Secondary Education Field Guide
(including Graduate Certificate Candidates)

School/University Collaboration

Learning for Tomorrow
Teaching for Today

Boise State University

College of Education

Fall 2014

Introduction: Developing an Inquiry Stance
(Nationalequityproject.org)

Inquire, *v., 1. to explore and discover. 2. to ask questions: to be open to seeing new potentials and possibilities. Synonyms: discover, search, systematically explore, and study.*

Teaching and leading is a complex activity, and schools are complex places, situated within a social, political, and historical context. Interpreting and understanding common behaviors and actions in school culture requires being careful in assigning meaning to everyday events or simply accepting certain ways of doing business because "that's the way it has always been done."

This type of openness requires an "inquiry stance." An inquiry stance is a way of making meaning of what is going on around us. Developing an inquiry stance suggests a willingness to step back and reflect rather than react to what is happening.

An inquiry stance involves the following:

Asking Questions About Teacher Practice, Student Learning, or School-wide Practices Rather than jumping to conclusions or blindly accepting, teachers and leaders with an inquiry stance ask questions and then set out to find answers to these questions. The motivation for the questions comes from a desire to *understand*.

Checking Assumptions Against Evidence (Others' and Our Own)
Teachers and leaders with an inquiry stance check their assumptions. An assumption is something you take as true based on a particular belief, value, or condition that goes unchecked. Checking one's assumptions means trying on alternative interpretations of an event or behavior or asking, "Who's controlling the story or narrative of this event?" Or, "What's my evidence for agreeing with the theory or belief at the root of this action?"

Informing One's Understanding of a Situation with New Data
Teachers and leaders with an inquiry stance are continuous learners, building their background knowledge through the reading of research and being in dialogue with colleagues with similar and different experiences and worldviews. Teachers and leaders with an inquiry stance use data in a variety of forms to answer their questions and wonderings. This data may be quantitative achievement data or it could be more qualitative data related to social interactions. In either case, the teachers and leaders collect and use data in a systematic way to answer their questions.

The Boise State University Professional Year
The activities in this field guide were designed to help foster an inquiry stance toward teaching and were designed with the tenets listed above in mind. We encourage you to continue to come back to this page, as you go through your professional year, to remind yourself of the touchstones of your work as a *Professional Educator* (see Boise State's Conceptual Framework on p. 6).

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Brief Description of Requirements

Each candidate will be assigned a University Liaison who will work with/in the partner school to support candidate learning and provide final assessments and evaluation. In addition to meeting periodically with a liaison both formally and informally (before school, after school, in between classes, during lunch), candidates will engage in *learner-focused conversations* designed to exchange information, provide support services, confirm progress, and formalize program and individual evaluation. The following activities are required for candidates:

Activity 1: Complete *Expectations Continuum* (APPENDIX A) Separately completed by candidate and each mentor teacher and then compared/discussed within the first few weeks of school.

Activity 2: Inquiry Project. There are multiple components to this research based activity.
- *Educational Context Assignment* (completed at the beginning of the internship. Will be used for this assignment and again in your final S-PAT)
- Identify and define a "problem of practice" or issue in the classroom/professional setting
    - Frame this as a research question you will investigate further
- Conduct background reading and external research on the issue
- Develop a plan of action to address the question
- Implement plan to extent possible
    - Be prepared to describe the steps you took in detail
- Summarize and share findings

Activity 3: Lesson Planning. Interns and Student Teachers are expected to write lesson plans, teach these lessons, and reflect upon these lessons. All lesson planning and preparation should lead to a successful Unit Plan in the S-PAT including standards alignment, essential questions, engaging strategies, differentiated instruction, integration of technology, and a thorough assessment plan. (See liaisons for lesson and unit planning templates and guidelines.)

Activity 4: Supervision Team Observation and Conferences– Interns need *at least one* formal supervision team observation and conference. **Student teachers** need *at least two* formal supervision team observations and conferences. The observation includes a formal lesson plan, a pre-conference/preview, and a post-conference, all connected to the *Idaho Core Teacher Standards* and *Danielson Framework.*

Activity 5: Video Recording and Reflection. Candidates are to video themselves working with students (small or large group), for a *minimum* of 15 minutes and write a reflection on each recording. **Interns** need *at least one* video reflection completed. **Student teachers** need *at least two* videos and reflections. Use reflection rubric (APPENDIX B) as a guide. One of the student teaching videos should be included in the S-PAT.

Activity 6: Midterm and Final Assessment. At midterm and the end of the semester, candidates will SELF-ASSESS and create goals, using the Professional Year Assessment Form (APPENDIX C) and the IPLP (APPENDIX D). 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. This will be submitted electronically and a hard copy, signed by liaison, mentor, and candidate, will be turned into the Office of Teacher Education.

Activity 7: *Professional Leadership, Collaboration and Communication Log* (APPENDIX E). Candidates will keep a log of all activities related to Idaho Core Teacher Standards 9 and 10, including detailed descriptions of participation and contributions.

STUDENT TEACHERS ONLY:

Activity 8: Standard Performance Assessment for Teachers (S-PAT). This culminating activity will demonstrate overarching learning connected to the *Idaho Core Teacher Standards* and Danielson Framework for Teaching.

PROGRAM OVERVIEW

Introduction
The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. The programs provide candidates with in-depth experiences, which include exposure to all grade levels, student shadowing, school culture, traditional classroom teaching, as well as the opportunity to work with diverse student populations. 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. This handbook presents the organization for the Professional Year, describes the expectations and assessment procedures, outlines the procedural steps in the process, and identifies key personnel and their responsibilities.

The Mission
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.

The Vision
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.

Conceptual Framework:
The Professional Educator
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.

Idaho Core Teacher Standards

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. Boise State adheres to these standards in the design and delivery of teacher education programs that will prepare highly effective teachers. The assessment of candidate performance and program effectiveness is based on these principles. The Idaho Core Teacher Standards and associated indicators of accomplishment include:

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

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

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

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

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

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

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

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

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

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

Danielson Framework for Teaching

In accordance with Idaho expectations for both candidates and professional educators, Professional Year learning activities and assessments are aligned to Danielson's Framework for Teaching. This framework is based on well-established definitions of effective teaching. Four domains of teaching comprise this framework. Idaho Core Standards are aligned with these domains.

Idaho Core Teaching Standards	*Framework for Teaching Component(s)*
1. Learner Development	**Domain 1: Planning and Preparation** 1b. Demonstrating knowledge of students 1c. Setting instructional outcomes 1e. Designing coherent instruction **Domain 3: Instruction** 3c. Engaging students in learning
2. Learning Differences	**Domain 1: Planning and Preparation** 1b. Demonstrating knowledge of students
3. Learning Environment	**Domain 2: Classroom Environment** 2a. Creating an environment of respect and rapport **Domain 3: Instruction** 3c. Engaging students in learning
4. Content Knowledge	**Domain 1: Planning and Preparation** 1a. Demonstrating knowledge of content and pedagogy 1e. Designing coherent instruction **Domain 3: Instruction** 3c. Engaging students in learning
5. Application of Content	**Domain 3: Instruction** 3a. Communicating with students 3c. Engaging students in learning 3f. Demonstrating flexibility and responsiveness
6. Assessment	**Domain 1: Planning and Preparation** 1f. Designing student assessments **Domain 3: Instruction** 3d. Using assessment in instruction
7. Planning for Instruction	**Domain 1: Planning and Preparation** 1b. Demonstrating knowledge of students 1e. Designing coherent instruction
8. Instructional Strategies	**Domain 3: Instruction** 3b. Using questioning and discussion techniques 3c. Engaging students in learning
9. Professional Learning and Ethical Practice	**Domain 4: Professional Responsibilities** 4a. Reflecting on teaching 3e. Growing and developing professionally 4f. Showing professionalism
10. Leadership and Collaboration	**Domain 4: Professional Responsibilities** 4c. Communicating with families 4d. Participating in a professional community 4f. Showing professionalism

Field Experience Goals

Teacher education field experiences prepare candidates:
- to enter learning communities rather than isolated classrooms.
- for the full range of a teacher's responsibility.
- to teach everyone's children and not just children like themselves.
- to advance the skills and knowledge of each student in the classroom.

Expectations

Teacher Candidates are associate members of the school faculty and are expected to move into an increasingly professional role in the classroom--capitalizing on opportunities for collegial support and self-development. Candidates 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 educator.

The following suggestions are guidelines for the behavior of all candidates during the Professional Year:

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 liaison as soon as possible.
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 Professional Year requirements need to be immediately brought to the attention of the university liaison in advance of the absence (except in emergency situations).
7) Always be prepared; demonstrate a high degree of thorough, organized, consistent planning; allow mentor teachers' existing curriculum and management plans to guide performance. Boise State's 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) Be aware of issues of professional liability. For example, do not meet with an individual student in a closed room. Candidates may never give rides to students. Be careful to avoid situations in which improper or unprofessional conduct may be assumed. This is an issue that affects the individual candidate, the host school, the district, and Boise State University.
12) Review telephone voicemail greetings for professionalism. Your mentor teacher(s) may need to call.
13) Discuss the following issues and topics with your mentor teacher(s) (as well as other concerns – See Activity 1). 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.
    • 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 partnership?

Professional Year Interns (Semester 1):
Interns are required to work at least 150 hours, approximately one and a half to two days per week, evenly distributed throughout the semester in their partner schools. The intern's time must be spent in direct contact/activities or classroom responsibilities – grading, reading curriculum, planning lessons, and attending teacher conferences. Interns must complete the requirements listed in the checklist at the beginning of this *Field Guide.*

Requirements for the Internship field experience involve the intern as a "student of teaching." University liaisons will facilitate feedback and evaluation conferences and cooperating school faculty should also structure instructional and professional feedback for candidates. Boise State uses a **co-teaching model** for the Professional Year so partner school faculty and candidates are expected to work together on planning and instruction until the candidate graduates to a shared implementation of instruction and "shadow teaching."
See CHECKLIST of REQUIREMENTS, above, for specific activities

Professional Year Student Teachers (semester 2):
Student teachers are expected to devote full time for a minimum of 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 four weeks in each eight week experience or eight weeks in a 16 week experience.
See CHECKLIST of REQUIREMENTS, above, for specific activities

Policies

Financial Compensation for Teacher Candidates
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 as part of the Professional Year. In all cases it is expected that teacher candidates will follow school policy on employment procedures. In each instance, the process for compensation is initiated by district administration.

> **During the Professional Year Internship**
> 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.
> **During the Professional Year Student Teaching**
> 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.

Substitute Teaching is:
1. restricted to the current mentor's(s') classroom(s);
2. allowed if prior approval of the principal, Associate Dean for Teacher Education, mentor teacher(s), and liaison indicate a readiness to substitute; and
3. limited to a maximum of 5 days, unless prior arrangements are made through Office of Teacher Education.

Supervision Fees
Candidates requesting to complete their student teaching outside the 50-mile Boise State University service area will be assessed $500.00 for Student Teaching 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.

Changes in Assignment
If changes of assignment schedules are necessary even on a temporary basis, the university supervisor/liaison and Office of Teacher Education representative should be notified in advance of the change.

Liability Insurance
Teacher Candidates 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 student teachers not enroll in additional courses during the student teaching semester. Candidates must appeal to the Professional Standards Committee to receive approval for coursework. 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 periodically throughout the Professional Year. University liaisons will clarify the specific format, dates, times, and places for these seminars.

Teacher Strikes
Teacher 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.
1. Candidates should notify the university liaison as soon as possible if a strike in a particular school is imminent.
2. The university liaison should notify the Associate Dean for Teacher Education regarding the general status of a strike.
3. Candidates should not teach but remain away from the building in a school district during a teacher's strike. The extra time may be spent preparing for classes.
4. Prior to and during a strike, candidates should not engage in any actions that would tend to support or oppose a strike. Do not attempt to cross picket lines.
5. A determination will 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.

Final Grade
Assessment is a continuous, cooperative process. The mentor teacher should hold regular assessment conferences with the candidates throughout the professional experience. Problems should be reported to the university liaison.

The university liaison 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 liaison.*** A grade of Pass/Fail is assessed and recorded in the Registrar's Office upon completion of the experience.

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 catalog). If a candidate decides to withdraw from the experience, the mentor teacher, principal, and the university liaison should be notified as soon as possible.

Guidelines for Students Who Are Doing Unsatisfactory Work
Both the university liaison and mentor teacher maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the candidate performance. These records should be dated, and copies should be given to the intern as each is completed. Candidates should review written comments following every classroom observation by the university liaison. Candidates experiencing problems must be notified no later than mid-point of the semester or as soon as the problem is identified.

A school administrator and the Office of Teacher Education should be informed as early as possible regarding candidates experiencing problems, and given a written description of the nature of the problem(s) or potential problem(s). The liaison 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.

If problems persist, the university liaison can arrange for additional documentation through classroom observation(s) of the candidate by a teacher education faculty member familiar with the program.

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:
1. Additional support, study and assistance, for example:
   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 liaison feels that personality conflicts are contributing to the problem.
4. Withdrawal
   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 liaison 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.

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.)

   If there is a conflict of opinions between the university liaison and mentor teacher during the student teaching assignment, the university liaison should request a conference consisting of the following persons:
   • Mentor Teacher
   • Principal (when necessary)
   • Teacher Education Program Coordinator
   • Candidate
   • Chairperson of the respective department and/or Associate Dean for Teacher Education

If a candidate is allowed to withdraw from Student Teaching with the understanding that he/she will be allowed to apply for Student Teaching at a later date:
1. Stipulations must be in written form, dated and signed by the university liaison 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 see whether 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 student may petition to enroll again. At that time, it is the responsibility of the student 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
If a candidate withdraws from the Professional Year, copies of all documentation will be placed in the candidate'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, he/she may appeal to the Professional Standards Committee. When a decision of this magnitude is made, it requires that the student be given the right of due process. For this to occur, five steps are essential, including:
1. Documentation of a performance plan with guidelines for successful and unsuccessful completion.
2. Evidence of meeting or not meeting performance plan measures.
3. A meeting with liaison, Office of Teacher Education representative, candidate, mentor teacher, and partner school representative where progress toward successful or unsuccessful completion is determined.
4. An opportunity for the candidate to present her/his position and question those in attendance.
5. A written notice of the decision accompanied by a statement of the facts; and the right to appeal.

Activity 1: Expectations Continuum
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. This is a *requirement* for interns and any student teacher who is with a new mentor.

Objectives: To foster candidate-mentor teacher communication regarding expectations for the Professional Year experience.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 9 & 10; Domain 4

Instructions:
1. Complete the *Expectations Continuum* form. Candidate groups will debrief this experience together. [See APPENDIX A].
2. Have your mentor teacher complete the Internship Expectations 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.
4. Be prepared to share this with your liaison

Assessment:
Assessment will be based on participation in activity and reflective participation in seminar discussions.

Activity 2: Inquiry Project
The purpose of this assignment is to provide opportunities for candidates to investigate community, school, and classroom contexts. You will engage in inquiry related to a question or problem of practice that you develop. In order to do so, you will take into account your perspectives, your context, what research has to say about this issue, and data that you collect to try and further your understanding of the issue. Because of the multiple layers involved in inquiry, there are multiple components to this research based activity.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10 depending on issue; Domains 1, 2

Instructions (liaisons will tailor how and when these each section is to be completed):

PART I: Educational Context
Teaching and learning occur in complex social settings. Analysis of these contexts is a necessary part of teaching. This context assignment will also lend itself to the S-PAT requirement in Student Teaching and inform planning, instruction, and reflection.

Objectives: 1. To describe and understand the following contexts and any effects on teaching/learning
   a. Community in which the school is set
   b. School context and climate
   c. Classroom context
   2. To become acquainted with mentor teacher and various staff members whom 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.

1) **Community Context**
   • 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? What 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?
   • Explain how you feel the community context will affect you and your practice as a teacher.

2) **School Context**
   • **Adults in the School** (respond to the questions below)
   "Shadow" and/or interview a professional in the building other than a traditional classroom teacher (PE teacher, custodian, paraprofessional, ELL teacher, nurse, etc.)
   What roles does this person play and how do these roles affect others?
   • **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? Describe your impressions.
   • **Students in the School**:
    Consider class sizes at each grade level and/or content area, student-teacher ratios, attrition, and turnover.
   • **Programs**
    What resources and programs are available to parents, children, and teachers?
   • **School philosophy**
    What is the philosophy of teaching and learning of this school?
    What is the mission statement of the school?

3) **Classroom context** (Create a brief report on your classroom context by gathering the data listed below. Be ready to share in seminar and develop S-PAT based on contextual factors)
   • **Students' demographics**
   Investigate the Race/ethnicities, languages, and cultures represented among your students
   • **Anecdotal Records**
   Make a seating chart of your students the first week. Keep anecdotal records on each student in one class period with data gathered during observations of classroom interactions. These notes may be helpful in selecting focus students for your final S-PAT artifacts.
   • **Mentor Teacher Practices/decisions** (Interview/observe mentor to answer these questions):
   What is the philosophy of teaching/learning held by your mentor teacher and how is it enacted?
   How does the mentor teacher plan, assess, use standards, make decisions, manage the classroom, etc?

PART II: Inquiry into a Problem of Practice
One of the goals during the professional year is to develop an inquiry stance. One of the ways you do this is to develop a question of your own, based on your experiences, and investigate this question closely.

Objectives: 1. To use literature and data to help better understand a question that you have about practice.
        2. To inform the field by communicating what you learned and how it may assist you and others in serving p-12 student needs.

1) **Identify a Problem of Practice**
  - ➤ With your mentor(s), identify a "problem of practice" – what is a problem you have come into contact with in the classroom? Think about something within your context that you want to understand better, that concerns you, that you are curious about. Use any written reflection you have done as a starting point and consult with your mentor teacher and peers, as they may have some ideas.
  - ➤ Formulate a question based on this. Your question should be a "how" or "why" question that is open ended and cannot be answered with a "yes" or a "no".

2) **Research**
  - ➤ 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., *The Reading Teacher, English Journal, Instructor Magazine, AIMS Magazine, Educational Leadership, Journal of Research in Childhood Education,* etc.)
  - ➤ Develop a plan of action to address the question within your context and collect further data. This plan should include specific methodology and a timeline.

3) **Implementation**
  - ➤ Implement your plan and collect data to further your understanding of this topic in your setting.
  - ➤ 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:
    • 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
  - ➤ 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?

4) **Report**
  - ➤ Summarize; share what you learned from your research and how it can help you and others.
  - ➤ Consider your data. Begin to make some conclusions. What did you learn? What are the major themes that emerge from your project?
  - ➤ Format and presentation of the project will be determined by liaisons.
  - ➤ 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

Activity 2 Assessment Criteria
The following two scoring guides will be used for the two parts of Activity 2.

PART I. *Educational Context Scoring Guide*
(must include 3 passes to receive passing score).

Community context:　　　Pass　　　　　　　　　Fail
Notes:

School context:　　　　Pass　　　　　　　　　Fail
Notes:

Classroom context:　　　Pass　　　　　　　　　Fail
Notes:

Participation and contribution to seminar discussion:
　　　　　　　　　　　　　Pass　　　　　　　　　Fail
Notes:

PART II. *Inquiry into a Problem of Practice Scoring Guide*

Identify and define a problem or issue in the classroom/professional setting:　　Pass　　　　　　Fail
Notes:

Conduct background reading and other research on the issue:　　Pass　　　　　　Fail
Notes:

Develop a plan of action to address the question:　　　　Pass　　　　　　Fail
Notes:

Implement plan to extent possible:　　　　　　Pass　　　　　　Fail
Notes:

Summarize and share findings:　　　　　　　Pass　　　　　　Fail
Notes:

<u>**Activity 3: Lesson Planning**</u>
Lesson planning is a central skill of teaching. This activity provides opportunities for candidates to deepen understandings and skills of appropriate lesson planning. Candidates will have opportunity to see the connections between planning and instruction.

Objectives: By mid-semester interns should be writing formal lesson plans as often as possible that they will implement in the classroom. The transition to co-planning should be well-established by mid-semester. Lesson plans can be written for either small group or whole class.

Idaho Core Teaching Standards/Danielson Domains Addressed: Standards 1, 2, 3, 4, 5, 6, 7, 8, 10; Domains 1,2,3,4

Instructions
Follow liaison and Danielson Domain 1 guidelines for planning and preparation. Refer to S-PAT requirements for lesson design. Engage in formal reflections (written and verbal) on lesson plan implementation. You may also include lesson planning reflection in your Professional Log, Video reflection, Inquiry Project, and Self-Assessment for Professional Learning Plan.

Assessment: Assessment will vary per liaison. Ongoing assessment can be done using Danielson Framework and final assessment will be done in S-PAT and on the Professional Year Assessment.

<u>**Activity 4: Supervision Team Observation and Conferences**</u>
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. These 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.

Interns will complete at least one formal shared observation, either in person or via video and email; Student Teachers complete at least two.

Idaho Core Teaching Standards/Danielson Domains Addressed: Standards 1,2,3,4,5,6,7,8,9,10; Domains 1- 4

Objectives:
1. 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.
2. Candidates will teach a lesson they have planned; the mentor teacher and liaison(s) observe the lesson.
3. During a conference with the mentor teacher and liaison(s), 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.

Instructions: There are three parts to the observation/conference. The candidate is responsible for setting up all the times for the various sessions.
- *Session 1 Pre-Observation*
  The candidate will write a lesson plan and share it with the university liaison(s) and mentor teacher to discuss the lesson prior to teaching it.
  Session 2 Teaching
  The candidate will teach the lesson with the university liaison(s) and/or mentor teacher observing.

- ***Session 3 Post Conference*** (formative evaluation)
  The candidate will meet with the liaison(s) and/or the mentor teacher to discuss the completed lesson as a means to provide feedback. ***Learner focused discussion*** should focus on and be framed within the *Danielson Framework.*

Activity 4 Assessment Criteria
Candidates may or may not evidence all areas of Idaho 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 and 4 domains in the Danielson Framework. Use the *Professional Year Assessment* (APPENDIX C) for discussing the lesson, as well as for formative assessment purposes.

Activity 5: Video and Video Reflection
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 may base changes in action or disposition. One of the most powerful learning tools for educators is to observe oneself teach and engage in reflective analysis. Toward that end Interns will be required to video at least one instructional moment, set a goal, and write a reflection based on that goal. Student Teachers will be required to engage this process twice – once as a part of the S-PAT. Liaisons will schedule seminars dedicated to collegial sharing of video observation and reflective analysis.

Idaho Core Teaching Standards/Danielson Domains Addressed: Standards 1-10; Domains 1-4
(depending on the issue addressed in the reflection, different standards/domains may be addressed)

Objectives:
1. 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.
2. Candidates will develop reflective skills as a professional educator.
3. Candidates will learn to become more self-aware and participate in a community of practice.
4. Candidates will observe a video recording of their teaching and reflect on a pre-determined specific aspect of that instructional moment.

Procedures:
Candidates are to video themselves working with students (small or large group), for a minimum of 15 minutes. Candidates are then to review the video with an identified focus (connected to professional learning goal and Core Standards/Danielson Framework) and write a reflective journal entry guided by the reflection rubric (APPENDIX B). Candidates will engage in at least one seminar in which they share their video and reflection with peers and engage in collegial study/professional growth with support of liaison.

Due Date: Varies per liaison: submit written reflections as liaison specifies and with analysis connected to the Reflection Rubric (APPENDIX B).

Assessment: Evidence of deep reflection and new understandings will be assessed according to the Reflection Rubric (APPENDIX B). Evidence of deep reflection and new understandings based on reflection with self and in a community will be assessed according to the *Reflection Rubric* (APPENDIX B). Also see the *S-PAT Rubric* (APPENDIX F) for further video reflection guidelines.

<u>**Activity 6: Professional Year Assessment**</u>
Constructive, formative, and summative feedback is an integral aspect of the Professional Year experience. Candidates will self-assess according to the *Professional Year Assessment* at the midterm and end of semester. Mentor teacher(s) and university liaisons will also complete the *Professional Year Assessment* (APPENDIX C) at the midterm and end of term. Utilizing the results of these assessments and the dialogue that ensues, candidates will fill out the *IPLP* (Appendix D) to set goals.

Idaho Core Teaching Standards/Danielson Domains Addressed: Standards 1-10; Domains 1-4

Objectives:
1. Candidates will gain valuable insights into professional practice through their self-assessment. Candidates, mentor teachers, and university liaison(s) will document progress and candidate performance.
2. Candidates will set goals for future practice based on collegial conversations connected to the *Professional Year Assessment* using the *IPLP*.

Procedures:

Twice a semester, at the mid-term and end:
1. Candidates will self-assess on a hard copy of the form. Mentors will do the same.
2. Candidates will meet with mentor teacher(s) and university liaison(s) to discuss progress/performance and set goals using the *IPLP* form (APPENDIX D).
3. At the END of the semester/field experience, mentor teacher(s) and university liaison will submit the assessment form online.

Activity 7: Professional Leadership, Collaboration and Communication Log
Candidates are asked to keep a *Professional Leadership, Collaboration and Communication Log* (APPENDIX E) of all professional activity outside of the classroom. This includes, but is not limited to: professional development, Professional Learning Communities participation, parent/teacher conferences, workshops, IEP meetings, field trips, school events, home visits.

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 9, 10; Domain 4

<u>**Objectives:**</u>
1. To demonstrate an understanding of the multiple ways in which a teacher demonstrates professionalism.
2. To get involved in the school community beyond the immediate responsibilities in the classroom.

Procedures: Candidates should always be looking for ways to get involved in the school beyond their classroom. The purpose of this log is to help you be more aware of these contributions, to seek them out, and to reflect upon them.

Using the log provided, candidates should give a brief title/description of the activity (ie: Love and Logic Workshop) and then in the right hand column, a detailed description of the role(s) that he/she played (ie: took notes, volunteered to role play, completed requirements and received "certificate of completion").

<u>**Activity 8: Standard Performance Assessment for Teachers (S-PAT)**</u>

Idaho Core Teacher Standards/Danielson Domains Addressed: Standards 1-10, Domains 1-4

Upload artifacts for each of the following areas per guidelines provided by Office of Teacher Education and your liaison. The concluding reflection will be the unifying piece of the S-PAT where you demonstrate learning connected to Idaho Core Teacher Standards.

a. **Unit Plan including**
    i. Introduction with *Context* and *Scope & Sequence*
    ii. Alignment to *core and district standards* with *essential questions*
    iii. *engaging strategies*
    iv. *differentiated instruction*
    v. integration of *technology*
    vi. *Assessment Plan:* formative and summative
    vii. One or two *detailed lesson plan exemplars*
S-PAT Artifact Sample Upload*:* Doc format

b. **Assessment of Student Learning**
    i. Describe how *formative assessment* informed instruction. Share a specific example with either student work or written reflection/lesson plans. Include examples of formative assessments used.
    ii. Describe and display the *design of a summative assessment* for the unit goals/objectives
    iii. Display and Analyze the *results of the summative assessment* across a class using written text and graphs or tables.
    iv. Include ***perceptions of instruction from p-12 students***. For example, survey students to gauge their ideas on instruction, learning goals, and purpose.
S-PAT Artifact Sample Upload: Doc format with some student work or graphs

c. **Analysis of Student Work** (Remove Student Names)
    i. Select *three students* in your class. Connect to language, ability and other types of diversity in student selection.
    ii. Collect ***formative assessment data*** throughout the unit, paying particular attention to these students' progress.
    iii. Use student work and your reflections throughout unit to *analyze*, in particular, these three students' *progress/performance*.
    iv. Demonstrate your impact/affect on your students' learning through an *analysis of your plans for formative assessment and the outcomes demonstrated in the student work* collected. For example, include student work that evidences growth over time due to an instructional decision you made. This artifact would include the sample of student work *and* your written reflection/analysis.
S-PAT Artifact Sample Upload: Scanned student work plus Doc format

d. **Video Reflection**
    i. Upload video clip of teaching during your unit.
    ii. Upload a written reflective analysis of the video guided by the Reflection Rubric.
S-PAT Artifact Sample Upload: Video plus Doc format

a. **Concluding Reflection** – Include a final reflection addressing decision-making for student needs, and use the reflection rubric to guide final analysis. This reflection should specifically outline how you as a teacher candidate have met individual Idaho Core Teacher Standards.
S-PAT Artifact Sample Upload: Doc format

Assessment: See APPENDIX F for S-PAT scoring rubric

Directions. Circle your level of agreement or disagreement for each statement.

OBSERVATIONS

1. Candidate is to observe mentor teacher several times at several different levels of instruction and discuss teaching expectations and student outcomes before take over any lessons

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

2. Candidate is to observe mentor teacher's classroom management and specific strategies used with specific students and use the knowledge gained to guide the candidate's classroom management used in this classroom.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

3. Candidate 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 Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

4. Candidate is to observe mentor teacher's classroom management and specific strategies used with specific students and use the knowledge gained to guide the candidate's classroom management used in this classroom.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

PLANNING

5. The candidate and mentor teacher plan together every day.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

6. The mentor teacher reviews all lesson plans written by the candidate and provides written feedback on how the plan can be improved. The candidate only teaches lessons that have been reviewed and approved by the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

7. The mentor teacher provides all curriculum, objectives, teaching materials, activities, and instructional materials for the candidate

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

CLASSROOM MANAGEMENT

8. The mentor teacher is the only individual who should discipline students in the classroom. The candidate is to refer all discipline problems to the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

9. The candidate's classroom management style and strategies are to always be exactly the same as the mentor teacher's discipline and management.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

INSTRUCTION
10. The mentor should never interrupt a lesson being taught by the candidate

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

11. The candidate should never interrupt a lesson being taught by the mentor teacher.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

PAPERWORK
12. The candidate is responsible for grading all student work regardless of who taught the lesson.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

INSTRUCTIONAL CONFERENCES
13. The mentor teacher observes the candidate every time she teaches and provides the candidate with written formative feedback.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

SCHOOL DUTIES
14. The candidate participates in all school duties (lunch, recess, hall, bus,etc.) of the mentor teacher and any other teacher when asked.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

PROFESSIONAL BEHAVIOR
15. The candidate keeps the same hours as the mentor teacher. This not only includes the required teacher day, but additional hours before and after school.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

16. The candidate attends all professional meetings with the mentor teacher including team, grade level, faculty, in-service, and conferences.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

17. The mentor teacher will introduce the candidate as a teacher candidate rather than a student.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

18. It is O.K. for the candidate to dress casually, because s/he is not the "real" teacher

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	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: STANDARD REFLECTION RUBRIC

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient
Focus is on concerns of self or purely descriptive in nature. Little to no focus on the learning of students. Primary concerns may include: control of students, time, and workload, gaining recognition for personal success, avoiding blame for failure.	Focus is on specific teaching tasks, but does not consider connections between teaching issues. Some basic connection is made to student learning. Use of assessment to mark success or failure without evaluating specific qualities of student learning for formative purposes. Little or no reflection on adjustments to future instruction based on student learning needs.	Focus is on the students. Use of assessment to interpret how or in what ways students are learning in order to help them. Special considerations for struggling students with specific attention on meeting individual needs.
Questions about personal change are not asked. Questions about student learning are not asked. Often, not acknowledging problems or blaming problems on others, limited time, or resources. Analysis is limited to critique of others, tends to be generalized.	Questions are asked by oneself about specific situations. Frustrations are implied based on unexpected results, exciting results, or the complexity of the issue. Stops asking questions after initial problem is addressed. Does not expand on situation's effect on individual student learning.	Situated questions lead to new questions. Questions are asked with open consideration of new ideas. Seeks the perspective of students, peers, and others.
Analysis of practice and perspective based only on personal response. Analysis is treated as a task, but with little distance between self and the situation. Incorrect conclusions are drawn about the lesson's effectiveness. Little to no reflection on adjusting practice to address student learning needs.	Personally responds to a situation, but does not use the situation to inform practice and/or perspective. Only broad application to adjustment of instruction to address future student learning needs.	Provides a connection to personal inquiry of practice in order to develop new insights about teaching, learners, perspective, or improvement of practice. Specific examples provided on the adjustment of instruction to address future student learning needs.
Standards Addressed: Danielson 4a: Reflection on Teaching; Idaho Core 9: Professional Commitment and Responsibility (9.2, 9.3); CAEP 1: Content and Pedagogical Knowledge (1.1); 2: Clinical Partnerships and Practice (2.3)		

Appendix C: Idaho Teacher Candidate Evaluation
(Based on the Danielson Professional Framework for Teaching)

Teacher Candidate _____ Term/Year _____

Institution_____

To be recommended for teacher certification, candidates must score a level 2 or above in all components of eac

* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candid

Planning and Preparation **(Correlated to Idaho Core Teacher Standards 1, 2, and 7)**						
Strengths	**Domain 1**	**1**	**2**	**3**	**4***	**Growth Opport**
	A. Demonstrating knowledge of content and pedagogy	☐	☐	☐	NA	
	B. Demonstrating knowledge of students	☐	☐	☐	NA	
	C. Setting instructional outcomes	☐	☐	☐	NA	
	D. Demonstrating knowledge of resources	☐	☐	☐	NA	
	E. Designing coherent instruction	☐	☐	☐	NA	
	F. Designing student assessments	☐	☐	☐	NA	

The Classroom Environment **(Correlated to Idaho Core Teacher Standard 3)**						
Strengths	**Domain 2**	**1**	**2**	**3**	**4***	**Growth Opport**
	A. Creating an environment of respect and rapport	☐	☐	☐	NA	
	B. Establishing a culture for learning	☐	☐	☐	NA	
	C. Managing classroom procedures	☐	☐	☐	NA	
	D. Managing student behavior	☐	☐	☐	NA	
	E. Organizing physical space	☐	☐	☐	NA	

Instruction and Assessment
(Correlated to Idaho Core Teacher Standards 3, 4, 5, 6, 8)

Strengths	Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	☐	☐	☐	NA	
	B. Using questioning and discussion techniques	☐	☐	☐	NA	
	C. Engaging students in learning	☐	☐	☐	NA	
	D. Using assessment in instruction	☐	☐	☐	NA	
	E. Demonstrating flexibility and responsiveness	☐	☐	☐	NA	

Professional Responsibilities
(Correlated to Idaho Core Teacher Standard 9 and 10)

Strengths	Domain 4	1	2	3	4*	Growth Opportunities
	A. Reflecting on teaching	☐	☐	☐	NA	
	B. Maintaining accurate records	☐	☐	☐	NA	
	C. Communicating with families	☐	☐	☐	NA	
	D. Participating in the professional community	☐	☐	☐	NA	
	E. Growing and developing professionally	☐	☐	☐	NA	

_____ _____
  Teacher Candidate's Signature   Date

_____ _____
  University Liaison Signature   Date

_____ _____
  Mentor Teacher's Signature   Date
(Signatures indicate information has been shared with all parties)

Appendix D: Individual Professional Learning Plan

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Learning Goal.

		Professional Learning Plan Goal Criteria
S	**Specific Standards-Based**	• Is the goal clearly focused on what is to be accomplished? • Why is this goal important? • Is it based on the *Framework for Teaching* (or *Framework for Specialist*) components and aligned critical attributes?
M	**Measurable**	• Can this goal be measured? • Will the teacher be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	• Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	**Relevant**	• How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	**Time Bound**	• Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures and *3c – Engaging Students in Learning:*
During 2012-13 **(WHEN),** the 6th Grade Teacher **(WHO)** will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing "high interest" Student Learning Outcome Aligned Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work **(DATA SOURCE).**

Directions for Goal Setting: Candidates must choose…

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2)
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2)

Individual Professional Learning Plan (IPLP)

Candidate Name:	Date:	University:

Domain Two Goal (2a – 2d): Identify Component_____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component_____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	**Resources** (Principal, Staff, PD or Materials)	**Evidence** (How will you know if this goal has been accomplished)	**Timeline** (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Learning Plan:

Candidate's Signature: _____   Date: _____

University Representative: _____   Date: _____

Appendix E: Professional Leadership, Collaboration, and Communication Log

(Please see Field Guide activity instructions for expectations and examples of Log completion.)

Candidate: _____   School: _____   Mentor Teacher: _____

Date	Task, activity, project, etc.	Time (hrs.)	InTASC Standard(s) Addressed					Description of Involvement
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	
			1	2	3	4	5	
			6	7	8	9	10	

1. Learner Development *1b, 1c, 1e, 3c*	2. Learning Differences *1b*	3. Learning Environment *2a, 3c*	4. Content Knowledge *1a, 1e, 3c*	5. Application of Content *3a, 3c, 3f*
6. Assessment *1f, 3d*	7. Planning for Instruction *1b, 1e*	8. Instructional Strategies *3b, 3c*	9. Prof. Learning & Ethical Practice *4a, 4e, 4f*	10. Leadership & Collaboration *4c, 4d, 4f*

Appendix F: S-PAT Assessment Criteria Rating Sheet

(A passing score of at least 2 is required in each area.)

Area of S-PAT Addressed	1 Unsatisfactory *(equivalent to a 1 rating on the Danielson Framework)*	2 Basic *(equivalent to a 2 rating on the Danielson Framework)*	3 Proficient *(equivalent to a 3 rating on the Danielson Framework)*	S-PAT RATING
Planning and Preparation (Domain 1)	Unit plan is UNSATISFACTORY due to • weak alignment with standards and essential questions; • lack of content knowledge and understanding; • few engaging strategies; • limited or no differentiation for student needs, technology integration, or formative assessment strategies. There is a lack of coherence among elements.	Unit plan must include evidence in *each* area to be considered BASIC. Unit demonstrates: • alignment with core and district; standards and essential questions; • appropriate content knowledge and use of discipline-specific pedagogy • engaging strategies; • differentiated instruction; • understanding of technology pedagogy; • formative assessment designed to inform and enhance instruction. Unit elements are mostly coherent.	To be considered PROFICIENT, unit plan demonstrates: • alignment with core and district standards and essential questions; • deep content knowledge and use of discipline-specific pedagogy; • relevant engaging strategies; • differentiated instruction across the unit and within individual lessons; •enhanced understanding of technology pedagogy; • formative assessment explicitly designed to inform and enhance instruction. Unit elements are coherent throughout the unit**.**	
Lesson Planning (Domain 1)	Lesson plan is UNSATISFACTORY if it includes: • ambiguous instructional objectives; • lack of content knowledge and understanding; • disjointed sequence of student learning activity; • no reflection of unit plan in areas of engagement, differentiation, and/or technology; • minimal assessment of learning outcomes; • Lack of coherence among lesson objectives, instruction, assessment.	Detailed lesson plan(s) must include the following evidence for BASIC: • mostly clear instructional objectives; • appropriate content knowledge and use of content pedagogy; • appropriately sequenced student learning activity; • reflection of unit plan for engagement, differentiation, and/or technology; • adequate assessment of outcomes; • Some coherence among lesson objectives, instruction, assessment.	Detailed lesson plan(s) must include the following evidence for PROFICIENT" • clear instructional objectives; • deep content knowledge and use of discipline-specific pedagogy; • well-sequenced student learning activity; • strong reflection of unit plan in areas of engagement, differentiation, and/or technology; • thorough assessment of learning outcomes; • Strong coherence among lesson objectives, instruction, assessment.	

Assessment of Student Learning (Domain 3&4)	UNSATISFACTORY assessment of student learning includes: • data demonstrating student growth at one point in time; • limited description of *formative assessment* and how it informed instruction; • has a summative assessment; • minimally aligns assessments with standards; • analyzes the results of the summative assessment with no information from students.	Assessment of student learning includes the following evidence for BASIC: • data display demonstrating student growth over the course of time; • narrative description of how *formative assessment* informed instruction; • describes the purpose and results of the summative assessment; • alignment of assessments with standards; • analysis of the results of the summative assessment; • analysis includes **perceptions of instruction from p-12 students**	Assessment of student learning includes the following evidence for PROFICIENT: • data display demonstrating student growth over time and concepts; • narrative description of how teacher responded flexibly to *formative assessment* information in unit; • describes purpose, design, and results of summative assessment; • rigorous alignment of assessments with standards; • analysis of results of summative assessment across the class and within groups of students; • analysis includes **perceptions of instruction from p-12 students**; and • suggests "next steps" based on analysis of all assessments.	
Student Work Analysis (Domain 2 & 3)	UNSATISFACTORY analysis of student work includes: • work from students with no rationale for selection; • few or no data from *formative assessment;* • an analysis of student work at one point rather than across the unit. Analysis demonstrates no consideration of influence on student learning with no connections to formative assessment and specific aspects of individual student needs.	Analysis of student work includes the following evidence for BASIC: • rationale for selection of students; • work from *three students*; • *formative assessment data* throughout the unit; • an analysis of student work and reflection on progress of three students' performance. Analysis demonstrates consideration of influence on student learning with few connections to formative assessment and specific aspects of individual student needs.	Analysis of student work includes the following evidence for PROFICIENT: • purposeful rationale for selection of students; • purposeful selection of work from *three students*; • *formative assessment data* and how it was used to differentiate instruction for these three students; • an analysis of student work and insightful reflection on progress of three students' performance connected to data. Analysis demonstrates consideration of influence on student learning with several connections to formative assessment and differentiation.	

Video Reflection Analysis (Domain 3&4)	UNSATISFACTORY reflective analysis includes: • video recording of instruction; • minimally reflective analysis according to reflection rubric	Reflective analysis includes the following evidence for BASIC: • video recording of instruction; • reflective analysis according to reflection rubric at the Basic level	Reflective analysis includes the following evidence for PROFICIENT: • video recording of instruction; • insightful, reflective analysis according to reflection rubric at the Proficient Level	
Concluding Reflection (Domain 4)	UNSATISFACTORY concluding reflection includes • final reflection; • no description of decision-making processes; • no documentation of how teaching changed throughout the unit due to evidence from students; • no connection to Idaho Core Teacher Standards.	Concluding reflection includes the following evidence for BASIC: • final reflection addressing decision-making for student needs; • documentation of how teaching changed due to evidence from students; • minimal references to Idaho Core Teacher Standards and how teacher candidate meets them. Conclusions reference the reflection rubric at the Basic level	Concluding reflection includes the following evidence for PROFICIENT: • final reflection addressing decision-making and reflection to inform instruction geared toward individual student needs; • documentation of how teaching changed throughout the unit due to evidence from students; • overall reflection on unit instruction and professional learning goals for future instruction; • thorough references to Idaho Core Teacher Standards and rationale for how candidate meets them. Conclusions reference the reflection rubric at the proficient level and individual professional growth over time.	