

Learning for Tomorrow Teaching for Today

School-University Partnership

Elementary Education Field Guide

The Professional Year Internship
and
Student Teaching

Boise State University

College of Education

2011-2012

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PROGRAM OVERVIEW (GOALS)

Introduction	<p>The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. Working and practicing in classrooms is recognized as a significant part of the total preparation for teaching and includes directed observation, interaction with students, and teaching. The programs provide candidates with in-depth experiences, which include exposure to multiple grade levels (K-12), student shadowing, school culture, classroom teaching, as well as the opportunity to work with a diverse student population. Application of knowledge from courses in classroom situations is basic in the preparation of teachers. Classroom experience is the link between formal preparation and full-time, independent teaching. Guided reflection of classroom experiences from a variety of perspectives fosters the self-analysis and evaluation skills essential for continued professional development.</p> <p>This handbook presents the organization for the Professional Year, describes the expectations and assessment procedures, outlines steps in the process, and identifies key personnel and their responsibilities.</p>
The Mission	<p>The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.</p>
The Vision	<p>The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to improve the lives of individuals in a changing and complex global society.</p>
Conceptual Framework: The Professional Educator	<p>Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.</p>
Idaho Core Teacher Standards	<p>The foundation of the Teacher Education program is Idaho's Core Teaching Standards that describe the expectations for initial preparation of teachers and are based on national standards for the preparation of teachers. We adhere to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers. The assessment of student performance and program effectiveness is based on these principles. The Idaho Core Teaching Standards and their associated indicators of accomplishment include:</p> <p>Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support intellectual, social and personal development.</p> <p>Standard 3: Adapting Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.</p>

	<p>Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.</p> <p>Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 6: Communication Skills – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Standard 7: Instructional Planning Skills – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Standard 8: Assessment of Student Learning – The teachers understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p> <p>Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mentoring of the art and science of teaching.</p> <p>Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.</p>
Field Experience Goals	<p>Teacher education field experiences prepare candidates:</p> <ul style="list-style-type: none"> ○ to enter learning communities rather than isolated classrooms. ○ for the full range of a teacher’s responsibility. ○ in developing habits of both individual and collegial reflective practices. ○ to teach all children and not just children like themselves. ○ to advance the skills and knowledge of each student in the classroom.

EXPECTATIONS

Teacher Candidates	<p>Professional Year Interns (semester 1):</p> <p>Interns are required to work three days per week in the classroom evenly distributed throughout the semester. The intern’s time should be spent in direct contact/activities or classroom responsibilities—assessing, planning and implementing lessons, and attending teacher conferences. Interns must complete regular reflections on their activities and experiences related to their internship.</p> <p>Required Activities for Interns Include:</p> <ol style="list-style-type: none"> 1. Establishing Expectations and Working Relationships 2. Exploring Educational Contexts 3. Inquiry Project 4. Lesson planning 5. Three-way Observations/Conferences 6. Reflective Journal 7. Self-assessment/Final assessment 8. Portfolio Collection <p>Professional Year Student Teachers (semester 2):</p> <p>Student teachers are expected to devote full time for 16 weeks to their teaching duties. It is expected that student teachers will work collaboratively with mentor teachers in a co-teaching model. It is expected student teachers will take the lead in all aspects of teacher practice in the classroom for at least three weeks in each eight week experience or six weeks in a 16 week experience.</p> <p>Required Activities for Student Teachers Include:</p> <ol style="list-style-type: none"> 1. Unit of Study 2. Professional Portfolio 3. Ongoing planning, teaching and assessment 4. Three-way Observations/Conferences 5. Reflective Journal 6. Self-assessment/Final assessment
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	<p>Teacher Candidates are expected to move into an increasingly professional role in the classroom--capitalizing on opportunities for collegial support and self-development. Candidates are associate members of the school faculty and are expected to perform in a professional manner and devote full energies to their teaching. They are expected to work collaboratively with mentor teachers and make a positive impact on faculty and students by demonstrating qualities of a professional teacher. As the candidate is also in final stage of their undergraduate education, university representatives will provide feedback and evaluation.</p> <p>The following suggestions are guidelines for the behavior of all candidates during the Professional Year.</p> <ol style="list-style-type: none"> 1. Candidates need to read relevant information (handbooks, schedules, etc.). Make notes and ask questions as needed. Become familiar with the policies and procedures of the mentor teacher. 2. Candidates must check in at the main office each time they visit a school. Each school will arrange for appropriate identification. 3. At the beginning of the experience, specific due dates need to be discussed and a schedule needs to be finalized that works with the plans of the school and/or mentor teacher(s). Any issues that would prevent the Candidate from completing her/his assignments need to be discussed with the university supervisor. 4. Demonstrate proper attitude through dress, behavior and ethics. Candidates are expected to dress in a professional manner at all times. This means being aware of each school's dress code for faculty. 5. Attendance and punctuality are part of professionalism. Any missed time due to illness or an emergency must be made up at the convenience of the mentor teacher. Time spent as a paid substitute, even for the mentor teacher, may not be counted in the total hours. 6. Circumstances that prevent the candidate from fulfilling his/her internship need to be immediately brought to the attention of the university supervisor in advance of the absence (except in emergency situations). 7. Always be prepared. Demonstrate a high degree of thorough, organized, consistent planning. The mentor teachers' existing curriculum and management plans will guide candidates. Our purpose is to support teachers' work, not further complicate their lives. 8. Reach out to others for ideas, resources, and assistance in the successful completion of your assignments. 9. Show a sense of loyalty to your school and the university. Attend appropriate seminars and orientation meetings. 10. Commit to creating a positive experience for yourself, your students, and mentor teacher(s). 11. Candidates should be aware of issues of professional liability. For example, they should never meet with an individual student in a closed room. Candidates may never give rides to students. They must be careful to avoid situations in which they may be accused of improper or unprofessional conduct. This is an issue that affects the individual candidate, the host school, the district, and Boise State University. 12. Candidates may wish to review telephone voicemail greetings for professionalism. Your mentor teacher(s) may need to call. 13. Candidates and the mentor teacher should discuss the following issues and topics (as well as other concerns – See Activity 1) in a meeting before the candidate's first classroom session. Interns in a new placement should call the mentor teacher at least one week in advance of the first classroom session to arrange a meeting. <ul style="list-style-type: none"> ○ Discipline procedures: What procedures are in effect in the classroom and school? What is the candidate's appropriate role in "enforcing" rules? ○ Limits of authority: How much independence does the candidate have in the classroom? What sorts of things must the candidate clear in advance with the classroom teacher? ○ Preparation for each session: How can the candidate and classroom teacher coordinate their plans for a productive session?
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Mentor Teachers	<p>Teacher Candidates have a wide range of experiences, talents, and interests. However, they are not yet teachers. Mentor teachers should always feel free to make decisions about the most appropriate role for an individual candidate working in their classroom. The following are suggestions that may give mentor teachers and candidates ideas for working together effectively. We believe in a collaborative model of teaching. Research has demonstrated the value of a co-teaching model. Mentor teachers should remain in the classroom to provide direction, modeling, and feedback to the intern and assist in pupil learning. Mentor teachers may phase in and out of the classroom as the candidate's skills develop in directing class activities.</p> <p>Some suggestions for effective mentoring include:</p> <ol style="list-style-type: none"> 1. Candidates can work with small groups of students as well as the entire class. 2. The mentor teacher should feel comfortable requiring that the candidate submit a rather detailed lesson plan in advance of any such teaching. Some mentor teachers like to have candidates "shadow teach" where the mentor teacher teaches the lesson first and the candidate teaches the same lesson the next time. 3. Candidates profit from a variety of tasks that the mentor teacher must carry out as a part of day-to-day teaching. This may include taking and reporting attendance, checking papers, recording grades, putting up bulletin boards, finding resources, assisting students in the library, and working in an individual tutorial situation. 4. Candidates need to feel welcome. Inform students in your class about the role of the candidate. 5. Model good teaching and communication with students as an example for candidates. 6. Check for the appropriateness of the lessons and activities the candidates bring. 7. Discuss teaching practices, decisions, and student needs with candidates. 8. Have high expectations for candidate professionalism: <ul style="list-style-type: none"> o Appropriate dress; o Consistency with planned schedule of work; o Punctuality; o Appropriate behavior with students; o Positive with and encouraging of students; o Well-planned activities a week in advance of when they will be taught; o Flexibility; and o Ability to maintain confidentiality 9. Assist in assessment of the candidate's development
University Liaison	<p>The university liaison is a Boise State University College of Education faculty or an adjunct faculty member who represents the College of Education and maintains a relationship with a designated partner school to facilitate the goals of the partnership. The university liaison serves as the contact person for the college when issues arise regarding interns in their field experiences. The responsibilities of the university liaison include all of University Supervisors and may also include the following:</p> <ol style="list-style-type: none"> 1. Professional development with school staff. 2. Instructional Coaching 3. Work/meet with mentor teachers and the principal to facilitate or improve the partnership relationship. 4. Contribute to P-12 student achievement in ways that are mutually agreed upon by teachers and principals in the partner school.
University Supervisors	<p>Professional Year Internship</p> <ol style="list-style-type: none"> 1. Meet with candidate and mentor teacher to outline team member responsibilities and pedagogical objectives for internship. 2. Discuss frequency and type of feedback provided to candidates. 3. Provide feedback to candidates on task completion and professionalism. 4. Verify that the candidate is participating appropriately in classroom/school activities. Discuss the support considered necessary with the mentor teacher. 5. Meet with candidate and mentor teacher for three-way evaluation meeting. 6. Complete candidate evaluation and assign grade for field experience. 7. Read and respond to reflective journals, context activities, and inquiry project; lead seminars as appropriate.

	<p>Student Teaching</p> <ol style="list-style-type: none"> 1. Meet with student teacher and the mentor teacher to clarify and identify responsibilities. 2. Review school policies and schedule with candidate. 3. Verify that the candidate has reviewed assessment system with mentor teacher. 4. Obtain tentative schedule for candidate assuming responsibility for teaching. 5. Offer any support or coaching necessary to candidate. 6. Document observations and hold follow-up conferences with candidate and with mentor teacher, if necessary. 7. Encourage mentor teacher to allow candidate to take leadership role in the collaborative effort, including parent/caregiver conferences. 8. Complete mid-term evaluation and meet with candidate and mentor teacher for a three-way conference. 9. Collect candidate's mid-term self-assessment. 10. Provide continuous feedback on candidate's performance. 11. Analyze and approve lesson plans, handouts and tests, as necessary. 12. Serve as a coach for candidates. 13. Conduct regular seminars with candidates. 14. Assist in arranging visits to other classrooms on behalf of the candidate, if desired. 15. Oversee the completion of required Professional Year assignments. 16. Complete online and paper final evaluation forms. 17. Check with mentor teacher to verify the final evaluation form of the candidate is completed. 18. Arrange for a three-way final evaluation/feedback conference with mentor teacher and candidate. 19. Assign and report grade.
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POLICIES

Financial Compensation for Candidates	<p>This section outlines the conditions under which Boise State University teacher candidates enrolled in field experiences may receive compensation from a school entity for services rendered during the Professional Year (e.g. substitute teaching). In all cases it is expected that candidates will follow school policy on employment procedures. In each instance, the process for compensation is initiated by district administration.</p> <p>During the Professional Year Internship</p> <p>Candidates are encouraged to work in an educational setting. However, because a mentor teacher does not monitor them, the hours are not counted toward fulfillment of university requirements.</p> <p>During the Professional Year Student Teaching</p> <p>During student teaching, a candidate may substitute teach and receive remuneration under the following circumstances. Student Teachers must complete all of the assignments expected during student teaching and at the conclusion demonstrate they have the knowledge, skills, and dispositions required of a beginning teacher.</p> <p>Substitute teaching is:</p> <ol style="list-style-type: none"> 1. restricted to the current mentor's(s') classroom(s); 2. allowed if prior, written approval of the principal, Director of the Office of Teacher Education, mentor teacher(s), and supervisor indicating a readiness to substitute is on file in the Office of Teacher Education; and 3. limited to a maximum of 5 days, unless prior arrangements are made through Office of Teacher Education.

Supervision Fees	Interns requesting to complete their field experience outside the Boise State University service area (Horseshoe Bend in the north, Ontario in the west, Mountain Home in the east, and Marsing in the South) will be assessed \$300 for internship semester and \$500 for student teaching semester to cover the cost of supervision and administration. This fee will be paid at the beginning of the experience to the Office of Teacher Education. In addition, they will be assessed for supervisor travel at the current State mileage rate, if necessary.
Changes in Assignment	If changes of assignment schedules are necessary even on a temporary basis, the university supervisor and Director of the Office of Teacher Education should be notified in advance of the change.
Liability Insurance	Interns are covered by liability insurance during the Professional Year: Idaho Code Section 33-1201 states, "A student while serving as a practice teacher under the supervision of a certificated teacher, shall be accorded the same liability insurance coverage by the school district being served as that accorded a certificated teacher in the same district, and shall comply with all rules and regulations of the school district or public institution while acting as such practice teacher."
Coursework during Student Teaching	It is recommended that candidates not enroll in additional courses during the student teaching semester. They must be able to devote all of their attention to meeting the needs of their students in the classroom and demonstrating their own ability in meeting the expectations of the program.
Seminars	Candidates are required to attend seminars throughout the Professional Year. University supervisors will clarify the specific format, dates, times, and places for these seminars.
Teacher Strikes	<p>Candidates have unique positions in the school and may have responsibilities to persons on both sides of the controversy. In light of this, the Office of Teacher Education established the following guidelines for candidates who may find themselves in a school where a "strike" is taking place. These guidelines should be followed even if the student is not in Idaho.</p> <ol style="list-style-type: none"> 1. Candidates should notify the university supervisor as soon as possible if a strike in a particular school is imminent. 2. The university supervisor should notify the Director of the Office of Teacher Education and/or the Chairperson of the Department of Curriculum, Instruction, and Foundational Studies regarding the general status of a strike. 3. Candidates should not teach but remain away from the building in a school district during a teachers' strike. The extra time may be spent preparing for classes. 4. Prior to and during a strike, candidates should not engage in any actions, which would tend to support or oppose a strike. Do not attempt to cross picket lines. 5. A determination will then be made whether a reassignment of the candidate to another school district will be necessary.
Teaching Load	Neither Boise State University nor the State of Idaho requires a specific number of teaching clock hours during Student Teaching. Certification is based upon the completion of the BSU teacher education program requirements (which have been approved by the Idaho Professional Standards Commission). Competency of the candidate rather than completion of a specific number of clock hours determines success within the teacher education program. Specific requirements may vary among subject matter areas or certification levels.

ASSESSMENT

Three-Way Conferences	<p>Discussions and conferences between candidates, mentors, and supervisors are important activities in the professional year. Communication may occur between classes, before school, during lunch, or any time a need arises.</p> <p>Three-way conferences can be held at the midterm or end of the semester. Midterm conferences can be scheduled to discuss progress, problems, concerns, and relationships. Final conferences are planned to evaluate the professional year experience and to collect required materials.</p>
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	Three-way conferences are important as collaborative debriefings of candidate-taught lessons. The purposes of these conferences are to collectively discuss issues of teacher practice, provide support and formative assessment for the candidate, and set goals for future practice.
Midterm/Self-Evaluation	A formative evaluation should be completed at midterm each semester to provide guidance to the candidate on specific strengths and weaknesses on which to concentrate during the second half of the experience. The Professional Year Assessment (APPENDIX B) should be printed by the mentor teacher and then discussed and analyzed with the candidate and supervisor at the midterm three-way conference.
Final Evaluation	The final evaluation each semester becomes a part of the candidate's permanent record. Each item on the assessment should be evaluated carefully and independently. (APPENDIX B) Print the last page, sign it and give it to the Office of Teacher Education. The university supervisor is available for consultation if additional information about the evaluation process is desired.
Final Grade	<p>Assessment is a continuous, collaborative process. The mentor teacher should hold regular assessment conferences with the candidates throughout the professional experience. Problems should be reported to and negotiated with assistance from the university supervisor.</p> <p>The university supervisor and mentor will determine the final grades cooperatively, based on the candidate's performance during the Professional Year Internship and Student Teaching. Final authority and responsibility for grading and recording of grades rests with the university supervisor. A grade of Pass/Fail is given and recorded in the registrar's office upon completion of the experience.</p>
Withdrawal from Student Teaching	Candidates may withdraw from the Professional Year Internship or Student Teaching in accordance with standard university policies and procedures (check current BSU bulletin). If an intern decides to withdraw, the mentor teacher, principal, and the supervisor should be notified as soon as possible.
Guidelines for Students Who Are Doing Unsatisfactory Work	<p>Both the university supervisor and mentor teacher maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the candidate's performance. These records should be dated, and copies should be given to the candidate as each is completed. Candidates should review written comments following every classroom observation by the university supervisor. Candidates experiencing problems must be notified no later than mid-point of the semester or as soon as the problem is identified.</p> <p>The supervisor, mentor teacher, and the candidate should make a decision on the course of action collaboratively. At this time a plan of action should be drawn up. This plan should state clearly the area or areas needing improvement, recommendations for remediation, and a time line for progress. Candidates must be allowed an opportunity to provide evidence of successful completion of the Action Plan.</p> <p>A school administrator and the Office of Teacher Education should be informed as early as possible regarding interns experiencing problems, and given a written description of the nature of the problem(s) or potential problem(s). The supervisor may request classroom observations of the candidate by the principal. The principal should receive copies of all documentation at this point. Candidates identified as experiencing problems or potential problems should be monitored carefully, if necessary on a day-to-day or week-to-week basis.</p> <p>If problems persist, the university supervisor can arrange for a second opinion and additional documentation through classroom observation(s) of the candidate by a teacher education faculty member familiar with the program.</p> <p>If the problem has been identified as critical, the candidate must be kept informed of the different courses of action being considered. Depending on the severity of the problem, five courses of action are possible:</p>

	<ol style="list-style-type: none"> 1. Additional support, study and assistance, for example: <ol style="list-style-type: none"> a. Study and peer tutoring b. Modeling by master teacher, followed by candidate performance and feedback c. Help or remediation by faculty member 2. Extension of time in the student teaching placement within University guidelines. 3. Alternative placement if the university supervisor feels that personality conflicts are contributing to the problem. 4. Withdrawal <ol style="list-style-type: none"> a. Candidate initiated (it is imperative that the intern accept the responsibility for checking with the current catalog regarding final dates and follow established procedures). b. Faculty initiated c. School initiated 5. Performance judged unsatisfactory--completion of the assignment with the understanding that the mentor teacher and the university supervisor may judge the work to be unsatisfactory and the student could receive a grade of "F" for the experience. If the candidate disagrees with the decision (e.g. withdrawal or extension), the candidate may appeal to the Professional Standards Committee through the Office of Teacher Education. <p>The candidate should be aware of the Boise State University Academic Policies/Regulations that state: "Independent studies, internships, and student teaching may be taken only once and are not repeatable." (Refer to BSU Bulletin Academic Regulations.)</p> <p>If there is a conflict of opinions between the university supervisor and mentor teacher during the student teaching assignment, the university supervisor should request a conference consisting of the following persons:</p> <ul style="list-style-type: none"> ❖ Mentor Teacher ❖ Principal (when necessary) ❖ Director of the Office of Teacher Education ❖ Candidate, and ❖ Chairperson of the respective department and/or grade level <p>If a candidate is allowed to withdraw from student teaching with the understanding that s/he will be allowed to apply for student teaching at a later date:</p> <ol style="list-style-type: none"> 1. Stipulations must be in written form, dated and signed by the university supervisor and the candidate, a copy of which will be placed in the candidate's folder in the Office of Teacher Education. 2. The Professional Standards Committee will review the candidate's folder to verify that all predetermined conditions have been met before the student will be permitted to repeat student teaching. 3. A period of one year must pass before the candidate may petition to enroll again. At that time, it is the responsibility of the candidate to provide evidence that all conditions have been met. Established deadlines for applications will apply. 4. Interviews at prospective sites may be required.
Removal from Student Teaching	<p>If a candidate withdraws from the Professional Year, copies of all documentation will be placed in the student's folder in the Office of Teacher Education and kept on permanent file. If a decision has been made to deny the candidate an opportunity to enroll in student teaching again, s/he may appeal to the Professional Standards Committee.</p> <p>When a decision of this magnitude is made, it requires that the candidate be given the right of due process. For this to occur, five steps are essential, including:</p> <ol style="list-style-type: none"> 1. A hearing to be conducted by the Director of the Office of Teacher Education where the candidate, supervising faculty, department chair, mentor teacher and school principal are present.

	<ol style="list-style-type: none"> 2. A written notice to the candidate of the hearing that includes date, time, location and a statement of specific concerns. 3. The right of the candidate to have someone accompany her/him to the hearing. 4. An opportunity for the candidate to present her/his side and question those in attendance. 5. A written notice of the decision accompanied by a statement of the facts; and the right to appeal.
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Intern Activities—Semester 1

Activity 1: Establishing Expectations and Working Relationships		
Idaho Core Teaching Standards Addressed		Standards 6, 9, & 10
Purposes and Goal		The purpose of this activity is to provide a foundation for the mentor teacher-teacher candidate relationship. This relationship is critical to the success of a collaborative approach to the professional year.
Objectives		To foster candidate-mentor teacher communication regarding expectations for the professional year experience.
Activity Instructions		<ol style="list-style-type: none"> 1. Complete the <i>Internship Expectations</i> form. Candidate groups will debrief this experience together. [See Appendix A]. 2. Have your mentor teacher complete the <i>Internship Expectations</i> form independently. 3. Set up a time to jointly discuss expectations for the semester with your mentor teacher(s). Take notes and make decisions for roles in the classroom based on individual expectations.
Assessment		Participation in activity. Participation in seminar discussions.

Activity 2: Exploring Educational Contexts		
Idaho Core Teaching Standards Addressed		Standards 2, 3, 5, 7, 8, 10
Purposes and Goal		Teaching and learning occur in complex social settings. Analysis of these contexts is a necessary part of teaching. The purpose of this assignment is to provide opportunities for candidates to investigate community, school, and classroom contexts, in order that they understand the role of context on teacher practices. In addition, these activities will help candidates become acquainted with mentor teacher(s) and their expectations of candidate roles in the classroom.
Objectives		<p>To describe and understand the following contexts and any effects on teaching/learning.</p> <ol style="list-style-type: none"> 1. Community in which the school is set 2. School context and climate 3. Classroom context <p>To become acquainted with mentor teacher and various staff members that you may not work directly with so that you are able to understand their roles within the school and how they contribute to the school learning</p>

<p>Activity Instructions</p>	<p>Complete the following</p> <p>1.) Community Context</p> <ul style="list-style-type: none"> Using various sources such as district/school websites, driving through the community, talking with school personnel, describe the community in which the school is situated. Is it primarily residential? Business area? What community resources are in close proximity (e.g., public library, museums, police station, fire station, boys and girls club, etc.)? What are the demographics of the school attendance area? Include SES. What resources could you take advantage of? Be able to share during seminar how you feel the community context will affect you and your practice as a teacher. <p>2.) School Context</p> <ul style="list-style-type: none"> Adults in the School “Shadow” and/or interview two-three of the following staff members. Take notes explaining the experience and staff member responses. Be prepared to share these during seminar. Reading/Title I Specialist Custodian Office Administration Counselor/School Psychologist Specialist Teachers (e.g. music, P.E., library/media specialist) Special Education Teacher Paraprofessional or Classroom Aide School Nurse or Health Educator Safe School Representative, if applicable Cafeteria Staff Here are some questions to ask: What role does this person play in the school? In the students’ lives? In what ways does this individual view his/her job as pivotal to the school? In what ways does this job affect the work of the teachers? In what ways does this job affect the learning of students? What challenges does this person face on a regular basis? Physical Spaces Walk through your school site’s hallways using your five senses. Take notes of aspects such as cleanliness; plants and artwork; bulletin boards – including character or academic focus, for example, and if student work is displayed; classroom doors being open or closed; sounds coming from various classrooms; classroom arrangements when noticeable from hallway; entryway signs; the office as a “first impression” of the building; and “people presence” in hallways – adults? students – alone, in small groups? Classes in lines? Be ready to share your notes and describe your impressions in seminar. Students in the School Respond to the following questions. Be ready to share in seminar. How many students attend this school? How many classes at each grade level? What is the average class size? What is it for the grade level(s) in which you work? What academic programs are utilized in this school? In the classroom(s) you are in? What is the teacher-pupil ratio? Does this change over the course of the day? Is so, when and why? What additional resources are available to parents, children, and teachers of this school? How are these assessed and used? School philosophy Respond to the following questions. Be ready to share in seminar. What is the philosophy of teaching and learning of this school? What is the mission statement of the school? What is the philosophy of teaching and learning held by your mentor teacher? How is this philosophy enacted?
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	<p>3). Classroom context Create a brief report on your classroom context by gathering the data listed below. Be ready to share in seminar.</p> <ul style="list-style-type: none">Students demographics Investigate the Race/ethnicities that are represented among your students. Native American Asian American Latino/a (e.g., Mexican American) African American European American Multiracial Number of your students who have emigrated from another country. Where are your students from? Number of your students who are native English speakers. English language learners.Anecdotal Records Make a seating chart of your students the first week. Keep anecdotal records on each student with data gathered during observations of classroom interactions.Mentor Teacher Practices/decisions Interview or observe mentor teacher to answer the following questions: How does the mentor teacher plan instruction to meet the needs of all students? How does the mentor teacher use assessment to inform instruction? How does the mentor teacher select state/district standards for subjects/units? How does the mentor teacher make decisions regarding curricular materials? How does the mentor teacher maintain an environment conducive to learning? How does the mentor teacher manage classroom procedures (e.g., handling transitions and materials to make effective use of time)? How does the mentor teacher use parent helpers and volunteers? How is the physical space in the classroom organized for optimal learning?															
Due Date	To be determined															
Assessment Criteria	<p>Candidate work will be evaluated on completion of the written descriptions, notes, and participation and contribution in seminar discussion. Supervisor discretion will be required in assessing this activity as different supervisors may require somewhat different structures in the reporting of the findings.</p> <p><i>The following criteria will be used to indicate student performance in Activity 2:</i></p> <table><tr><td>Pass</td><td>Fail</td><td>Community context</td></tr><tr><td>Pass</td><td>Fail</td><td>School context</td></tr><tr><td>Pass</td><td>Fail</td><td>Classroom context</td></tr><tr><td>Pass</td><td>Fail</td><td>Participation and contribution to seminar discussion</td></tr></table> <hr/> <table><tr><td>Pass</td><td>Fail</td><td>Overall performance for activity (must include 3 passes to receive passing score).</td></tr></table>	Pass	Fail	Community context	Pass	Fail	School context	Pass	Fail	Classroom context	Pass	Fail	Participation and contribution to seminar discussion	Pass	Fail	Overall performance for activity (must include 3 passes to receive passing score).
Pass	Fail	Community context														
Pass	Fail	School context														
Pass	Fail	Classroom context														
Pass	Fail	Participation and contribution to seminar discussion														
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Activity 3: Inquiry Project		
Idaho Core Teaching Standards Addressed		Standards developed in this project will vary according to the candidates' inquiry questions. (Standards 1 – 10)
Overview		In an Inquiry Project, a teacher and teacher candidate identify and define a “problem of practice,” explores solutions to the “problem,” generates a response(s) to the “problem,” and examines results of the investigation/implementation of response(s).
Purpose/Goals		Candidates will undertake an inquiry project in order to develop understandings and dispositions regarding the problem-solving nature of teaching and learning.

Objectives	<p>Candidates will:</p> <ol style="list-style-type: none"> 1. Identify and define a problem or issue in the classroom/school setting. 2. Conduct background reading and/or research on the issue 3. Develop a plan of action to address the issue 4. Implement (ie. explore to the extent possible) the plan 5. Summarize and report on the findings
Activity Instructions	<ol style="list-style-type: none"> 1. With your mentor(s), identify a “problem of practice” – what is a problem you have come into contact with in the classroom? 2. Read several journal articles related to your question. Before drawing conclusions about your topic, it is necessary for you to find out what has already been written about it. There are a number of professional journals published for the practicing teacher (e.g., <i>The Reading Teacher</i>, <i>Teaching K-8</i>, <i>Instructor Magazine</i>, <i>AIMS Magazine</i>, <i>Educational Leadership</i>, <i>Journal of Research in Childhood Education</i>, etc.) 3. Devise a “plan of action” for addressing this observed need – inquiry goal – here is where you will want to explore other areas (e.g. internet, teachers, professional journals, curriculum guides, etc.) How will you work toward your goal? 4. How will you demonstrate whether or not your goal has been met? What information/data will you collect that will demonstrate this? This information will help you make sense of the topic you have chosen to explore. Data will come in different forms, and in part, will be determined by the focus of your inquiry. Possible information sources include: <ul style="list-style-type: none"> • Field notes from your classroom/school/inquiry context • Selected transcript of teacher/personnel interview • Professional articles • Collection of artifacts (e.g., curriculum guide/handouts/classroom policies/assignment sheets/student work/ etc.) • Selected transcript from student interview or observation of a student 5. Consider your own self. As you explore your topic, it is necessary to also appreciate the particular lens through which you view this educational situation. How does your history, school experiences, ethnicity, gender and other positions affect how you look and how you see the world? What are your biases and values when it comes to teaching and learning? 6. Consider your data. Begin to make some conclusions. What did you learn? What are the major themes that emerge from your project? 7. Format and presentation of the project will be determined by your supervisor. Examples of teacher inquiry projects may be found online: http://www.tcnj.edu/~burns6/inquiry_project.htm (7th grade project); http://www.ed.psu.edu/educ/pds/teacher-inquiry
Due Date	To be determined
Assessment Criteria	<p style="text-align: center;">Inquiry Project</p> <p>A pass/fail checklist evaluation will be used for assessment of the criteria below.</p> <p> <input type="checkbox"/> Identify and define a problem or issue in the classroom/professional setting <input type="checkbox"/> Conduct background reading and other research on the issue <input type="checkbox"/> Develop a plan of action to address the question <input type="checkbox"/> Implement plan to extent possible <input type="checkbox"/> Summarize and share findings </p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Activity 4: Lesson Planning		
Idaho Core Teaching Standards Addressed		Standards 1, 2, 3, 4, 5, 6, 7
Overview/Purpose		Lesson planning is a central skill of teaching. This activity provides opportunities for interns to deepen understandings and skills of appropriate lesson planning. Interns will have opportunity to see the connections between planning and instruction. Interns will also be able to note differences between lessons they have planned and other instances of their instruction.
Objectives /Goal		By mid-semester interns will construct a lesson plan at least once weekly that they will implement in the classroom. Planning can be done collaboratively. Lesson plans can be written for either small group or whole class. This opportunity will provide the foundation for extensive lesson planning in student teaching.
Activity Instructions		<ol style="list-style-type: none"> 1. Together with your mentor teacher, select a lesson that you will teach each week. Even if it is as simple lesson such as read-aloud, you will need to engage in the mental work teachers do to decide on appropriate learning goals, tasks for students, how to foster their engagement with this tasks, and how to know if students learned what you intended. 2. Complete lesson plan. Get input and/or resources from your mentor teacher. 3. Teach your lesson 4. Reflect on your planning/the role of planning in the lesson implementation.
Due Date		Weekly by mid-semester.
Assessment		Assessment will be based on completion of plans and/or thoroughness of plans depending on your supervisor.

Activity 5: Three-Way Observations/Conferences		
Idaho Core Teaching Standards Addressed		Standards 1,2,3,4,5,6,7,8,9,10
Overview and Purpose		<p>Next to the actual experience of working with students in a school setting, conferences with experienced teachers are the most important activities in the candidate's professional year. Time should be set aside by the mentor and the candidate several times each week for planned conferences. Informal communications are also anticipated to occur between classes, before school, during lunch, or any time a problem arises.</p> <p>Midterm conferences may be scheduled to discuss Professional Year progress, problems, concerns, and relationships. Final conferences are planned to summarize and evaluate the Professional Year experience and to collect required materials.</p> <p>One of your planned lessons will become a three-way observation. The three-way experience allows the opportunity for conversation between candidate, mentor, and supervisor about teaching practices.</p>
Goal		Interns will demonstrate they are developing the knowledge, skills, and dispositions required to advance into student teaching. Student teachers will demonstrate they are developing the knowledge, skills, and dispositions required for a novice teacher. All candidates will demonstrate abilities to reflect on lessons and receive feedback from others.
Objectives		<p>Candidates will:</p> <ol style="list-style-type: none"> 1. Teach a lesson they have planned while the mentor teacher and supervisor observe. 2. During a conference with the mentor teacher and supervisor, the candidate will discuss the strengths and areas for refinement of the lesson presented. They will develop a plan to increase the strengths and improve in areas for refinement.

<p>Activity Instructions</p>	<p>There are three parts to the three-way observation/conference. The candidate is responsible for setting up all the times for the various sessions.</p> <p>Session 1 Pre-Observation The candidate will write a lesson plan and meet with the university supervisor and mentor teacher to discuss the lesson prior to teaching it. This is an opportunity to receive input from the supervisor/mentor before the actual teaching experience.</p> <p>Session 2 Teaching The candidate will teach the lesson with the university supervisor and mentor teacher observing.</p> <p>Session 3 Formative Evaluation The candidate will meet with both the supervisor and the mentor teacher to discuss the completed lesson as a means to provide feedback. Possible discussion questions include:</p> <ul style="list-style-type: none"> • How was student participation distributed? • To what extent were students productively engaged? • How were students intellectually engaged throughout the lesson? <ul style="list-style-type: none"> ○ What high-level questions were asked during the lesson? ○ What were the students' responses? ○ How did you press students to cognitively engage in these questions? • How and when did you know students accomplished the intended outcome? • What student-to-student conversations were supported? • How and why did you alter your goals or instructional plan as you taught the lesson? • If you had the opportunity to teach this lesson again to this same group of students, what would you do differently? Why?
<p>Due Date</p>	<p>To be determined</p>

Assessment Criteria **Candidates may or may not evidence all areas of Core Teacher Standards in individual lesson observation. However, the post-conference is an excellent space for discussing areas for growth and celebration connected to any one of the 10 standards.	Observation Evaluation Form**			
	Idaho Core Teacher Standards	Professional	Progressing	*Needs More Attention
	1. Understands Content			
	2. Understands Student Development			
	3. Understands Diversity			
	4. Designs Instructional Strategies			
	5. Manages and Motivates			
	6. Communicates in Appropriate Modes			
	7. Plans and Integrates			
	8. Evaluates and Assesses Appropriately			
	9. Reflects on Practice			
	10. Participates in Professional Community			
	Strengths			

Activity 6: Reflective Journal	
Idaho Core Teaching Standards Addressed	Standards * 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (*depending on the nature of the issue addressed in the journal, different standards will be addressed)
Overview	Reflection is a process, both individual and collaborative, which begins with uncertainty. It involves identifying questions and key elements of a matter that has emerged as significant, then taking one's thoughts into dialogue with oneself and with others. One evaluates insights gained from that process with reference to: 1) additional perspectives, 2) one's own values and beliefs, and 3) the larger context within which the questions are raised. Through reflection, one reaches newfound clarity, on which one based changes in action or disposition. New questions naturally arise and the process spirals onward.
Purpose/Goals	Candidates will cultivate the capacity for reflection and gain new insights into their professional practice. They will learn to share experiences and wonderings about them through "self-talk" as well as in community.
Objectives	Candidates will keep a written reflective journal. Candidates will develop reflective skills as a professional educator. Candidates will learn to become more self-aware and participate in a community of practice.

Activity Instructions	<ol style="list-style-type: none"> 1. Take notes on things that happen in your classroom/school/professional context that make you wonder or merit more consideration. 2. Keep a written journal that contains descriptive, comparative, and/or evaluative reflection. For example, respond to the following types of questions: What is happening? For whom is it working (or not)? What am I pleased about? What concerns me? What do I not understand? What are alternative views of what is happening? How else could I do something? What does research contribute to an understanding of this matter? What are the implications of the matter when viewed from these alternative perspectives? What is the deeper meaning of what is happening in terms of the public democratic purposes of schooling? 3. Share insights/questions/wonderings in community to gain deeper understanding
Due Date	Weekly
Assessment Criteria	Evidence of deep reflection and new understandings based on reflection with self and in a community

Activity 7: Self Assessment/Final Assessment	
Idaho Core Teaching Standards Addressed	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Overview	Constructive, formative, and summative feedback is an integral aspect of the Professional Year experience. Candidates will self-assess themselves according to the Professional Year Assessment (APPENDIX B). Mentor teacher(s) and university supervisors will also complete the Professional Year Assessment at the end of each semester.
Purpose/Goals	Candidates will gain valuable insights into professional practice through their self-assessment. Candidates, mentor teachers, and university supervisor will document progress and candidate performance.
Objectives	Candidates will gain insights into individual performance through self-assessment. Candidates will set goals for future practice based on collegial conversations connected to the Professional Year Assessment.
Activity Instructions	<ol style="list-style-type: none"> 1. Candidates will self-assess on a hard copy of the form. 2. Candidates will meet with mentor teacher(s) and university supervisor to discuss progress/performance and set goals. 3. Mentor teacher(s) and university supervisor will submit the assessment form online.
Due Date	Midterm and end of semesters.

Activity 8: Portfolio Collection	
Idaho Core Teaching Standards Addressed	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Overview	Candidates should begin collecting artifacts for their professional portfolio during their internship experience. Some artifacts (e.g., philosophy paper and classroom management plan) may have been developed from other coursework. Collecting artifacts and keeping files during the internship semester will allow the portfolio work during student teaching to focus on reflection, entry slips, and final selection of artifacts.
Purpose/Goals	Candidates will begin organizing portfolio artifacts according to the Idaho Core Teacher Standards in order to enhance the reflective process of creating a professional portfolio and to demonstrate competence in all 10 areas of the Idaho Core Teaching Standards.
Objectives	Candidates will collect and organize potential portfolio artifacts. Candidates will begin the process of synthesizing professional experience and selecting evidence to demonstrate growth and successful teaching experiences.

Activity Instructions	<ol style="list-style-type: none"> 1. Review potential artifacts (e.g., classroom management plan, philosophy paper, lesson plans, unit plans, student work, inquiry project) and consider which standards they provide evidence that you have met. 2. File/organize potential artifacts in order to select and write entry slips for them during the student teaching semester. 3. Share in seminar the types of artifacts collected and reflection that has occurred since the artifact was generated.
Due Date	Ongoing through internship; Culminates in Semester 2
Assessment Criteria	See Portfolio Rubric in Student Teaching Activities.

Student Teaching Activities—Semester 2

Activities that you began in the intern semester will continue in your student teaching semester: on-going planning, instruction, assessment, and reflection.

Please refer to guidelines in the intern semester for 3-way conferences/observations (Activity 5), self-reflection (Activity 6), self-assessment and evaluation (Activity 7). In addition, you are responsible for the two following activities in your student teaching semester. These are not add-ons, but learning opportunities that are central to teaching practices and meant to be embedded in your classroom teaching experiences.

Activity 1: Unit of Study		
Idaho Core Teaching Standards Addressed		Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Introduction		<p>You are expected to plan for and implement a unit of study in your classroom that is at least one week long. It is the expectation that this will provide a meaningful learning opportunity regarding long-range planning. From this experience you may create a portfolio entry, which will document the planning for and implementation of the unit.</p> <p>Creation of a work sample serves multiple purposes.</p> <ol style="list-style-type: none"> 1. Writing, reflecting, and creating the work sample provides you with an additional learning opportunity. 2. The work sample is a product your supervisor can use to evaluate your novice teacher practices. In particular, evaluation will focus on your abilities to plan and implement instruction that is meaningful and relevant. To do this, we expect that you will consider (1) students needs, interests, levels of development, and (2) development of knowledge, skills, and dispositions that students will need in life, such as those delineated in state/district standards and norms. <p>The assessment-learning-assessment cycle will need to be evident in your unit. Supervisors will also expect that in planning for this teaching/learning activity you take into consideration the issues of task quality, task analysis, connections between tasks discussed in seminars.</p> <ol style="list-style-type: none"> 3. This portfolio entry is a product, which you can use to demonstrate that you have met several of the Idaho Core Teacher Standards. Your entry should be clear, concise, and easy to read.
Goal		For this activity candidates are expected to plan, implement, and reflect on a one-week unit of study in their classroom. It is the expectation that this will provide a meaningful and relevant learning opportunity for a novice teacher.
Objectives		Candidates will develop a series of connected lesson plans for this unit with the support and recommendations of mentor teacher(s).

Activity Instructions	<p>Your product will be one or two entries for your portfolio. (The assessment report could be a portfolio entry by itself.)</p> <p>At a minimum your product will need to contain:</p> <ol style="list-style-type: none"> 1. Unit Planning Form (see APPENDIX D) 2. Overview/timeline of the unit (graphic) 3. Assessment: <ol style="list-style-type: none"> Paragraph describing your assessments: pre-post tests and other assessment that align with unit objectives Paragraph describing your perceptions of both whole class/individual outcomes. Graphics displays of the assessment data (e.g. pre-post tests) Examples assessments, especially any that you constructed 4. Entry slip(s) for your portfolio that includes a reflection on the unit. Some ideas for reflection include: <ol style="list-style-type: none"> Reflect on tasks/subject matter – what worked, what did not work, and why? What have you learned about the tasks you planned to foster children’s development? Reflect on student engagement. Were students engaged? Why/why not? What did you learn about engagement? Reflect on your roles – instruction - what worked, what did not work, and why? Management - what worked? Why? What have you learned about instruction from this unit? Yourself as a teacher? Where do you want to go next in your own professional development? — Link to the future! <p>E. OPTIONAL: Highlights of the unit—photos, culminating activities—samples of student products, etc. including a brief explanatory narrative.</p> <p>If you refer to students by name, use a pseudonym. Black out any student names on papers.</p>
Due Date	To be determined

Assessment Criteria	The Unit of Study must include all of the elements listed below and must be word-processed, double-spaced, and error-free. You will submit your Unit of Study to your university liaison/supervisor and mentor teacher. Your Unit of Study will be evaluated using the following rubric.				
	Scoring Rubric				
		Unacceptable (0)	Developing (1)	Proficient (2)	Score
	Unit Planning Form	Incomplete and/or unclear	Acceptable; includes all of the required components	Thoughtful and thorough; includes all required components	
	Graphic Overview of Unit	Incomplete and/or unclear	Adequate progression to the lessons; lessons are somewhat well-linked	Clear and thorough; well developed progression to the lessons; lessons are well-linked to meet the unit goals;	
	Report on Student Progress	Assessments poorly designed; not consistent with learning outcomes; missing data; conclusions not consistent with data	Assessments adequately designed; mostly consistent with learning outcomes; most data; conclusions somewhat warranted	Assessments well designed; consistent with learning outcomes; informal assessments noted; all data present ; conclusions warranted	
	Entry Slip/ Reflection on Practice	Some understanding is evident but work is not thorough or has frequent lapses, especially in communication; minimal engagement with making connections	Adequate understanding of the teaching process is evident; reflection is acceptable	High level of understanding of the teaching process is evident; reflection is thoughtful and well-written	

Activity 2: Professional Portfolio		
Idaho Core Teaching Standards Addressed		Standards 1,2, 3, 4, 5, 6, 7, 8, 9, 10
Introduction		During student teaching you are to complete a professional portfolio that is both a process and product. It involves the gathering, organizing, and selection of appropriate documents/artifacts as a focus for reflection and further growth. These processes will result in a product at the end of the semester that is organized, purposeful, and directed to specific audiences.
Goal		Candidates are expected to create a portfolio of documents/artifacts generated during their teacher education program. Documents/artifacts will be accompanied by reflective entry slips that provide candidates the opportunity to “step back from” and reflect upon various aspects of practice and classroom situations. The candidate’s goal is to achieve coherence among all pieces of the portfolio so that they present an accurate picture of competence as a teacher and abilities as a reflective practitioner.

Objectives	<p>Creation of the Professional Portfolio serves multiple purposes.</p> <ol style="list-style-type: none"> 1. Selecting and reflecting on various portfolio artifacts provides candidates with a learning opportunity focused on understanding of teaching practices. 2. The process requires candidates to reflect on their experiences as novice teachers, demonstrating a holistic understanding of classroom teaching practices. 3. Candidates will demonstrate the manner in which they have met the goals of the BSU teacher education program and the Idaho Core Teaching Standards. 4. Both the process and the product will assist candidates in securing a teaching position and plan for continued professional growth.
Activity Instructions	<p>All portfolios must contain these minimum components:</p> <p>Introductory statement of philosophy/vision of education. This is a document you wrote in ED-CIFS 201. Here are some questions to guide your revision or creation of this statement.</p> <ol style="list-style-type: none"> a. What do you believe about education? b. Who or what formed your philosophy of education? c. How has your philosophy of education evolved? <p>2. A completed Goal Index Form (pg. 23)</p> <p>3. Classroom management plan. This is a document you completed in ED-CIFS 332. The plan should reflect your awareness of human development and learning. Here are some questions to guide your revision or creation of this plan.</p> <ol style="list-style-type: none"> a. How will you create a spirit of community to aid students in their personal and social development? b. What accommodations will you make to differentiate for students at different stages of personal, social and academic development? c. What instructional methods will you employ to differentiate academic instruction to address individual learning styles, LEP students, IEP, 504 and other special needs students? d. What will you do to inspire students and motivate them to desire to learn? e. What will you do to ensure that behaviors in your classroom enable all students to have the opportunity to learn? <p>4. A statement of your own goals for future professional growth. Here are some questions to guide your thinking about your goals.</p> <ol style="list-style-type: none"> a. What areas of education would you like to further study? b. Why are you interested in these areas? c. What is your timeline for accomplishing your goals? <p>5. 5 - 7 artifacts/documents with entry slips (see below). Among the artifacts/documents there should be evidence of:</p> <ul style="list-style-type: none"> ❖ At least one original/adapted lesson plan that specifies Idaho Academic Standards. ❖ At least one original/adapted unit plan that specifies Idaho Academic Standards ❖ The use of assessment data/information to inform and differentiate instruction ❖ Ways in which you have connected to community ❖ Evidence of knowledge in multiple subject areas such as reading, math, language arts, writing, science, social studies, health, etc. <p>Together the entries address all BSU teacher education goals. The attached goal index form (page 24) is to be placed near the front of the portfolio.</p> <p>A portfolio is reader-friendly and presented in a professional manner. To give it a professional look, we recommend you include the following:</p> <ul style="list-style-type: none"> ❖ A table of contents ❖ Standard usage of language (e.g. spelling, grammar, punctuation) ❖ Clear organization ❖ Consistent formatting <p>Optional documents/artifacts may include (not limited to this list):</p> <p>videotapes of instruction student work sample responses to student work supervisor and mentoring teacher evaluations letters, notes, feedback from students and parents journal/log entries</p>

	<p>results of conferences, curriculum planning session</p> <p>photos of student teaching activities</p> <p>original curriculum materials, student handouts</p> <p>samples of your own writing</p> <p>awards</p> <p>newspaper articles about activities in which you were involved</p> <p>Entry slips: An entry slip is the part of the portfolio that precedes each document/artifact. It will typically be about 1 single-spaced page in length. Entry slips have three parts. Labeling each section of the entry slip will help the readers.</p> <ol style="list-style-type: none"> 1. CONTEXT: Describes the context of the entry/artifact. Consider the “W” questions as a mental prompt (who, what, where, when, why, and how) 2. LEARNING GOALS: Specify which of the teacher education objectives the entry addresses and how. 3. REFLECTION: Share your current reflection on the evidence in the entry and the chosen goal. This section is typically longest and allows you to “bend back to think forward.” The mark of a good teacher is the ability to think deeply to become even more effective. This section should demonstrate your ability to engage in that kind of thinking. This section could also demonstrate your growth over time. For example, your classroom management plan was an assignment you completed before student teaching, so you’ll most likely want to use the entry slip to reflect on how your thinking/abilities have changed through the professional year experience and how that plan might be altered, given your newly enlightened perspective. <p>Here are some prompts to help you with the reflective section of the entry slip:</p> <ul style="list-style-type: none"> • How does it connect to what you believe and know about the concepts represented in the goals and targets? • What did you learn that will help you become a better teacher? • How would you do it differently next time and why? • What connections between theory and practice are evident in this entry? • How has your thinking changed or evolved? • Do you exhibit understanding of rationales and alternatives for choices? • How are social, historical, and political forces implicated in classroom dynamics? • What social forces are at work? • Who benefits/who is burdened by this course of action? • What worked and for whom? • What didn’t work and for whom? • What am I proud of in the lesson? • What am I concerned about in the lesson? • Did I meet my stated goals? • How else might I have presented this lesson to accomplish the goals? • What are the implications for me when comparing other alternatives? • Given these various alternatives, their implications and my own personal value system, what will I change? • How does this reflection process inform and renew my perspective on this lesson and my instruction? <p>The entry slips require metacognitive thinking. What you are thinking may be obvious to you, but unclear to your reader. Be sure to use clear communication. Consider your audience. Get feedback on first drafts from others.</p> <p>Self- assessment prompts</p> <p>Questions to ask yourself about the range of artifacts:</p> <ol style="list-style-type: none"> 1. Do the artifacts range over the subject matter areas? 2. Have I included a variety of modes – course papers, lesson plans, journal entries, student work, teacher evaluations, etc.? A portfolio of all lesson plans does not display enough variety, no matter how great the lessons are. 3. Are the artifacts of high quality? 4. Do I deal with several different kinds of diversity—adapting instruction for individual differences; adapting or using curriculum that addresses issues of gender, class, race, ethnicity, and/or language diversity? If this isn’t possible, do I know how I will address this
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	<p>lack of diversity with the reflective part of the entry slip?</p> <p>5. Do the artifacts show a range of instructional strategies or approaches?</p> <p>6. Do I have at least one artifact that demonstrates connections to a community outside the classroom/school?</p> <p>7. Does the range demonstrate personal one-on-one interactions, caring, and/or commitment as well as work with the class as a whole?</p> <p>8. Does the range of artifacts demonstrate the wide range of roles/tasks of my teaching?</p> <p>9. Does the range of artifacts demonstrate the learning/social opportunities that I provide for students in the classroom—including interactions that support and develop self/group identity around issues of individual difference and diversity?</p> <p>Questions to ask yourself about your portfolios:</p> <p>1. Is my portfolio well-organized, consistently formatted, and reader friendly?</p> <p>2. Do I have a cover page, table of contents, goal index form, and a statement about my professional development goals?</p> <p>3. Have I covered all of the BSU teacher education learning goals?</p> <p>4. Is my philosophy statement thoughtful and clearly written? Do my artifacts and entry slips reflect my philosophy?</p> <p>5. Are my entry slips thoughtful, thorough, and represent my current thinking? Do my reflections go beyond descriptive reflection to comparative and evaluative reflection? Are my entry slips clearly written and reader friendly?</p> <p>Goal Index Form Place check marks in the appropriate boxes to show which *Idaho Core Teaching Standards are demonstrated in each entry.</p> <table border="1"> <thead> <tr> <th>Entry</th><th>Standard 1</th><th>Standard 2</th><th>Standard 3</th><th>Standard 4</th><th>Standard 5</th><th>Standard 6</th><th>Standard 7</th><th>Standard 8</th><th>Standard 9</th><th>Standard 10</th></tr> </thead> <tbody> <tr><td>Entry 1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Entry 8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>*Idaho Core Teaching Standards: 1. Knowledge of Subject Matter 2. Knowledge of Human Development and Learning 3. Adapting Instruction for Individual Needs 4. Multiple Instructional Strategies 5. Classroom Motivation and Management Skills 6. Communication Skills 7. Instructional Planning Skills 8. Assessment of Student Learning 9. Professional Commitment and Responsibility 10. Partnerships</p>	Entry	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Entry 1											Entry 2											Entry 3											Entry 4											Entry 5											Entry 6											Entry 7											Entry 8										
Entry	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10																																																																																										
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Entry 8																																																																																																				
Resources	<p>Campbell, D. M., Cignetti, P. B., Melenzyer, B. J. Nettles, D. H., & Wyman, R. M. (1997). How to develop a professional portfolio: A manual for teachers. Boston: Allyn and Bacon.</p> <p>Zeichner, K.M., & Liston, D. P. (1996). Reflective teaching: An introduction. Mahwah, New Jersey: Erlbaum. www.Teachernet.com/how-to/employment/portfolios</p>																																																																																																			
Due Date	To be determined																																																																																																			

Assessment Criteria	We believe that the portfolio is an example of authentic assessment that allows students to illustrate their learning through multiple forms of evidence; at the same time they are reflecting on this evidence and communicating that reflection coherently to others. The following rubric will be used to assess the required elements of the portfolio:				
	Philosophy Statement	Unacceptable (0) Missing. Organization is unclear. Statement lacks thoughtfulness. Incomplete.	Progressing (1) Acceptable statement that is mostly thorough, thoughtful, and cohesive. Artifacts/entry slips do not necessarily reflect philosophy.	Professional (2) Well organized statement that is well organized, thorough, thoughtful, and cohesive. Artifacts/entry slips reflect philosophy.	Score
	Professional Goals	Missing. Goals do not appear related to learning experiences	Demonstrates knowledge of self as a learner.	Demonstrate strong knowledge of self as a learner and a professional.	
	Documents/ Artifacts	Incomplete number of artifacts; not all specified artifacts are included; artifacts do not cover all learning goals; artifacts are not of high quality and do little to demonstrate candidate's abilities	Minimum number of artifacts; all specified artifacts are included; artifacts cover all learning goals; some artifacts are of high quality; artifacts demonstrate some range of teacher tasks; artifacts somewhat demonstrate candidate's attention to diversity, individual students, community links	Minimum/plus number of artifacts; all specified artifacts are included such as philosophy statement, classroom management plan, one unit plan with Idaho Standards, etc.; artifacts cover all learning goals; artifacts are of high quality; artifacts demonstrate a broad range of teacher tasks; artifacts clearly demonstrate candidate's attention to diversity, individual students, community links.	
	Entry slips	Entry slips are missing; entry slips are not thorough; context not clear; little to no reflection	Entry slips are somewhat thorough; descriptions of context are somewhat clear; connections to standards are somewhat clear; reflection goes beyond the descriptive level only occasionally	Entry slips are thorough; descriptions of context are clear; connections to standards are clear; reflection typically goes beyond typically go beyond the descriptive level; high level of understanding of teaching process and dilemmas of teaching	
	Professional Presentation	Portfolio lacks organization; organizational pieces; does not demonstrate professional use of conventions for spelling, grammar, and punctuation; adequate organization and formatting; Portfolio is not typed	Portfolio includes all the organization pieces such as cover page, table of contents, and the goal index form; professional use of conventions for spelling, grammar, and punctuation; adequate organization and formatting; portfolio is typed	Portfolio includes all the organization pieces such as cover page, table of contents, and the goal index form; professional use of conventions for spelling, grammar, and punctuation; portfolio is well organized, formatted, and typed	

APPENDIX A: EXPECTATIONS CONTINUUM

INTERNSHIP EXPECTATIONS

OBSERVATIONS

Strongly Disagree	Intern is to observe mentor teacher several times at several different levels of instruction and discuss teaching expectations and student outcomes before taking over any lessons.	Strongly Agree
Strongly Disagree	Intern is to observe mentor teacher's classroom management and specific strategies used with specific students and use the knowledge Gained to guide the intern's classroom management used in this classroom.	Strongly Agree

PLANNING

Strongly Disagree	The intern and mentor teacher plan together every day.	Strongly Agree
Strongly Disagree	The mentor teacher reviews all lesson plans written by the intern and provides written feedback on how the plan can be improved. The intern only teaches lessons that have been reviewed and approved by the mentor teacher.	Strongly Agree
Strongly Disagree	The mentor teacher provides all curriculum, objectives, teaching materials, activities, and instructional materials for the intern.	Strongly Agree

CLASSROOM MANAGEMENT

Strongly Disagree	The mentor teacher is the only individual who should discipline students in the classroom. The intern is to refer all discipline problems to the mentor teacher.	Strongly Agree
Strongly Disagree	The interns' classroom management style and strategies are to always be exactly the same as the mentor teacher's discipline and management.	Strongly Agree

INSTRUCTION

Strongly Disagree	The mentor should never interrupt a lesson being taught by the intern.	Strongly Agree
--------------------------	--	-----------------------

← Strongly Disagree The intern should never interrupt a lesson being taught by the mentor teacher. Strongly Agree →

PAPERWORK

← Strongly Disagree The intern is responsible for grading all student work regardless of who taught the lesson. Strongly Agree →

INSTRUCTIONAL CONFERENCES

← Strongly Disagree The mentor teacher observes the intern every time she teaches and provides the intern with written formative feedback. Strongly Agree →

SCHOOL DUTIES

← Strongly Disagree The intern participates in all school duties (lunch, recess, hall, bus, etc.) of the mentor teacher and any other teacher when asked. Strongly Agree →

PROFESSIONAL BEHAVIOR

← Strongly Disagree The intern keeps the same hours as the mentor teacher. This not only includes the required teacher day, but additional hours before and after school. Strongly Agree →

← Strongly Disagree The intern attends all professional meetings with the mentor teacher including team, grade level, faculty, inservice, and conferences. Strongly Agree →

← Strongly Disagree The mentor teacher will introduce the intern as a teacher intern rather than a student. Strongly Agree →

← Strongly Disagree It is O.K. for the intern to dress casually, because s/he is not the “real” teacher. Strongly Agree →

Note: As you complete your discussion of these expectations, be sure to add any other issues or concerns not addressed in these exercises.

Davis, D. (2004, March). *Developing effective mentors and interns*. Workshop presented at the Professional Development School National Conference, Towson, MD.

APPENDIX B: PROFESSIONAL YEAR ASSESSMENT FORM



Professional Year: Intern/Student Teacher Assessment

Date:

Candidate's Name:

BSU Student Number:

School or Agency (i.e., Garfield Elem, Boise HS, etc.):

School District: (i.e., Boise SD, Meridian, Nampa, etc.):

Evaluator (Mentor Teacher or University Supervisor ONLY):

Evaluator (Mentor Teacher or University Supervisor ONLY):

SELECT THE COURSE IN WHICH THE ASSESSMENT IS COMPLETED:

- ☐ ELEM - BL 5 (Intern)
- ☐ ELEM - BL 6 (ST)
- ☐ BIL/ESL - BL 5 (Intern)
- ☐ BIL/ESL - BL 6 (ST)
- ☐ EC - BL 6 (ST)
- ☐ SPED - BL 5 (Intern)
- ☐ SPED - BL 6 (T)
- ☐ SEC - BL 2 (Intern)
- ☐ SEC - BL 3 (ST)
- ☐ KINES - BL 2 (Intern)
- ☐ KINES - BL 3 (ST)
- ☐ MUS - BL 2 (Intern)
- ☐ MUS - BL 3 (ST)

USING THE EVIDENCE provided (observations, work samples, discussions, etc.) and your professional judgment, select the description that best matches the candidate's performance. It is understood that most candidates will "Meet Expectations." If a candidate is "Unsatisfactory" or "Exceeds Expectations," please note in the "Comments" section, the behaviors which justify this rating. Additional documentation may be provided.

THE PROFESSIONAL EDUCATOR AT BOISE STATE UNIVERSITY:

1. Subject Matter

- A. Presents information and concepts that are accurate and relevant.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Selects and creates learning opportunities that are based on principles of effective instruction.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- D. Selects and creates learning opportunities that are appropriate for curriculum goals.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- E. Selects and creates learning opportunities that are relevant to students.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- F. Integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Understands the central concepts tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

2. Human Development

- A. Assesses individual and group characteristics in order to design instruction that meets all students' needs.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

OVERALL RATING: Understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

3. Adapting for Individual Needs

- A. Makes adaptations and/or modifications to lessons for individual students.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Uses information about students' families, cultures, and communities.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Helps individual students engage in learning communities.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

4. Multiple Instructional Strategies:

- A. Evaluates methods for achieving goals
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Uses various teaching strategies, materials, and technologies.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Promotes the development of critical and creative thinking and problem solving.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- D. Facilitates learning through inclusive, interactive discussion.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- E. Continually monitors and adjusts strategies in response to student feedback.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- F. Clearly communicates goals and objectives to students.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- G. Presents issues with fairness and respect.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Understands and uses a variety of instructional strategies to develop student's critical thinking, problem solving, and performance skills.

☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

5. Classroom Motivation, Guidance, and Management:

- A. Establishes a positive and safe climate in the classroom.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Uses preventive, supportive, and corrective strategies for developing student self-discipline.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Maximizes class productivity by organizing, allocating, and managing the resources of time, space, materials, and activities.
☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- D. Proactively analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- E. Develops rapport with students and families.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction and active engagement in learning.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

6. Communication Skills:

- A. Is a thoughtful and responsive listener.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Demonstrates the ability to communicate effectively in both speaking and writing.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Demonstrates sensitivity to cultural differences in communication.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

7. Instructional Planning Skills:

- A. Creates effective short-range and long-range instructional plans that align w/ curriculum goals and objectives.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Uses information from students, parents, colleagues, and school records to assist in planning instruction.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

8. Assessment of Student Learning:

- A. Uses multiple assessment strategies to determine students' entry skills and establish appropriate curriculum goals and objectives.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Systematically uses assessment (formal/informal) data to monitor and adjust teaching strategies and behavior in relation to student success.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

9. Professional Commitment and Responsibility:

- A. Develops professionally as a direct result of constructive criticism.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Uses self-reflection as a means of improving instruction.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Stays abreast of professional literature, consults colleagues, and seeks resources to support development.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- D. Engages in professional discourse about subject matter knowledge and pedagogy.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- E. Persists in helping all students achieve success.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- F. Acts as an advocate for students.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- G. Practices behavior congruent with the Idaho Code of Ethics.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Is an educator who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

10. Partnerships:

- A. Actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians and the community in support of student learning and well-being.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- B. Works with colleagues, other professionals, parent groups, and volunteers to improve the overall school learning environment for students.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time
- C. Actively builds a collaborative professional relationship with the mentor teacher.
- ☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Overall Rating: Interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

☐ Exceeds Expectations ☐ Meets Expectations ☐ Unsatisfactory ☐ Not Applicable at this time

Comments:

Overall Comments:

Evaluator Signature:

Date:

Evaluator Signature:

Date:

Evaluator Signature:

Date:

Candidate Acknowledgement: My signature below acknowledges I have read this evaluation and, not necessarily, that I agree with it.

Candidate Signature:

Date:

Evaluator (Mentor Teacher or University Supervisor ONLY):

Semester:

Understanding by Design Template

Title: Teacher(s): School: Subject: Grade Level: Duration:	
Stage 1: Desired Results	
Standards: What relevant standards will this design address? (Be sure to integrate other subject matter Standards)	
376. e.g. 01. Understand basic ... a. b.	
Essential Questions for Students: What provocative questions will foster inquiry, understanding and transfer of learning?	
Knowledge and Skill (Learning Targets): What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?	
I can...	
Stage 2: Assessment Evidence	
Through what evidence will students demonstrate achievement of the desired results? By what criteria will the level of achievement be measured?	
What will be assessed?	How will it be assessed?
Pre-assessment:	
During assessment:	
Post assessment:	

Stage 3: Learning Activities	
<p>What learning experiences and instruction will enable students to achieve the desired results? How will the activities be adapted to meet all students' interests, abilities and needs?</p>	

Adapted from McTighe, Jay & Wiggins, Grant. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004

Appendix D: Unit Planning Form
Planning Template for Units
 (Adapted from: McTighe & Wiggins, 2004)
 Type right into this form

Stage 1-Desired Results	
Establish Goals: What relevant goals will this unit address? Include state standards and your own goals.	
Links to your students: How does this unit link to students' interests, backgrounds, and/or prior knowledge? What misunderstandings are predictable?	Essential Questions: What provocative questions will foster inquiry, understanding and transfer of learning?
Establish multiple objectives: Students will understand... (What knowledge do students have opportunity to acquire as a result of this unit?) Students will be able to... (What processes will students have opportunity to acquire as a result of this unit?) Student will feel... (What dispositions and attitudes will student have an opportunity to acquire as a result of this unit?)	
Stage 2-Assessment Evidence	
Performance Tasks: Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance be judged?	Other evidence: Through what other evidence will students demonstrate achievement of the desired results? How will students self-assess their learning?
Stage 3- Plan for learning/teaching	
Learning activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design: W= Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from? H= Hook all the students and Hold their interest? E= Equip students, help them Experience the key ideas, and Explore the issues R= Provide opportunities to Rethink and Revise their understandings and work E= Allow students to Evaluate their work and its implications? T=Be Tailored (personalized) to the different needs, interests, and abilities of learners O= Be Organized to maximize initial and sustained engagement as well as effective learning?	