

Student Teaching Handbook

FOREWORD

A good teaching experience is widely recognized as making a significant contribution toward the preparation of teachers. The cooperation of many people within the profession is necessary in order to provide the kind of professional trimester experience which is so vital to the professional development of the prospective teacher. The Teacher Education Committee, faculty, and administration of the University of Science and Arts of Oklahoma extend sincere appreciation to all the Cooperating Teachers, Principals, and Superintendents in the public schools who make significant contributions to the development and operation of an effective professional trimester program.

This handbook has been prepared in the hope that it will be of assistance to public school personnel, teacher candidates, and university supervisors in effectively carrying out their roles in our professional trimester program. Several school districts have their own policies concerning teacher candidates. USAO guidelines, hopefully, will supplement these local school policies, and are not intended to supersede any school district policy. Public school teachers and administrators have collaborated with university teachers and candidates in the preparation of this material.

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Director of Teacher Education

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Coordinator of Field-Based Experiences

USAO MISSION

USAO is a liberal arts, bachelor degree-granting institution within the Oklahoma State System of Higher Education. The primary mission of USAO is to provide programs of instruction that combine liberal and career learning through a required core of general education consisting of team-taught, integrated, Interdisciplinary Studies (IDS). General education courses extend throughout the four-year degree program and are designed to complement and enrich the candidate's professional preparation. The IDS courses show candidates the relationships between the academic disciplines and different fields of knowledge. Ultimately, education at USAO prepares candidates for effective living in a global world of change and functioning as productive members of society, actively contributing to the general good as well as their own advancement.

TEACHER EDUCATION MISSION

The mission of USAO's teacher education program is to produce ethical, effective, informed, and reflective teachers, who are capable of independent practice and continued professional growth.

TEACHER EDUCATION PHILOSOPHY

Guided by national, state, and learned society competencies, the philosophy of USAO's teacher education program is to produce effective teachers who are uniquely prepared to recognize that education should involve inter-relatedness of all knowledge. This is accomplished by:

- building on the foundation of the liberal arts that are delivered through an interdisciplinary perspective;
- developing competencies in a specialty area and integrating that knowledge to deepen an interdisciplinary understanding; and
- synthesizing research on best practices of effective schools and teachers and communicating and modeling those findings to the teacher candidates.



USAO TEACHER EDUCATION PROGRAM

CONCEPTUAL FRAMEWORK

The University of Science and Arts of Oklahoma (USAO), realizing the need for excellent teachers in our schools, continually works to improve its Teacher Education Program. It is vital to the welfare of candidates at all educational levels that we prepare ethical, effective, informed, and reflective teachers who are capable of independent practice and continued professional growth. To achieve this mission, the USAO Teacher Education Program employs an integrated, three-part conceptual framework to prepare future teachers for tomorrow's classrooms. This model integrates competencies in three areas: 1) liberal arts; 2) field of specialization; and 3) professional education incorporating research about effective teaching.

The first component of the conceptual framework consists of the 51-hour interdisciplinary liberal arts and science curriculum. This unique general education curriculum is infused into each candidate's academic experience and integrated with career preparation. Requiring preservice teachers to acquire a liberal arts education with an interdisciplinary approach is consistent with the USAO mission and sound pedagogy.

An interdisciplinary understanding is enhanced through the second component of the conceptual framework. This component requires each candidate to develop competency in a specialty area through intensive study in that field. State and learned society guidelines provide the basis for specialty area competencies.

The third component of the conceptual framework is guided by an extensive body of research that identifies the processes and characteristics constituting effective schools, teachers, and instruction. Collectively, the effective teacher research confirms for educators that: (a) students' schooling achievement is profoundly influenced by the kinds of learning experiences provided by the home and schools; and (b) differences in student achievement correspond to differences in classroom management, processes, and instruction. It is from this body of research that the Oklahoma State Department of Education has identified the Oklahoma General Competencies for Teacher Licensure and Certification and the Minimum Criteria for Effective Teaching. The licensure and certification competencies provide the foundation for competency-based teacher education programs in Oklahoma. The Minimum Criteria for Effective Teaching is used by Oklahoma administrators to evaluate all classroom teachers in Oklahoma. Therefore, to become successful classroom teachers, it is imperative that preservice teachers be able to understand, exemplify, and implement these research findings.

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INTRODUCTION

The professional trimester is that portion of the teacher education program during which the prospective teacher, under the guidance of a cooperating teacher, engages in observation of and participation in the same activities as the regular classroom teacher. It is the culminating experience of the professional training program for future teachers. Included should be observation and limited participation leading to full-time responsible teaching under the direction of the cooperating teacher and university supervisor.

The experiences obtained during the teaching period are designed to provide opportunities for the candidate to transfer educational theory to effective practice. Thus, the professional trimester represents a vital link between academic preparation and full-time independent teaching.

Field experiences are an integral and gradual part of the Teacher Education Program. USAO's Teacher Education Program has four distinctive levels of Field Experiences. Students at each level are required to complete a pre-determined criteria. Level 1 candidates must spend 20 clock hours in classrooms during Field Experience I. Level 2 candidates must complete 25 clock hours during Field Experience II. Level 3 candidates have varied experiences completing 15-107 clock hours. Level 4 candidates have completed a minimum of 60 hours in classrooms, have been formally admitted to the Teacher Education Program, and have received approval to participate in the Professional Trimester Program.

THE PROFESSIONAL TRIMESTER PROGRAM

The professional trimester program has, as its major goal, the development of those skills, which are essential to successful teaching and the opportunity for the teacher candidate to become a full participant in a total school program. The program is a carefully organized and directed learning experience in which the prospective teacher becomes increasingly responsible for guiding and directing pupils. The major emphasis of this program is to develop competence in the classroom. At the same time, the teacher candidate is introduced to the related professional responsibilities, which support and enhance classroom teaching.

Level 4 teacher candidates report to their assigned school four and 1/2 days a week, Mondays through Fridays, and return to the USAO campus on Wednesday afternoon (leaving the school setting no earlier than 1:00 p.m.) for course work and scheduled seminars. Thus, candidates have the opportunity to relate theory to practice, as well as meet with their individual university supervisors on a weekly basis.

ROLE AND RESPONSIBILITIES OF THE LEVEL 4 TEACHER CANDIDATE

It is the responsibility of teacher candidates to be knowledgeable concerning the teaching program and their role in the program. Prospective teachers assume a dual role during the professional trimester in that they are both college student and teacher. Hence, responsibilities associated with both roles must be assumed. The specific role and responsibilities of prospective teachers include the following:

- A. apply for the professional trimester according to current regulations;
- B. plan for the professional trimester, by
 - 1. **attending an orientation meeting conducted by the Coordinator of Field-Based Experiences,**
 - 2. visiting the school to which he/she has been assigned, prior to the beginning date of each placement,
 - 3. attending an orientation meeting with the university supervisor, cooperating teacher, and the school administrator. These meetings may be individually arranged, but it is the student's responsibility to make the contacts with the teacher and the principal well before reporting for the professional trimester, and
 - 4. observing, if possible, in the assigned classroom;
- C. become aware of community standards in the assigned school district. The cooperating teacher, university supervisor, principal, and other school personnel will be able to provide some information;
- D. arrive and remain at the assigned school in accordance with the school policy;
- E. notify both the cooperating teacher and university supervisor of any absences. If the teacher cannot be reached, the school office should be notified;
- F. adhere to the Standards of Performance and Conduct for Teachers approved by the Oklahoma State Board of Education (Exhibit A);
- G. complete a Self-Rating Chart at each site and discuss the rating with the University Supervisor (Exhibit E);
- H. follow the calendar of the assigned school with the exception of Wednesday afternoon;

- I. become acquainted with the following, during the observation period:
1. students,
 2. support personnel and procedures necessary to utilize their services,
 3. technology equipment and procedures, and
 4. school policies, school records, reports, the physical plant, and fire drill procedures (Read and follow the School District's Policy Book);
- J. collaborate with and assist the cooperating teacher during the teaching experience in the following ways:
1. submit to cooperating teacher, for approval, weekly lesson plans one week prior to their use in the classroom. Make a second copy for university supervisor (see Exhibit B for a suggested lesson plan format). Maintaining lesson plans in a notebook is suggested, perhaps grouped by subject.
 2. plan activities suited to the lessons, using technology, role-playing, etc.,
 3. help evaluate the work of students,
 4. assist in managing physical conditions in the classroom, including making at least two bulletin boards during the teaching experience,
 5. participate in necessary out-of-class activities, such as supervising lunchroom periods, study halls, playground duty, etc.,
 6. volunteer extra hours when needs of the students indicate the advisability of doing so - tutoring or make-up work,
 7. assume responsibility for learning experiences at any time; however, the cooperating teacher should not expect the teacher candidate to take over the class without prior planning except in emergencies,
 8. accept full responsibility for class management and instruction before the end of the eight-week term,
 9. gain experience in content area(s) by studying and mastering the material to be presented,
 10. observe parent-teacher conferences, if possible,
 11. determine the discipline regulations and procedures of the school district, and
 12. take the initiative in seeking help from both the cooperating teacher and the university supervisor,
 13. plan, develop, and implement a student impact report (Appendix G) with the assistance of the cooperating teacher; and
- K. complete the transition during the post-teaching period by:

1. assisting the cooperating teacher in any way possible, and
2. observing other classrooms - both within his/her own teaching field or grade level and others, if possible.

NOTE: It is recommended that each teacher candidate purchase liability insurance, either automatically by joining Student National Education Association (SNEA) or from a private insurance company.

ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is a certified teacher in an accredited school who has demonstrated an interest in the preparation of teachers and a willingness to have prospective teachers assigned to him/her. He/she shall have a minimum of three years experience in the teaching profession, with one year in the system. He/she shall be selected by his administration for this responsibility. The specific role and responsibilities of the cooperating teacher include the following:

- A. recognize that the primary responsibility is to the public school pupils;
- B. **accept the Level 4 teacher candidate as a co-worker with the same rights and responsibilities as the cooperating teacher;**
- C. assist the teacher candidate to understand performance expectations and tasks as they relate to the total school program. Reinforce the orientation program by interpreting the policies and procedures governing the school, specifically the use of school facilities, materials, records, and reports;
- D. introduce the teacher candidate to students, clarifying the role of the teacher candidate as instructor, assessor, and disciplinarian.
- E. provide opportunities for the teacher candidate to observe and experience the many aspects of the total duties and responsibilities of the teacher, both in and out of the classroom;
- F. actively involve the teacher candidate in the role of teacher as soon as is best for the student, the class, and the program. Discuss his/her plans so that the prospective teacher will know what to expect and will be prepared to take over the class in an emergency;
- G. hold weekly conferences with the teacher candidate in order to discuss the previous week's activities and the following week's plans;

- H. acquaint the teacher candidate with yearly plans, reviewing what has been accomplished before his/her arrival and plans for the remainder of the period;
 - I. provide the necessary guidance in planning and executing the plans, as well as evaluation to determine their effectiveness;
 - J. share techniques, materials, and skills with the teacher candidate;
 - K. assist the teacher candidate in improving teaching skills by making specific suggestions, mentioning both strengths and weaknesses;
 - L. help acquaint the teacher candidate with the community and its relationship to the school;
 - M. assist the teacher candidate in planning, implementing, and completing a student impact report;
 - N. assist the university supervisor in helping the teacher candidate with problems which may arise during the professional trimester; and
 - O. accept responsibility for written reports, including evaluations required by the University. (Exhibit E illustrates the formal, confidential evaluation completed at the end of the professional trimester experience.)
- There is online training available to assist you in understanding USAO's Professional Trimester Program. You may access at: www.usao.edu/nhector/CooperatingTeacher/coteachertrain.html
Login – Coteacher Password - Training

ROLE AND RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

The school administrator has the overall responsibility of planning, organizing, and executing the professional trimester experience in the school. Specifically, the role and responsibilities of the school administrator include the following:

- A. confer with the university Coordinator of Field-Based Experiences with respect to placement, responsibilities, and expectations of the teacher candidate in the school program;

- B. make the final decision for placing the candidate in his/her school program;
- C. select qualified cooperating teachers. The cooperating teacher should be a Master Teacher who has demonstrated an interest in the preparation of teachers and a willingness to have prospective teachers assigned to him/her. He/she shall have a minimum of three years experience in the teaching profession, with one year in the system;
- D. provide time for the cooperating teacher to work with the teacher candidate in preparing for his/her responsibilities;
- E. describe to both the teacher candidate and the cooperating teacher the responsibilities of the teacher candidate;
- F. assume responsibility for the quality of observation and teaching experience received by the teacher candidate; and
- G. assure that the pupils in the classroom have a worthwhile experience resulting from the presence of the teacher candidate.

ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor assigned to the teacher candidate is a faculty member of the candidate's major department. It is assumed that, under ordinary circumstances, this person will have assisted in the teaching of methods course(s) in the major area. The specific role and responsibilities of the university supervisor are:

- A. hold conferences prior to the candidate's reporting to the assigned school. These consultations will assist the candidate in becoming familiar with the school and to understand his/her responsibilities as a prospective teacher;
- B. provide the cooperating teacher with the teacher candidate's evaluation form including a self-addressed, stamped envelope, at the time of the university supervisor's first visit. (Exhibit F)
- C. explain to the cooperating teacher that this evaluation will be used as one of the criteria for determining the student's grade of "pass" or "fail";
- D. visit each teacher candidate a minimum of four times during the

fifteen-week period. The first visit will be made during the first three weeks, the second during the fourth to sixth week, the third during the seventh to tenth week, and the fourth during the last three weeks. The visit will include an observation of and conference with the candidate, and a conference with the cooperating teacher. The university supervisor may visit the teacher candidate without prearrangement. If the supervisor's observation lasts for three or more hours in each session, the minimum number of visits may be reduced from four to three; and

- E. file a written report of each visit on the appropriate form with the Coordinator of Field-Based Experiences, and provide teacher candidate with a copy of the evaluation. (Exhibit D).

ROLE AND RESPONSIBILITIES OF THE COORDINATOR OF FIELD-BASED EXPERIENCES

The Coordinator of Field-Based Experiences is a member of the university faculty selected by the Vice-President for Academic Affairs of the University. The coordinator is the liaison person between the University Teacher Education Program and those schools used as professional trimester sites. Specifically, the role and responsibilities of the Coordinator of Field-Based Experiences are:

- A. assist in selecting the best schools available to be used as teaching sites for Level 4 teacher candidates in the professional trimester;
- B. confer with school administrators and make arrangements for the school to be used as a teaching site;
- C. collaborate with school administrators in selecting the cooperating teachers and assigning the teacher candidates;
- D. arrange for teacher candidate assignments after due consideration of the desires of the candidate and suggestions of the university supervisor;
- E. assist in planning the pre-professional trimester meeting, the professional trimester orientation meeting and the follow-up evaluation;
- F. observe and report upon a candidate's teaching skills when asked to do so by the university supervisor. Prior arrangements for this shall be

made with the cooperating teacher; and

- G. provide the cooperating school both with copies of the candidate's personal data sheet and the University's *Professional Trimester Guidelines*.

STAGES OF EXPERIENCE IN THE PROFESSIONAL TRIMESTER

A Suggested Schedule

The following levels of experience in teaching are suggested to help the cooperating teacher direct the activities of the teacher candidate in such a way that there is a gradual progression toward full-time classroom instruction. A teacher candidate should begin the teaching experience as soon as he/she is ready to assume this responsibility. This decision should be mutually agreed upon by both the teacher candidate and the cooperating teacher.

The schedule below is based on a seven/eight-week teaching experience. The suggested time limits for the various levels depend upon the readiness of each teacher candidate.

A. PHASE I. Observation and Pre-Teaching Participation

First Week

During this period, the teacher candidate observes the activities of the cooperating teacher and engages in activities that will familiarize him/her with the students, materials, and routine duties of the classroom.

Suggested activities are:

1. learn student names, become acquainted with the students through seating charts, roll-taking, collecting and grading papers, observing pupils in class and in out-of-class activities;
2. become familiar with textbooks, teaching manuals, resource units, audiovisual equipment procedures and other teaching materials;
3. become aware of the total responsibilities of the cooperating teacher, class procedures, and daily program;

4. assist with the supervision of playground, lunchroom, bus area, and hall area;
5. assist pupils on an individual basis, when necessary;
6. prepare materials for regular classroom use, e.g., charts, graphs, bulletin boards, and duplicated work;
7. work with the cooperating teacher in planning lessons and activities;
8. become acquainted with support personnel, instructional team members and procedures for cooperative efforts;
9. read and study the School District's Policy Book.

B. PHASE II. Teaching Part-Time Under Close Supervision

Second to Fourth Week

The teacher candidate assumes responsibility for one or two classes or subject areas slowly adding additional classes or subjects under the close supervision of the cooperating teacher.

C. PHASE III. Assuming Maximum Teaching Responsibilities

Fifth to Seventh Week

During this period, the teacher candidate conducts classroom instruction over an extended period of time. The prospective teacher is not under direct observation for at least one week of this time. The amount of "solo" teaching time depends upon several factors and will be determined according to the cooperating teacher's judgment. (See "Roles and Responsibilities of the Level 4 Teacher Candidate," J)

Suggested activities are to:

1. plan one week in advance for a full week of teaching (see Exhibit A);
2. discuss plans with the cooperating teacher and university supervisor; and finally to

3. assume all the duties of the cooperating teacher.

D. PHASE IV. Transition and Expanded Observation Period

Final Week

During this period, the teacher candidate assists in returning control of the class to the cooperating teacher. If possible, the prospective teacher should observe in other classes both within his/her teaching field or grade level and in other areas.

ATTENDANCE AND HOLIDAYS

The teacher candidate has the responsibility of reporting to the school each day, Mondays through Fridays, during the professional trimester. While there are legitimate reasons for some absences, every effort should be made to be present at school. If absences are necessary, the principal or cooperating teacher and university supervisor should be notified. A minimum of 60 days, full-time, on-site is required and often exceeded.

As a general rule, teacher candidates are expected to follow the calendar of the school district to which they are assigned. Holidays and/or vacation days will be the same as those of the cooperating teacher, with the exception of Wednesday afternoon.

APPEARANCE

Although there is no prescribed attire, the teacher candidate should be sensitive to what is appropriate in each situation and, in the matter of dress, be open to the suggestions of the university supervisor, cooperating teacher, and/or school principal. It is expected that the teacher candidate will act and dress in a professional manner.

SUBSTITUTE TEACHING

The University insists that a teacher candidate **not** be used as a substitute teacher. However, it is recognized that an emergency situation may arise in which it is reasonable for the prospective teacher to serve in this capacity. If such an emergency should arise, it is suggested that the cooperating teacher assume responsibility for the new group while the teacher candidate remain with the group with which he/she is familiar.

EVALUATION OF TEACHING

Evaluation of the teacher candidate's professional growth is a continuous process involving the cooperating teacher, the school principal, the university supervisor, and the prospective teacher. After each visit the university supervisor will complete a report form (Exhibit D), providing copies for the Coordinator of Field-Based Experiences and the teacher candidate. To assist in this continuous evaluation process, it is suggested that the Self-Evaluation Chart (Exhibit E) be completed and discussed by all involved in the evaluation process at least twice during the professional trimester. In addition, the cooperating teacher will be asked to complete and submit a final evaluation (Exhibit F) at the end of the trimester. The final evaluation will be confidential and sent directly to the university supervisor.

A "Pass-Fail" grading system is used for teaching. The school supervising personnel will be expected to play a vital role in evaluation for the final grade; however, the final grade for teaching will be assigned by the university supervisor.

APPLICATION FOR THE RESIDENCY YEAR LICENSE

It is the responsibility of each candidate to make application for the residency year teaching license. Under no circumstances will the application be made for a candidate. In addition, a candidate must have obtained passing scores on certification exams, received a satisfactory rating on his/her Professional Portfolio, satisfied the foreign language competency, and completed all graduation requirements before the application can be processed.

Portfolios are to be submitted for final assessment according to the timetable below:

<u>Trimester of Graduation</u>	<u>*Submission Deadline</u>
Spring	March 1
Summer	July 5
Fall	November 1

***NOTE: Portfolios must be submitted on or before these dates. Students submitting portfolios after the indicated date will not be able to apply for a teaching license until the following trimester.**

In order to make application for a residency year license, the appropriate form may be obtained in Room 106 of Gary Hall and returned to the same office. Any questions regarding the residency year license should be directed to the Director of Teacher Education, Room 106B, Gary Hall.

PLACEMENT

After the professional trimester has been completed, students may solicit the assistance of the Placement Office in securing an appropriate position. It is the student's responsibility to initiate the accumulation of a placement file in the Placement Office. It is highly advisable to have this file for future reference, even though a position has already been secured.

CHECKLIST FOR THE LEVEL 4 TEACHER CANDIDATE

Before Reporting for Teaching

- ___ 1. Do you have your assignment sheet?
- ___ 2. Have you discussed the lesson plan format with your university supervisor?
- ___ 3. Have you set up a conference with your principal?
- ___ 4. Have you set up a conference with your cooperating teacher?

Pre-Professional Trimester Teaching Conference

- ___ 1. Have you discussed the teaching schedule, school hours, the school calendar, and the school's dress code?
- ___ 2. Have you discussed your student impact report, its research, procedures, and implementation?
- ___ 3. Have you discussed the community?
- ___ 4. Have you written down the necessary phone numbers?
- ___ 5. Have you discussed expectations – yours and his/hers?
- ___ 6. Did you ask for a school policy book?

Weekly

- ___ 1. Have you been prompt with lesson plans?
- ___ 2. Are your lesson plans effective and helpful?
- ___ 3. Have you discussed strengths and weaknesses in the past week's instruction with your cooperating teacher?
- ___ 4. Have you made plans to improve observed weaknesses as pointed out

by the cooperating teacher, the principal, or the university supervisor,
or as noted by yourself?

- ____ 5. Plan, implement, discuss, student impact report.

After Returning Responsibilities to Cooperating Teacher

- ____ 1. Have you completed the Self-Rating Chart?
- ____ 2. Have you written a thank you letter to the cooperating teacher and
school principal for the privilege of the experience?

APPENDIX

Standards of Performance and Conduct for Teachers

Approved by the State Board of Education, March 1992
Professional Services Division
(70 O. S. Supp. 1990 Supp. 6-101.21 and 101.22)

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

Principle I – Commitment to the Students

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. .-

In fulfillment of the obligation to the student, the teacher:

Section III. Shall not unreasonably restrain the student from independent action in the pursuit of learning;

2. Shall not unreasonably deny the student access to varying points of view;
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress;
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. Shall not intentionally expose the student to embarrassment or disparagement;
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - a. exclude any student from participation in any program,
 - b. deny benefits to any student, or
 - c. grant any advantage to any student;
7. Shall not use professional relationships with students for private advantage; and
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Principle II – Commitment to the Profession

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve

conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

Section III. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;

2. Shall not misrepresent his/her professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Principle III

Section III. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
 2. Repeated negligence in performance of duty;
 3. Mental or physical abuse to a child;
 4. Incompetence;
 5. Instructional ineffectiveness;
 6. Unsatisfactory teaching performance, or
 7. Any reason involving moral turpitude.
- B. Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.
- C. A teacher convicted of a felony shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued.
- D. A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance, of school duties. As used in this subsection:
1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
 2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

University of Science and Arts of Oklahoma
Department of Education and Speech, Language Pathology

Teacher Education Background Check Policy

Recognizing that public trust is important to the education system and that those working with children are held to a high standard of conduct as well as knowledge and skill, the University of Science and Arts of Oklahoma has adopted the following Background Check Policy to assure our education partners that every effort is made to protect the safety of their students.

Beginning in Fall 2008, all college students enrolled in Field Level I classes will be required to complete a criminal background check process. Each student must be cleared through his/her background check before being allowed to begin the 20-hour classroom observation experience for Direct Field I/Practicum I. Refusal to submit to a background check will result in the student's withdrawal from the course.

If the background check is not clear, that student will receive notification by letter and will be required to drop the course. He/she may not reenroll until cleared by the background check process.

It is emphasized that only the Director of Teacher Education, Coordinator of Field Based Experiences and the college student's faculty advisor will have knowledge of the results of the background check. All results will be held in strict confidence and on a "need to know" basis. A copy of the individual background check results will be provided to the individual upon written request to the Director of Teacher Education.

Candidates enrolling in Field Level II classes will be required to sign an affidavit verifying that they do not have any convictions, outstanding criminal charges or warrants of arrest pending in Oklahoma or in any other jurisdiction.

Teacher candidates applying for the professional trimester will be required to submit to a criminal background check during the application process. Results must be obtained and on file in the Teacher Education office before a candidate will be allowed to report to his/her first assignment. If the candidate's background check is not clear, the application for the Professional Trimester will be denied. Denial notification will be sent to the teacher candidate via certified letter. It should be noted that the teacher candidate will be ineligible for future professional trimester opportunities until a subsequent background check clears them.

The current fee for the background check is \$17.00. The background check is currently conducted through Certified Background Check, a national background check organization utilized by numerous state and national institutions.

UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA

Chickasha, Oklahoma

LESSON PLAN

Name _____ For the week of _____ Day _____

Course title/grade level _____ Text title _____

Unit Topic _____ Lesson Topic _____

Behavioral Objective(s): _____

PASS: _____

Interdisciplinary Connections _____

Technology employed: _____

Instructional Materials Needed (attach any handouts) _____

Instructional Procedures:

1. Introduction:

2. Instructional strategies/activities:

3. Guided practice:

4. Closure:

5. Independent practice/Evaluation procedure:

6. Modifications for special needs students.

University of Science and Arts of Oklahoma

Field Experience Level 4 Evaluation Rubric

A **candidate at Level 4** has completed a minimum of 60 hours in classrooms, has been formally admitted to the Teacher Education Program, and has received approval for the Professional Trimester. **The candidate has shown a sincere commitment to becoming a teacher.**

For each of the assessment items, use the following rubric to describe the candidate's level of mastery.

5- Exemplary

Candidate exhibits knowledge, dispositions and/or skills in the assessed area that clearly exceed those expected for Level 4 candidates, indicating exceptional aptitude.

4- Exceeds Expectations

Candidate exhibits knowledge, dispositions and/or skills that are above average for Level 4 candidates, indicating a high probability of teaching effectiveness.

3- Meets Expectations

Candidate exhibits knowledge, dispositions and/or skills in the assessed area that are typical for candidates at Level 4, indicating that with continued personal and professional growth, the candidate will exceed expectations.

2- Needs Improvement

Candidate exhibits knowledge, dispositions and/or skills in the assessed area that are somewhat below what is expected for Level 4 candidates and will require additional effort or attention for the candidate to meet expectations.

1 – Clearly Inferior

Candidate exhibits knowledge, dispositions and/or skills that are significantly below expectations in the assessed area, indicating a need for remediation.

0 – No opportunity to observe

Circumstances did not allow for evaluation of this assessment item.

UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA

University Supervisor Report Form

Teacher Candidate _____ Date _____

School _____ Grade/Subject _____

Interview held with Student _____ Cooperating Teacher _____ Principal _____ Visit 1 2 3 4 5

Indicators of Professional Teaching Competency:

5 – Exemplary

4 – Exceeds Expectations

3 – Meets Expectations

2 – Needs Improvement

1 – Clearly Inferior

Blank – No Opportunity to Observe

I. Classroom Organization: Demonstrates effective and appropriate organization and management of

- | | | |
|---|--|--------------------------------------|
| _____ 1. Time, resources and classroom | _____ 4. Classroom rules/discipline plan | _____ 7. Transitions |
| _____ 2. Lesson plans (long/short term goals) | _____ 5. Grading patterns/policy | _____ 8. Disruptive student behavior |
| _____ 3. Student files/records | _____ 6. On-task behavior/orderly/safe | |

II. Classroom Instruction: Demonstrates effective and appropriate

- | | | |
|---|--|--------------------------------------|
| _____ 1. Use of instructional resources | _____ 5. Clarity of instruction and directions | _____ 9. Assessment and feedback |
| _____ 2. Communication of instructional objective | _____ 6. Content/skill coverage | _____ 10. Student practice of skills |
| _____ 3. Questioning techniques | _____ 7. Educational theory | _____ 11. Motivation and praise |
| _____ 4. Instructional methods | _____ 8. Lesson sequence/format | _____ 12. Lesson closure |

III. Interpersonal Competency and Human Relations: Demonstrates appropriate

- | | | |
|-------------------------------------|---|---------------------------------------|
| _____ 1. Speech and grammar | _____ 4. Awareness of development characteristics | _____ 7. Tact, courtesy and composure |
| _____ 2. Dress and appearance | _____ 5. Knowledge of individual differences | _____ 8. Rapport with staff/parents |
| _____ 3. Initiative and cooperation | _____ 6. Communication skills | _____ 9. Rapport with students |

IV. Adaptability: Demonstrates successful adaptability in

- | | | |
|---------------------------------|---|--|
| _____ 1. Lesson planning | _____ 3. Relating topics to student experiences | _____ 5. Instructional delivery |
| _____ 2. Relating subject areas | _____ 4. Use of technology | _____ 6. Use of new or suggested ideas |

V. Professionalism: Demonstrates involvement in

- | | | |
|-------------------------------|---|-------------------------------------|
| _____ 1. Workshops/in-service | _____ 2. Community or school projects/functions | _____ 3. Professional organizations |
|-------------------------------|---|-------------------------------------|

VI. Assessment and Critical Thinking: Demonstrates effectiveness and appropriateness in

- | | | |
|--------------------------------------|--------------------------|------------------------------|
| _____ 1. Problem solving performance | _____ 2. Decision making | _____ 3. Evaluation of pupil |
|--------------------------------------|--------------------------|------------------------------|

VII. Content Area Knowledge and Skills: Demonstrates appropriate background knowledge and skills in

- | | |
|----------------------------------|--|
| _____ 1. Subject areas taught | _____ 3. Liberal Arts & Sciences areas |
| _____ 2. Health and safety areas | _____ 4. Legal and ethical areas |

COMMENTS:

Supervisor Signature _____

White – Coordinator of Field-Based Experiences

Yellow – University Supervisor

Pink – Teacher Candidate

LEVEL 4 TEACHER CANDIDATE SELF-RATING CHART

Date _____

Rate yourself on the following chart (1) toward the end of your first teaching site and (2) toward the end of your second teaching site. Rate your teaching success as objectively as possible. Your rating will have no affect on your grade. A strictly objective rating will help you discover any weaknesses in teaching which you may have. During Ed. 4542, you will ask your cooperating teachers to complete a similar form. You should complete this self evaluation **before** asking them to complete the chart. After discussing these ratings with your university supervisor, obtain his/her signature and turn in for Applied Professional Studies.

5 – exemplary, 4 – exceeds expectations, 3 – meets expectations, 2 – needs improvement, 1 – clearly inferior, 0 – no opportunity

	Rating	Comments
I. SELF		
1. Shows interest in work and students		
2. Displays initiative		
3. Is well groomed and wears appropriate attire		
4. Demonstrates punctuality		
5. Is professional in written expression		
6. Exhibits appropriate voice and grammar		
7. Is sensitive to the needs/feelings/opinions of others		
II. SUBJECT MATTER		
8. Selects appropriate topics		
9. Utilizes resources, media, technology		
10. Effectively presents subject matter		
11. Demonstrates knowledge of subject matter		
12. Student learning is evident		
III. INSTRUCTION		
13. Gains and holds student attention		
14. Informs students of lesson expectations		
15. Prepares thoroughly		
16. Employs a variety of strategies		
17. Exhibits skill in questioning		
18. Explains on an appropriate level		
19. Positively reinforces through various techniques		
20. Involves all students/ believes all students can learn		
21. Provides adequate and clear directions		
22. Reminds students of related knowledge or skills		
23. Guides student thinking		
24. Maintains appropriate student eye contact		
25. Clearly closes one lesson before beginning another		
26. Utilizes a variety of assessment strategies		
27. Adapts instruction to student needs		
IV. ENVIRONMENT		
28. Insures physical conditions conducive to learning.		
29. Maximizes student time on task		
30. Facilitates a positive, cooperative, fair atmosphere		
31. Handles disruptions effectively		
32. Encourages problem solving		
V. OVERALL RATING		

University Supervisor _____ Date _____

University of Science and Arts of Oklahoma

Evaluation Form – Professional Trimester

7/07

Teacher Candidate _____ Date _____

School _____ Grade/Subject _____

Please indicate your best judgment concerning the competency of your teacher candidate on each of the following assessment items. A teacher candidate during the professional trimester is considered a novice at integrating theory into practice. See rubric explanation on attached page.

0 – No opportunity to observe
 5 – Exemplary 4 – Exceeds Expectations 3 – Meets Expectations 2 – Needs Improvement 1 – Clearly Inferior

PERSONAL AND HUMAN RELATIONS

1. Shows interest in work and students.	5	4	3	2	1	0
2. Displays initiative.	5	4	3	2	1	0
3. Is well groomed and wears appropriate attire.	5	4	3	2	1	0
4. Demonstrates punctuality.	5	4	3	2	1	0
5. Is professional in written expression.	5	4	3	2	1	0
6. Exhibits appropriate voice and grammar.	5	4	3	2	1	0
7. Is sensitive to the needs/feelings/ opinions of others.	5	4	3	2	1	0
8. Works effectively with students from diverse backgrounds.	5	4	3	2	1	0
9. Realizes the impact of teacher behavior on student behavior.	5	4	3	2	1	0

MANAGEMENT

1. Plans relative to short and long term objectives.	5	4	3	2	1	0
2. Maximizes student time for instructional tasks.	5	4	3	2	1	0
3. Maintains physical conditions conducive to learning.	5	4	3	2	1	0
4. Facilitates a positive, cooperative, fair atmosphere.	5	4	3	2	1	0
5. Handles disruptions effectively in and out of the classroom.	5	4	3	2	1	0
6. Establishes rapport with students.	5	4	3	2	1	0
7. Is consistent in rule enforcement.	5	4	3	2	1	0
8. Maintains objectivity, disapproving behavior not character	5	4	3	2	1	0
9. Encourages problem solving and self discipline.	5	4	3	2	1	0

INSTRUCTION

1. Exhibits depth of knowledge in subject matter	5	4	3	2	1	0
2. Writes daily lesson plans considering a complexity of variables.	5	4	3	2	1	0
3. Communicates instructional objectives.	5	4	3	2	1	0
4. Reminds students of related knowledge or skills.	5	4	3	2	1	0

(Please assess the items on the back also)

5. Relates topics to existing student experiences.	5	4	3	2	1	0
6. Effectively involves all students, i.e. through questioning, signaled responses, and/or guided practice.	5	4	3	2	1	0
7. Teaches objectives through a variety of methods.	5	4	3	2	1	0
8. Includes all learning modes, i.e. auditory, visual, kinesthetic.	5	4	3	2	1	0
9. Provides adequate and clear directions.	5	4	3	2	1	0
10. Positively reinforces through various techniques.	5	4	3	2	1	0
11. Evaluates student progress through a variety of strategies.	5	4	3	2	1	0
12. Adapts instruction as a result of formative evaluation.	5	4	3	2	1	0
13. Requires student practice with teacher guidance.	5	4	3	2	1	0
14. Requires independent student practice.	5	4	3	2	1	0
15. Summarizes and fits into context what has been taught.	5	4	3	2	1	0
16. Modifies instruction based on student needs.	5	4	3	2	1	0
17. Employs effective motivational techniques.	5	4	3	2	1	0
18. Maintains written records of student progress.	5	4	3	2	1	0
19. Fairly administers clearly identified evaluation criteria.	5	4	3	2	1	0
20. Positively impacts student learning.	5	4	3	2	1	0
21. Effectively uses a variety of resources and technology.	5	4	3	2	1	0
22. Through words and actions, exhibits the beliefs that all children can learn.	5	4	3	2	1	0

PROFESSIONALISM

1. Complies with school and district policy.	5	4	3	2	1	0
2. Is accurate and prompt with records and reports.	5	4	3	2	1	0
3. Supports school and district programs/activities.	5	4	3	2	1	0
4. Works cooperatively with other school personnel.	5	4	3	2	1	0
5. Interacts professionally with parents and community.	5	4	3	2	1	0
6. Exhibits desire for continued professional growth	5	4	3	2	1	0

OVERALL RATING

Potential as an effective teacher and asset to the profession.	5	4	3	2	1	0
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Additional comments:

Cooperating Teacher Signature _____

Print Name _____

Student Impact Project

(Modified Teacher Work Sample)

Introduction

The student impact project is a comprehensive project for which preparation begins prior to the Professional Trimester and continues throughout the semester's teaching experience. This project is a reflective application of the theory, knowledge, skills, strategies, assessments, evaluation, and analysis processes required in teaching. The Individual Impact Component is a qualitative study focusing on affective domain knowledge. The Unit Impact Component concentrates on cognitive domain knowledge and utilizes more quantitative methods. You will choose one of your teaching assignments for the Individual Component and the other assignment for the Unit Component. Requirement parameters are broadly set in order to increase the depth and breath of creativity, critical thinking, and to enhance the ability to adapt to a criteria as best suits your students. Implementation of the project components will be guided by your cooperating teachers with input and evaluation by your university supervisor and the EDUC 4542 instructor. Note: The project may include a portfolio assessment plan, scoring rubric for a performance assessment, teacher made objective test, grading scheme for a unit of study, and educational objectives and outcomes which are required assignments for EDUC 4542.

Individual Impact Component

The **Individual Impact Component** will examine your impact primarily on two target students. You may recognize that there are times when behavioral, emotional, attitudinal or other qualitative changes in students are needed before academic progress can occur. The ultimate goal is to maximize the potential for student learning through impact on student behavior, emotion, attitude or other qualitative trait. Early in your teaching assignment (usually your first site) you need to identify two or three students (one may move or become unavailable for the needed evidence gathering). You should begin early gathering samples of their work, e.g. make copies of some of their papers replacing their names by Student A, or Student B, or Student C. Of course you will be teaching and working with the whole class, this component of your project will focus on discovering that you can make a positive difference on your target students.

Your report for the **Individual Impact Component** will consist of:

Section I. Context Description

Describe the school, community, class, and target students. Describe the school and community setting. What is the composition of the class relative to academic abilities, cultural, socio-economic, and gender composition? What do you know about the backgrounds of your target students? Include a descriptive estimate for each target student's academic ability, emotional development, attitude, personality, behavior, and any diversity aspects important to the teaching/learning process. (format provided below to transfer to your computer)

Section II. Impact and Evidence

This section should describe the impact visible from the supportive evidence. The description of impact must be supported with two forms of evidence from: lesson plans, student work, frequency log, student portfolio, journal. [The evidence should maintain confidentiality]

Section III. Analysis of Individual Impact

This section of your individual report must include analysis and reflection of your instruction, interaction, and impact. The entire Individual Impact Component must maintain confidentiality.

Unit Impact Component

The **Unit Impact Component** focuses on student learning for all the individuals in your class (elementary, early childhood) or one of your classes (secondary, PRE-K-12). All effective teachers strive to teach so students learn. Discovering student gains can inform future instruction. Students can benefit, instruction can be adjusted, parents can be notified and help enlisted. For this component you will collaborate with your cooperating teacher early in your assignment to identify a unit of instruction that will be suitable for this project and for which you will assume full responsibility. If you are secondary or K-12 you and your cooperating teacher will choose a class to target as well as a unit. Be sure to discuss your plans with your university supervisor as he/she may have particular content-related specifications or input. You should plan the unit with the target group (see Section I) and unit objectives in mind. The *instructional* length of the unit must be *at least* 5 days. A pre-assessment and a post-assessment are required with 1-3 formative evaluations recorded as part of the unit. Remember, a pre-test serves as a benchmark of what students know and do not know relative to the unit objectives. Instructional strategies and plans should be adjusted based on pre-assessment findings. The post-assessment should be summative in nature and indicate how well individual students have mastered the unit objectives.

Your report for the **Unit Impact Component** will consist of:

Section I: Context Description

You and your cooperating teacher need to decide on a unit or subunit for which you will be responsible during your teaching assignment (the unit must be in a core area – not Excel Math; not Spelling). Your unit will be implemented when you have assumed full responsibility of the class as suggested in the *Guidelines for the Professional Trimester*, but may begin prior to this time. Pre-planning, planning, evaluation, and analysis are continuous throughout your teaching. The format for this Context Description is provided below to transfer to your computer. Clearly describe the learning context: characteristics of the class, school and community (i.e. age, grade, boys/girls, description of special needs, socio-economic characteristics, class personality, parental/community involvement, behavioral, ethnic, cultural and linguistic diversity, range of abilities, resources). Attach your Diversity Count, School/Parent/Community Partnership, and Technology Search.

Section II: Planning and Pre-Assessment

In most cases the Unit Impact Component of your Impact Project will take place during your second teaching assignment. As usual, your university supervisor and cooperating teacher should review your written plans. Your plans must include some type of pre-assessment for each student prior to instruction, some formative evaluations during instruction (1-3), and a summative assessment upon completion of the unit/subunit. Notation of strengths and weaknesses (*) of the class as a whole and individual students as related to the unit/subunit should be described in Section I.

Adaptations/modifications to your plans to accommodate for the strengths and weaknesses should be noted** in your unit plans. Section II of your report consists of a copy of the pre-assessment instrument, results of the pre-assessment on the form provided (* included), and copy of unit plans (** included). The pre-assessment should be similar but not identical to your planned summative assessment.

Section III Analysis of Unit Impact

One way to view your impact on student learning is by looking at student gains. You will add one to three results from formative evaluations and results from a summative evaluation to the Section II form, attach a copy of your summative evaluation instrument, note your successes, and discuss what you might have done differently (hindsight is 20-20) to increase the number and/or amount of success. You must also analyze the

results and discuss how modifications or teaching in another way could address specific student needs revealed by the analysis. **Reflection** is a valuable tool used by an effective teacher. All student impact project reports must include reflection of the unit objectives, planning, instruction, adaptation, assessment, and impact.

Cover Page and Final Page

Your Student Impact Project report should begin with a cover page complete with title, your name, your major, and the semester and year. Your report should end with a page of reflection describing what you may have found valuable, distressing, informative, or helpful in completing the project. Tie both components together into one experience. Include on this final page a paragraph titled **Technology**. In this paragraph describe how you incorporated technology use in your unit. Describe how you, as a teacher, utilized technology either in planning or during instruction and how your students used technology in the learning process.

Additional Requirements:

Early Childhood – Context descriptions should reveal clear understanding of family and community connections to the learning environment. Planning and analysis should reflect understanding and application of child development and learning theory related to young children.

Math — Specific content requirements as designated by the standards for math programs must be included in unit lesson plans.

Physical Education- Specific content requirements as designated by the standards for physical education programs must be included in unit lesson plans.

Science — Specific content requirements as designated by the standards for science programs must be included in unit lesson plans.

Social Studies –

The Individual Impact Component of your project should reflect how a minimum of four of the ten social studies themes were addressed.

The Unit Impact Component of your impact project should address specific content requirements as designated by the standards for social studies program in your unit lesson plans. Content of the unit must be based on a minimum of four of the ten social studies themes.

Student Impact Project Report

Format

Cover Page and Final Page

Your Student Impact Project report should begin with a cover page complete with title, your name, your major, and the semester and year. Your report should end with a page of reflection describing what you may have found valuable, distressing, informative, or helpful in completing the project. Tie both components together into one experience. Include on this final page a paragraph titled **Technology**. In this paragraph describe how you incorporated technology use in your unit. Describe how you, as a teacher, utilized technology either in planning or during instruction and how your students used technology in the learning process

Individual Impact Component

Section I. Context Description

Grade level of class which contains target students

School Level (early childhood, elementary, middle, etc.)

Assignment Term:

Describe the characteristics of the school, community and class.

Describe your target students.

Your cooperating teacher should verify your accuracy of the description of target students and demographics of the school and community.

Cooperating Teacher signature _____

Section II. Impact and Evidence

This section should be a minimum of two typed pages.
[attach two evidence sources –NO student names]

Section III. Analysis of Individual Impact

This section should be a minimum of one typed page.

Unit Impact Component

Section I Context Description

Student Teacher _____ Grade level/Class _____

School Level (circle appropriate classification)

Early Childhood Center Elementary Middle Level High School

Unit or Subunit title or description: _____

Duration of unit/subunit Dates: _____ # of days _____

Describe the characteristics of the school, community and children involved in this unit/subunit of instruction. Note: these characteristics should have some influence on your planning.

Cooperating Teacher signature _____

[Attach your Diversity Count, School/Parent/Community Partnership, and Technology Search.]

Section II Planning and Pre-Assessment & Section III assessment record for analysis of impact

Student code	Pre-Assessment	Formative Assess 1	(Formative Assess 2)	(Formative Assess 3)	Summative Assessment	Student Progress

Cooperating Teacher signature _____

Section II. Analysis of Pre-assessment (Address these questions in 1-2 typed pages)

Of course, your initial plans including the pre-assessment instrument were made based on what you knew about your class at that time. Results of the pre-assessment add useful information for the instructional process.

What strengths, if any, does your class exhibit in relation to the topic for which you are planning?

What particular challenges were revealed for the class as a whole in relation to the topic?

Do any individual students appear to have the topic mastered (* strength)?

Do any individual students appear to have particular challenges regarding the topic (*weakness)?

What adjustments (**) to your plans or accommodations are needed based on your answers to the above questions? These should be noted on your plans.

[Attach copies of your pre-assessment instrument and your unit plans.]

Section III. Analysis of Impact (Address these questions in 1-2 typed pages)

What successes are evident regarding the progress of your students concerning the unit/subunit.

What successes did you notice that might not be revealed in the evaluation chart?

With the benefit of hindsight, what adjustments in instruction could result in greater and/or more successes?

[add data to section II chart, and attach a copy of your summative assessment instrument]

Student Impact Project Rubric

Level 5		Level 4		Level 3	Level 2
Overall Project					
Knowledge - theory	Thorough treatment of objectives; strategies & approaches to project clearly demonstrate the integration & application of methods, theories, etc. of Class room Management & Eval/Assmnt and major	Addresses most obj. thoroughly; task is addressed in complete manner; strategies & approaches to project demonstrate the integration & application of methods, theories,etc of CM & E/A	Some obj. not addressed; task is marginally addressed; strategies & approaches to project demonstrate marginal evidence of integration & application of methods, theories, etc. of CM & E/A	Objectives not addressed; Task is not addressed; Strategies & approaches do not show any evidence of integration & application of methods, theories, etc of CM or E/A	
Strategies - Concepts	Project presentation is very well organized & is reader friendly; flows well; key concepts & strategies are highly consistent throughout; major components are fully developed & clear descriptions are provided	Project presentation is well organized; flows well; key concepts & strategies are consistent throughout; major components are developed & descriptions are provided	Project presentation is organized; Reader has difficulty following main concepts; lacks sequential presentation of concepts & strategies; marginally responds to the obj; key concepts & strategies lack consistency; major components are marginally dev	Project presentation is not organized & is very difficult for the reader to follow main concepts; Concepts & strategies are not sequential nor logical in presentation; inconsistencies in key concepts & strategies; major components left undeveloped	
Professionalism	Very well written; content is presented with rich, clear descriptions Confidentiality maintain	Well written; content is presented in a clear manner Confidentiality maintain	Sentence & Paragraph structure is poorly written; content is not presented using clear descriptions	Poorly written; descriptions are incomplete & incoherent	

Individual Impact Component				
Context	well developed; accurate	marginal information	minimal information	information omitted
Evidence	multiple sources	two sources	two sources-minimal info.	little evidence
Analysis/Reflection	Affective domain data alignment of assessment well developed reflection, efficacy apparent	affective domain data present alignment of assessment developed reflection	affective domain data marginally present; minimal alignment; minimal reflection	little evidence
Unit Impact Component				
Context	well developed; accurate	marginal information	minimal information	information omitted
Plan/Assessment	pre-test planning unit-lessons-planning/ post/test planning; data	marginal pre/unit-lessons/ post test planning; marginal data lessons-unit developed	minimal pre/unit-lessons/ post test planning; minimal data lessons-unit underdeveloped	post test planning not evident
Analysis/Reflection	Pre/Post test analysis Reflection reflects understanding of the relationship between planning, instruction and student learning, efficacy apparent	marginal pre-post test reflection	minimal pre/post test reflection	Reflection
Impact	Student Impact evident (>50% of population)	Student Impact apparent (<50% but >30% of pop.)	Student Impact minimal (<30 % of population)	Student Impact-absent (Negligible)