration of how completing the artifact will/does affect teaching and learning. | The artifact is well described and the context is provided. The purpose and process/steps for creation are articulated.<br><br>For example, the candidate's description specifically explains how completing the artifact will/does affect teaching and learning. | The artifact is described and context is provided. However, the purpose and/or process/steps for creation are unclear in the reflection.<br><br>For example, the candidate's description lacks specificity on how completing the artifact will/does affect teaching and learning. | The artifact and context does not convey the purpose or process/steps for creation and the effect on teaching and learning. |
| **Connection and Alignment with CF Sub-Elements** | The candidate has selected 1-2 sub-elements that are most relevant to the artifact. | The candidate has selected 1-2 sub-elements that are most relevant to the artifact. | The candidate has selected 1-2 sub-elements for the artifact. | The candidate does not select 1-2 sub-elements for each artifact. |

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

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

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

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

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

# Professional Portfolio Evaluation

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

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

Upon the submission of your Professional Portfolio, your university supervisor will conduct an evaluation of your portfolio artifacts. Prior to graduation, you must indicate proficiency in all Conceptual Framework Competencies (TESS Domains) and Dispositions.
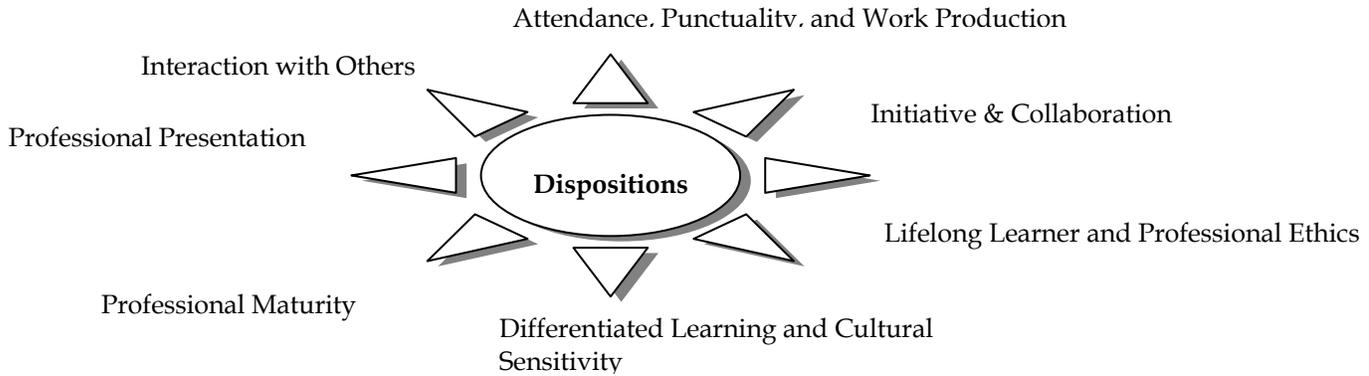
If you do not agree with the results of the evaluation, you may appeal the decision of your University Supervisor. The following procedure must be followed for appeal:

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

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

# APPENDIX F: Disposition Evidence and Rubric

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

Attendance, Punctuality, and Work Production

Interaction with Others

Initiative & Collaboration

Professional Presentation

**Dispositions**

Lifelong Learner and Professional Ethics

Professional Maturity

Differentiated Learning and Cultural Sensitivity

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

Evidence related to your Dispositions is presented via:
1. Evaluations of your Dispositions as completed by EPP faculty and/or school district personnel
2. Self-Reflection about your Dispositions
3. Improvement plan

# RUBRIC: Dispositions Initial Programs

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

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

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

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

# APPENDIX G: Portfolio
# Evidence to Demonstrate
# Impact on Student Learning Introduction,
# Explanation, and Rubric

## Context

In order to foster professional and personal growth for its teacher candidates, the Professional Education Unit (PEU) incorporates a professional portfolio process into its program of study. The portfolio should demonstrate the candidate's knowledge, skills, and dispositions as a competent educator. The professional portfolio will serve as a means by which the candidate can develop and improve his or her work. As a result, the candidate becomes an active participant in the learning process.

## Purpose

The professional portfolio process is characterized by an ongoing cycle of collection, selection, and reflection throughout a program of study. The candidate should begin collecting assignments or artifacts at admission to the program. The collection of artifacts should continue through the program until graduation. The professional portfolio will contain original pieces of work carefully chosen by the candidate for the purpose of showcasing growing professional expertise.

The professional portfolio will assist the candidate by providing:

- a way to organize and display accomplishments throughout the program of study
- meaningful accounts of knowledge, skills, and dispositions
- a way to demonstrate achievement of Conceptual Framework Competencies (TESS Domains)
- opportunities for reflection on personal development
- opportunities for reflection on professional development
- a means to prepare for the chosen career in the field of education
- a unique academic profile and a collection of assignments or artifacts

# Rubric: Impact on Student Learning

| Contextual Factors | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Characteristics Community, School & Classroom: (1b)** | Provides full evidence of the ability to identify and describe characteristics of the school, classroom, and students and **describes current research that aligns with the characteristics.** | Provides full evidence of the ability to identify and describe characteristics of the school, classroom, and students. | Partially provides evidence of the ability to identify and describe characteristics of the school, classroom, and students. | Fails to provide evidence of the ability to identify and describe characteristics of the school, classroom, and students. |
| **Student Characteristics (1c)** | Provides full evidence of the ability to relate characteristics of student differences that may affect learning **and describes current research that can fix it.** | Provides full evidence of the ability to relate characteristics of student differences that may affect learning. | Partially provides evidence of the ability to relate characteristics of student differences that may affect learning. | Fails to provide evidence of the ability to relate characteristics of student differences that may affect learning. |
| **Instructional Implications (1d, 1e, 1f)** | Provides full evidence of possible instructional adaptations and assessment(s) to address factors in the learning-teaching context and **provides specific examples of ways instruction will be changed.** | Provides full evidence of possible instructional adaptations and assessment(s) to address factors in the learning-teaching context. | Partially provides evidence of possible instructional adaptations and assessment(s) to address factors in the learning-teaching context. | Fails to provide evidence of possible instructional adaptations and assessment(s) to address factors in the learning-teaching context. |

| Classroom Management | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Class Environment Characteristics (2a, 2b)** | Fully describes how the classroom environment, academic expectations as well as behavioral expectations, promote respect, rapport, and a culture for learning. **And provides evidence of a risk free classroom that allows students to revise, edit and resubmit work and provides timely feedback on all work.** | Fully describes how the classroom environment, academic expectations as well as behavioral expectations, promote respect, rapport, and a culture for learning. | Partially describes how the classroom environment, academic expectations as well as behavioral expectations, promote respect, rapport, and a culture for learning. | Fails to describe how the classroom environment, academic expectations as well as behavioral expectations, promote respect, rapport, and a culture for learning. |
| **Procedures to** | Fully provides evidence | Fully provides | Partially provides | Fails to provide |

| | | | | |
|---|---|---|---|---|
| **Facilitate Learning (2c)** | of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.).  **And provides evidence of how students are facilitators of procedures.** | evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). | evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). | evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). |
| **Environmental Learning Expectations (2d)** | Fully provides evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). **Provides evidence of current research which promotes these learning practices.** | Fully provides evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). | Partially provides evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). | Fails to provide evidence of the procedures used to facilitate learning (instructional groups, transitions, supplies, materials, etc.). |
| **Physical Space (2e)** | Fully describe how you organize the physical space to promote learning.  **Also provides through explanation of why grouping and physical environment chosen was best for all students.** | Fully describe how you organize the physical space to promote learning. | Partially describe how you organize the physical space to promote learning. | Describe how you organize the physical space to promote learning. |

| Learning Goal and Objectives | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Clarity (1b, 1c)** | Provides full evidence of the ability to provide achievement targets that clearly define what students should know and be able to do **and integrates targets into lesson(s).** | Provides full evidence of the ability to provide achievement targets that clearly define what students should know and be able to do. | Partially provides evidence of the ability to provide achievement targets that clearly define what students should know and be able to do. | Fails to provide evidence of the ability to provide achievement targets that clearly define what students should know and be able to do. |
| **Alignment (1c, 3a, 3c)** | Provides full evidence of the ability to set challenging, varied, and appropriate achievement targets that are linked to standards and long-term goals **and differentiates targets based on student needs.** | Provides full evidence of the ability to set challenging, varied, and appropriate achievement targets that are linked to standards and long-term goals. | Partially provides evidence of the ability to set challenging, varied, and appropriate achievement targets that are linked to standards and long-term goals. | Fails to provide evidence of the ability to set challenging, varied, and appropriate achievement targets that are linked to standards and long-term goals. |

| **Appropriate (3a, 3d, 3e)** | Provides full evidence of the ability to match students' current progress and development **and provides feedback to students on progress.** | Provides full evidence of the ability to match students' current progress and development. | Partially provides evidence of the ability to match students' current progress and development. | Fails to provide evidence of the ability to match students' current progress and development. |
|---|---|---|---|---|

| **Assessment** | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Formative Assessment (1b, 1c)** | Fully describes the ongoing formative assessments (including student self-assessments) utilized during the unit. **And provide examples of ways to assess informally, describes how instruction changed with results.** | Fully describes the ongoing formative assessments (including student self-assessments) utilized during the unit. | Partially describes the ongoing formative assessments (including student self-assessments) utilized during the unit. | Fails to describe the ongoing formative assessments (including student self -assessments) utilized during the unit. |
| **Alignment to Learning Goal (1c, 3a, 3c)** | Fully describes how the assessment(s) measures your learning goal(s) and provide evidence of what you expected to see when a student has learned. **Describes how evidence received from assessments shows that students have mastered learning goals (what was learned not just what was done).** | Fully describes how the assessment(s) measures your learning goal(s) and provide evidence of what you expected to see when a student has learned. | Partially describes how the assessment measures your learning goal(s). Provide evidence of what you expected to see when a student has learned. | Fails to describe how the assessment measures your learning goal(s). Provide evidence of what you expected to see when a student has learned. |
| **Student Progress and Development (3a, 3d, 3e)** | Fully provided a summative assessment and the criteria used to assess student learning. **Also provided evidence needed to infer learning has occurred (not just what was done, but what occurred).** | Fully provided a summative assessment and the criteria used to assess student learning. | Partially provide evidence of a summative assessment and/or the criteria used to assess student learning. | Fails to provide evidence of a summative assessment and/or the criteria used to assess student learning. |

| **Design for Instruction** | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |

| | | | | |
|---|---|---|---|---|
| **Instructional Strategies (1c, 1e)** | Provides full evidence of the ability to design instruction that is aligned with learning goals and **describe differentiating for high/low learners.** | Provides full evidence of the ability to design instruction that is aligned with learning goals. | Partially provides evidence of the ability to design instruction that is aligned with learning goals. | Fails to provide evidence of the ability to design instruction that is aligned with learning goals. |
| **Contextual Factors/ Planning (1b, 1e)** | Provides full evidence of the ability to design instruction that is aligned to the contextual factors and completely **describes general concept to students.** | Provides full evidence of the ability to design instruction that is aligned to the contextual factors. | Partially provides evidence of the ability to design instruction that is aligned to the contextual factors. | Fails to provide evidence of the ability to design instruction that is aligned to the contextual factors. |
| **Content Knowledge (1a, 1d, 1e)** | Provides full evidence of an assignment that reflects candidate understanding of the discipline and integration of technology and **describes why lesson was better because of technology.** | Provides full evidence of an assignment that reflects candidate understanding of the discipline and integration of technology. | Partially provides evidence of an assignment that reflects candidate understanding of the discipline and integration of technology. | Fails to provide evidence of an assignment that reflects candidate understanding of the discipline and integration of technology. |
| **Student Participation (3b)** | Fully provides an example of how you facilitated student participation during the lesson/unit (discussion, questioning, etc.) **and provides an example of how the students facilitated their own lesson/unit.** | Fully provides an example of how you facilitated student participation during the lesson/unit (discussion, questioning, etc.). | Partially provides an example of how you facilitated student participation during the lesson/unit (discussion, questioning, etc.). | Fails to provide evidence of an example of how you facilitated student participation during the lesson/unit (discussion, questioning, etc.). |

| Student Learning | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Data Summary (3a, 3d, 4a)** | Provides full evidence of the ability to clearly articulate the degree and level of student achievement as demonstrated in the assignment. **Include how this was communicated with the students.** | Provides full evidence of the ability to clearly articulate the degree and level of student achievement as demonstrated in the assignment. | Partially provides evidence of the ability to clearly articulate the degree and level of student achievement as demonstrated in the assignment. | Fails to provide evidence of the ability to clearly articulate the degree and level of student achievement as demonstrated in the assignment. |

| | | | | |
|---|---|---|---|---|
| **Impact on Student Learning (3a, 3d, 4a)** | Provides full evidence of the ability to define areas in which students did not demonstrate achievement **and describes how re-teach would look different.** | Provides full evidence of the ability to define areas in which students did not demonstrate achievement. | Partially provides evidence of the ability to define areas in which students did not demonstrate achievement. | Fails to provide evidence of the ability to define areas in which students did not demonstrate achievement. |
| **Instructional Adjustments (3e)** | Provides full evidence of the how instruction was adjusted based on student learning and **describes another way to teach if student doesn't get it**. | Provides full evidence of how instruction was adjusted based on student learning. | Partially provides evidence of how instruction was adjusted based on student learning. | Fails to provide evidence of how instruction was adjusted based on student learning. |
| **Data Chart (4b)** | Provides full evidence of a data chart representing student assessment data from the unit **and describes how the data chart provided useful information to adjust instruction.** | Provides full evidence of a data chart representing student assessment data from the unit. | Partially provides evidence of a data chart representing student assessment data from the unit. | Fails to provide evidence of a data chart representing student assessment data from the unit. |

| **Analysis & Reflection** | | | | |
|---|---|---|---|---|
| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** |
| **Interpretation of Learning (3a, 3d)** | Provides full evidence of the ability to use assessment data to give constructive feedback to students **and provides samples of feedback.** | Provides full evidence of the ability to use assessment data to give constructive feedback to students. | Partially provides evidence of the ability to use assessment data to give constructive feedback to students. | Fails to provide evidence of the ability to use assessment data to give constructive feedback to students. |
| **Implications for Improvement (3e, 4a)** | Provides full evidence of the ability to reflect on what needs to be retaught, what the students need to learn next, and how to connect current learning to future learning. **Also, describes how to change lesson next time based on data.** | Provides full evidence of the ability to reflect on what needs to be retaught, what the students need to learn next, and how to connect current learning to future learning. | Partially provides evidence of the ability to reflect on what needs to be retaught, what the students need to learn next, and how to connect current learning to future learning. | Fails to provide evidence of the ability to reflect on what needs to be retaught, what the students need to learn next, and how to connect current learning to future learning. |
| **Communication with Family (4c)** | Fully provides evidence/examples of information to the family on what is | Fully provides evidence/examples of information to the family on what is | Partially provides evidence/examples of information to the family on what is | Fails to provide evidence/examples of information to the family on what is |

| | | | |
|---|---|---|---|
| | coming, and examples of positive feedback. **And coordinates a parent involvement event or provides evidence of leading parent communication in the school.** | coming, and examples of positive feedback. | coming, and examples of positive feedback. | coming, and examples of positive feedback. |
| **Professional Development (4d, 4e, 4f)** | Fully describes what professional development is needed to better teach this unit (choose one category and describe what is needed: differentiation, data disagg., classroom management, assessment, strategies). **Also, attended professional development and described the learning.** | Fully describes what professional development is needed to better teach this unit (choose one category and describe what is needed: differentiation, data disagg., classroom management, assessment, strategies). | Partially describes what professional development is needed to better teach this unit (choose one category and describe what is needed: differentiation, data disagg., classroom management, assessment, strategies). | Fails to describe what professional development is needed to better teach this unit (choose one category and describe what is needed: differentiation, data disagg., classroom management, assessment, strategies). |

**APPENDIX H:**

**Survey: End of Semester Evaluation**

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

1. Major:
- ◯ Early Childhood
- ◯ Middle Level
- ◯ PEWL
- ◯ Secondary
- ◯ Agriculture Ed
- ◯ MAT

2. Mentor Teacher's Name:

3. My Mentor Teacher assisted me in becoming familiar with relevant aspects of all the students'  background knowledge and experiences. (Domain 1)
- ◯Disagree Strongly
- ◯Disagree Moderately
- ◯Disagree Slightly
- ◯Agree Slightly
- ◯Agree Moderately
- ◯Agree Strongly

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

5. My Mentor Teacher modeled effective teaching methods, learning activities, use of instructional materials, and use of evaluation strategies.  (Domain 1)
- ◯Disagree Strongly
- ◯Disagree Moderately
- ◯Disagree Slightly
- ◯Agree Slightly
- ◯Agree Moderately
- ◯Agree Strongly

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

7. My Mentor Teacher provided an environment that was conducive to learning. (Domain 2)
- ◯Disagree Strongly
- ◯Disagree Moderately
- ◯Disagree Slightly
- ◯Agree Slightly
- ◯Agree Moderately
- ◯Agree Strongly

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

9. My Mentor Teacher assisted me in creating an environment that was conducive to learning. (Domain 2)
- ◯Disagree Strongly
- ◯Disagree Moderately
- ◯Disagree Slightly

○Agree Slightly
○Agree Moderately
○Agree Strongly

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

11. My Mentor Teacher modeled how to make learning goals, instructional procedures, and content clear and comprehensible to the students. (Domain 3)
○Disagree Strongly
○Disagree Moderately
○Disagree Slightly
○Agree Slightly
○Agree Moderately
○Agree Strongly

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

13. My Mentor Teacher modeled how to monitor students' understanding of the content, how to provide feedback to the students, and how to adjust activities as the situation demanded. (Domain 3)
○Disagree Strongly
○Disagree Moderately
○Disagree Slightly
○Agree Slightly
○Agree Moderately
○Agree Strongly

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

15. My Mentor Teacher shared teaching and learning insights with me and other colleagues. (Domain 4)
○Disagree Strongly
○Disagree Moderately
○Disagree Slightly
○Agree Slightly
○Agree Moderately
○Agree Strongly

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

17. My Mentor Teacher is a reflective practitioner. (Domain 4)
○Disagree Strongly
○Disagree Moderately
○Disagree Slightly
○Agree Slightly
○Agree Moderately
○Agree Strongly
18. Reason or explanation for rating: (Domain 4)

19. University Supervisor's Name:

20. My University Supervisor provided me with useful feedback regarding my lesson plans. (Domain 1)
- ◯ Disagree Strongly
- ◯ Disagree Moderately
- ◯ Disagree Slightly
- ◯ Agree Slightly
- ◯ Agree Moderately
- ◯ Agree Strongly

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

22. My University Supervisor provided me with useful feedback in creating an environment that was conducive to learning. (Domain 2)
- ◯ Disagree Strongly
- ◯ Disagree Moderately
- ◯ Disagree Slightly
- ◯ Agree Slightly
- ◯ Agree Moderately
- ◯ Agree Strongly

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

24. My University Supervisor provided me with useful feedback in how to make learning goals, instructional procedures, and content clear and comprehensible to the students. (Domain 3)
- ◯ Disagree Strongly
- ◯ Disagree Moderately
- ◯ Disagree Slightly
- ◯ Agree Slightly
- ◯ Agree Moderately
- ◯ Agree Strongly

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

26. My University Supervisor assisted me in reflecting on my teaching and whether the learning goals were appropriate and met. (Domain 4)
- ◯ Disagree Strongly
- ◯ Disagree Moderately
- Disagree Slightly
- ◯ Agree Slightly
- ◯ Agree Moderately
- ◯ Agree Strongly

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

28. My University Supervisor clarified the evaluation criteria and procedures that were used to rate my performance.
- ◯ Disagree Strongly
- ◯ Disagree Moderately
- ◯ Disagree Slightly

⃝Agree Slightly
⃝Agree Moderately
⃝Agree Strongly

29. Reason or explanation for rating:

30. PROGRAM IMPROVEMENT:  In which of the following areas would you have benefited from additional training?
    Check all that apply...
    ☐ Lesson planning
    ☐ Classroom organization
    ☐ Teaching strategies
    ☐ Assessing student learning
    ☐ Classroom management
    ☐ Legal issues
    ☐ Professional ethics
    ☐ Technology in the classroom
    ☐ Communicating with parents/guardians
    ☐ Reflecting on my teaching
    ☐ Time management
    ☐ Making connections between past and future learning
    ☐ Learning about students' background knowledge

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

32. Suggestions for how to improve the MAT student teaching experience:

# APPENDIX I: Rubric: TESS Conceptual Framework Summative Evaluation Form

_____        _____        _____        _____

Internship Candidate                Date/Time                School/Subject Area/ Grade Level                Mentor Teacher/University Supervisor

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

| Domain 1: Planning | | | | | |
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| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| **1a Knowledge of Content and Pedagogy** | • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.<br>• Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.<br>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. | • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.<br>• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.<br>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.<br>• Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.<br>• Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | • In planning and practice, teacher makes content errors or does not correct errors made by students.<br>• Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.<br>• Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. | Not Applicable or Not Observed |
| **1b Demonstrating Knowledge of Students** | • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, | • Teacher understands the active nature of student learning and attains information | • Teacher indicates the importance of understanding how students learn and the | • Teacher demonstrates little or no understanding of | Not Applicable or Not Observed |

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| | language proficiency, interests, and special needs from a variety of sources.<br>• This information is acquired for individual students. | about levels of development for groups of students.<br>• The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. | students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. | |
| **1c<br>Setting<br>Instructional<br>Outcomes** | • All outcomes represent rigorous and important learning in the discipline.<br>• The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.<br>• Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.<br>• Outcomes take into account the varying needs of individual students. | • Most outcomes represent rigorous and important learning in the discipline.<br>• All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.<br>• Outcomes reflect several different types of learning and opportunities for coordination.<br>• Outcomes take into account the varying needs of groups of students. | • Outcomes represent moderately high expectations and rigor.<br>• Some reflect important learning in the discipline and consist of a combination of outcomes and activities.<br>• Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.<br>• Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.<br>• | • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.<br>• Outcomes are stated as activities rather than as student learning.<br>• Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Not Applicable or Not Observed |

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| **1d Demonstrating Knowledge of Resources** | • Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. | • Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. | • Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. | • Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. | Not Applicable or Not Observed |
| **1e Designing Coherent Instruction** | • Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.<br>• Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.<br>• The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. | • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.<br>• The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.<br>• The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. | • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.<br>• Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.<br>• The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. | • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.<br>• The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.<br>• Instructional groups do not support the instructional outcomes and offer no variety. | Not Applicable or Not Observed |

| **1f Designing Student Assessments** | • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.<br>• Assessment methodologies have been adapted for individual students, as needed.<br>• The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.<br>• Teacher intends to use assessment results to plan future instruction for individual students. | • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.<br>• Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.<br>• Teacher intends to use assessment results to plan for future instruction for groups of students. | • Some of the instructional outcomes are assessed through the proposed approach, but others are not.<br>• Assessment criteria and standards have been developed, but they are not clear.<br>• Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.<br>• Teacher intends to use assessment results to plan for future instruction for the class as a whole. | • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.<br>• Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. | Not Applicable or Not Observed |
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| **Domain 2: The Learning Environment** | | | | | |
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| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| **2a Creating an Environment of Respect and Rapport** | • Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.<br>• Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the | • Teacher-student interactions are friendly and demonstrate general caring and respect.<br>• Such interactions are appropriate to the ages of the students.<br>• Students exhibit respect for the | • Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, | • Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, | Not Applicable or Not Observed |

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| | class.<br>• The net result of interactions is that of connections with students as individuals. | teacher.<br>• Interactions among students are generally polite and respectful.<br>• Teacher responds successfully to disrespectful behavior among students.<br>• The net result of the interactions is polite and respectful, but impersonal. | favoritism, and disregard for students' ages, cultures, and developmental levels.<br>• Students rarely demonstrate disrespect for one another.<br>• Teacher attempts to respond to disrespectful behavior, with uneven results.<br>• The net result of the interactions is neutral, conveying neither warmth nor conflict. | inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.<br>• Interactions are characterized by sarcasm, put-downs, or conflict.<br>• Teacher does not deal with disrespectful behavior. | |
| **2b Establishing a Culture for Learning** | • The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.<br>• The teacher conveys high expectations for learning by all students and insists on hard work.<br>• Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. | • The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.<br>• The teacher conveys that with hard work students can be successful.<br>• Students understand their role as learners and consistently expend effort to learn.<br>• Classroom interactions support learning and hard work. | • The classroom culture is characterized by little commitment to learning by teacher or students.<br>• The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.<br>• The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved | • The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand.<br>• Hard work is not expected or valued.<br>• Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two | Not Applicable or Not Observed |

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| | | | for those students thought to have a natural aptitude for the subject. | students. | |
| **2c Managing Classroom Procedures** | • Instructional time is maximized because of efficient classroom routines and procedures.<br>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.<br>• Routines are well understood and may be initiated by students. | • There is little loss of instructional time because of effective classroom routines and procedures.<br>• The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.<br>• With minimal guidance and prompting, students follow established classroom routines. | • Much instructional time is lost through inefficient classroom routines and procedures.<br>• There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.<br>• There is little evidence that students know or follow established routines. | • Some instructional time is lost through only partially effective classroom routines and procedures.<br>• The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.<br>• With regular guidance and prompting, students follow established routines. | Not Applicable or Not Observed |
| **2d Managing Student Behavior** | • Student behavior is entirely appropriate.<br>• Students take an active role in monitoring their own behavior and that of other students against standards of conduct.<br>• Teachers' monitoring of student behavior is subtle and preventive.<br>• Teacher's response to student | • Student behavior is generally appropriate.<br>• The teacher monitors student behavior against established standards of conduct.<br>• Teacher response to student misbehavior is consistent, | • Standards of conduct appear to have been established, but their implementation is inconsistent.<br>• Teacher tries, with uneven results, to monitor student behavior and respond to student | • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.<br>• Students challenge the standards of conduct. | Not Applicable or Not Observed |

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pt) | N/A |
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| | misbehavior is sensitive to individual student needs and respects students' dignity. | proportionate, respectful to students, and effective. | misbehavior.<br><br>• There is inconsistent implementation of the standards of conduct. | • Response to students' misbehavior is repressive or disrespectful of student dignity. | |
| **2e Organizing Physical Space** | • The classroom is safe, and learning is accessible to all students, including those with special needs.<br>• Teacher makes effective use of physical resources, including computer technology.<br>• The teacher ensures that the physical arrangement is appropriate to the learning activities.<br>• Students contribute to the use or adaptation of the physical environment to advance learning. | • The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.<br>• Teacher makes effective use of physical resources, including computer technology. | • The classroom is safe, and essential learning is accessible to most students.<br>• The teacher's use of physical resources, including computer technology, is moderately effective.<br>• Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. | • The physical environment is unsafe, or many students don't have access to learning resources.<br>• There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. | Not Applicable or Not Observed |

| Domain 3: Instruction | | | | | |
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| | **Distinguished (4 pts)** | **Proficient (3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pt)** | **N/A** |
| **3a Communicating with Students** | • The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.<br>• The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful | • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.<br>• Teacher's explanation | • The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.<br>• The teacher's | • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.<br>• The teacher's explanation of the content contains major errors. | Not Applicable or Not Observed |

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| | scaffolding and connecting with students' interests.<br>• Students contribute to extending the content and help explain concepts to their classmates.<br>• The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. | of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.<br>• During the explanation of content, the teacher invites student intellectual engagement.<br>• Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. | explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.<br>• The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.<br>• Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | • The teacher's spoken or written language contains errors of grammar or syntax.<br>• The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | |
| **3b Questioning and Discussion Techniques** | • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions.<br>• Students themselves ensure that all voices are heard in the discussion. | • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.<br>• Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.<br>• Teacher successfully engages most students in the discussion, employing | • Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.<br>• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.<br>• A few students dominate the discussion. | • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.<br>• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. | Not Applicable or Not Observed |

| | | a range of strategies to ensure that most students are heard. | | • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. | |
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| **3c Engaging Students in Learning** | • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.<br>• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.<br>• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.<br>• Students may have some choice in how they complete tasks and may serve as resources for one another. | • The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.<br>• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.<br>• The pacing of the lesson may not provide students the time needed to be intellectually engaged. | • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.<br>• The pace of the lesson is too slow or too rushed.<br>• Few students are intellectually engaged or interested. | Not Applicable or Not Observed |
| **3d Using Assessment in Instruction** | • Assessment is fully integrated into instruction through extensive use of formative assessment.<br>• Students appear to be aware | • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning | • Assessment is used sporadically by teacher and/or students to support instruction through some | • There is little or no assessment or monitoring of student learning; feedback is absent | Not Applicable or Not Observed |

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| | of, and there is some evidence that they have contributed to, the assessment criteria.<br>• Students self-assess and monitor their progress.<br>• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.<br>• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. | progress and results in accurate, specific feedback that advances learning.<br>• Students appear to be aware of the assessment criteria; some of them engage in self-assessment.<br>• Questions, prompts, assessments are used to diagnose evidence of learning. | monitoring of progress in learning.<br>• Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.<br>• Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | or of poor quality.<br>• Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | |
| **3e Demonstrating Flexibility and Responsiveness** | • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.<br>• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. | • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.<br>• Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. | • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.<br>• Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. | • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.<br>• Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | Not Applicable or Not Observed |

| **Domain 4: Professional Responsibilities** |
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| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pt) | N/A |
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| **4a Reflecting on Teaching** | • Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.<br>• Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. | • Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved instructional outcomes and can cite general references to support the judgment.<br>• Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | • Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.<br>• Teacher makes general suggestions about how a lesson could be improved. | • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.<br>• Teacher has no suggestions for how a lesson could be improved. | Not Applicable or Not Observed |
| **4b Maintaining Accurate Records** | • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.<br>• Students contribute information and participate in maintaining the records. | • Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | • Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.<br>• Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors. | • Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.<br>• Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. | Not Applicable or Not Observed |
| **4c Communicating with Families** | • Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. | • Teacher communicates frequently with families about the instructional program and conveys | • Teacher makes sporadic attempts to communicate with families about the instructional program | • Teacher communication with families - about the instructional | Not Applicable or Not Observed |

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| | • Response to family concerns is handled with professional and cultural sensitivity.<br>• Teacher's efforts to engage families in the instructional program are frequent and successful. | information about individual student progress.<br>• Teacher makes some attempts to engage families in the instructional program.<br>• Information to families is conveyed in a culturally appropriate manner. | and about the progress of individual students but does not attempt to engage families in the instructional program.<br>• Communications are one-way and not always appropriate to the cultural norms of those families. | program, about individual students—is sporadic or culturally inappropriate.<br>• Teacher makes no attempt to engage families in the instructional program. | |
| **4d Participating in a Professional Community** | • Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.<br>• Teacher takes a leadership role in promoting a culture of professional inquiry.<br>• Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | • Teacher's relationships with colleagues are characterized by mutual support and cooperation;  teacher actively participates in a culture of professional inquiry.<br>• Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | • Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.<br>• Teacher becomes involved in the school's culture of professional inquiry when invited to do so.<br>• Teacher participates in school events and school and district projects when specifically asked to do so. | • Teacher's relationships with colleagues are negative or self-serving.<br>• Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.<br>• Teacher avoids becoming involved in school events or school and district projects. | Not Applicable or Not Observed |
| **4e Growing and Developing Professionally** | • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.<br>• Teacher seeks out feedback on teaching from both | • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.<br>• Teacher welcomes | • Teacher participates in professional activities to a limited extent when they are convenient.<br>• Teacher accepts, with some reluctance, | • Teacher engages in no professional development activities to enhance knowledge or skill.<br>• Teacher resists | Not Applicable or Not Observed |

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| | supervisors and colleagues.<br>• Teacher initiates important activities to contribute to the profession. | feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.<br>• Teacher participates actively in assisting other educators. | feedback on teaching performance from both supervisors and colleagues.<br>• Teacher finds limited ways to contribute to the profession. | feedback on teaching performance from either supervisors or more experienced colleagues.<br>• Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | |
| **4f**<br>**Showing Professionalism** | • Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.<br>• Teacher is highly proactive in serving students, seeking out resources when needed.<br>• Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.<br>• Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.<br>• Teacher complies fully with school and district | • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.<br>• Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.<br>• Teacher maintains an open mind in team or departmental decision making.<br>• Teacher complies fully with school and district regulations. | • Teacher is honest in interactions with colleagues, students, and the public.<br>• Teacher attempts, though inconsistently, to serve students.<br>• Teacher does not knowingly contribute to some students' being ill served by the school.<br>• Teacher's decisions and recommendations are based on limited but genuinely professional considerations.<br>• Teacher complies minimally with school and district regulations, doing just | • Teacher displays dishonesty in interactions with colleagues, students, and the public.<br>• Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.<br>• Teacher makes decisions and recommendations based on self-serving interests.<br>• Teacher does not comply with school and district regulations. | Not Applicable or Not Observed |

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| | regulations, taking a leadership role with colleagues. | | enough to get by. | |

**Pre-Conference Signatures:**

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Student Teacher Candidate

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Mentor Teacher/University Supervisor

**Post-Conference Signatures:**

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Student Teacher Candidate

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Mentor Teacher/University Supervisor