

PIEDMONT
COLLEGE

SCHOOL OF
EDUCATION

INTERNSHIP I HANDBOOK

*“Mastering the Art of Teaching:
Preparing Proactive Educators to Improve the Lives of All
Children”*

Striving to prepare reflective, scholarly, proactive educators

FOREWORD

The Internship I Handbook is issued as an aid to the host teacher, the college supervisor, and the teacher candidate. It is recognized that the internship experience is the most vital of all experiences in the sequence of professional development. Much is owed to the host teacher who is willing to help a candidate become a scholarly, reflective, proactive educator.

Piedmont College is very appreciative of the dedication and generosity of those teachers who volunteer to help in this program. We offer our sincerest thanks.

School of Education
Piedmont College

Outline of Internship Terminology:

Internship I – 1st semester (former practicum and apprentice I)

Internship II – 2nd semester (former student teaching and apprentice II)

Piedmont College Contacts

Title	Name	Number	Email
Demorest Campus	Operator	(706) 778-3000 (706) 778-8500	
Athens Campus	Operator	(706) 548-8505 (706) 433-1759	
Dean of the School of Education	Dr. Don Gnecco	(706) 778-3000 x1201	dgnecco@piedmont.edu
Associate Dean of the School of Education (Demorest)	Dr. Julie Palmour	(706) 778-3000 x1230	jpalmour@piedmont.edu
Associate Dean of the School of Education (Athens)	Dr. Clay Crowder	(706)548-8505 x1782	ccrowder@piedmont.edu
Director of Teacher Education	Dr. Susan Turpin	(706) 778-3000 x8011	sturpin@piedmont.edu
Coordinator of Clinical Experiences and edTPA	Dr. Kelly Land	(706)778-8500 x1313	kland@piedmont.edu
Early Childhood Education Chair Early Childhood Coordinator (Demorest)	Dr. Barbara Benson Prof. Susan Smith-Patrick	(706)778-3000 x8007 (706)778-8500 x1342	bbenson@piedmont.edu ssmith@piedmont.edu
Middle Grades Education Chair Middle Grades Coordinator (Athens)	Dr. Katrina Short Dr. Evelyn Sears	(706) 778-8500 x8057 (706) 778-8500 x8030	kshort@piedmont.edu esears@piedmont.edu
Secondary Education Chair Secondary Education Coordinator (Athens)	Dr. Jennifer Betz Dr. Angela Brown	(706) 778-3000 x1490 (706) 778-3000 x8014	jbetz@piedmont.edu abrown@piedmont.edu
Special Education Chair	Dr. Candice Southall	(706)548-8505 x1781	csouthall@piedmont.edu
Art Education Chair	Prof. Chris Kelly	(706) 778-8500 x1307	ckelly@piedmont.edu
Music Department Chair Music Education Liaison	Dr. Wallace Hinson Dr. Lauren Ringwall	(706) 778-8500 x1211 (706) 778-8500 x1526	whinson@piedmont.edu lringwall@piedmont.edu
Instructional Technology Chair	Dr. Randall Hollandsworth	(706) 778-8500 x1195	rhollandsworth@piedmont.edu
Drama Department Chair Drama Education Liaison	Prof. Bill Gabelausen Dr. Kathy Blandin	(706) 778-8500 x1320 (706) 778-8500 x1068	wgabelausen@piedmont.edu kblandin@piedmont.edu
Certification Officer and Advising Coordinator ATE Certification Office	Prof. Libby Willis	(706) 548-8505 x8010	lwillis@piedmont.edu ate.certification@piedmont.edu

Piedmont College Mailing Addresses:

Piedmont College
P.O. Box 10
1021 Central Avenue
Demorest, GA 30535

Piedmont College
Athens Campus
595 Prince Avenue
Athens, GA 30601

Table of Contents

Forward and Contacts..... 2

PART I INTRODUCTION AND SYNOPSIS OF REQUIREMENTS 4

 Welcome..... 4

 Piedmont College Mission 4

 School of Education Mission 4

 School of Education Conceptual Framework 5

 Core Candidate Learning Outcomes (CCLOs)..... 6

 School of Education Dispositions 10

 School of Education Requirements 10

PART II OVERVIEW AND OBJECTIVES OF INTERNSHIP II EXPERIENCE 11

 Overview of Internship I Experience..... 11

 Admonitions and Advisements..... 11

 Glossary of Terms 12

 Objectives of Internship I Experience 13

PART III POLICIES AND PROCEDURES FOR TEACHER CANDIDATES..... 15

 Status in the Cooperating School 15

 Legal Status and Responsibilities..... 15

 Teacher Candidate Progress during Field Experience..... 15

 Discontinuance of Field Placement..... 15

 Procedures for Complaints..... 16

 Evaluation of the Teacher Candidate 16

 Grading of the Teacher Candidate 17

PART IV ROLES OF PERSONNEL INVOLVED IN INTERNSHIP EXPERIENCE..... 18

 Principal 18

 Host Teacher 18

 College Supervisor 20

 Teacher Candidate Essentials..... 21

PART V PROFESSIONAL COMPETENCIES REQUIRED OF TEACHER CANDIDATE 24

 Lesson Plans 24

 Candidate Self-Assessment and Reflection..... 24

 Professionalism 25

 Suggested Timeline for Internship I 27

 Lesson Plan Instructional Guide 28

 Lesson Plan Template..... 34

 Lesson Plan Rubric..... 38

PART I
INTRODUCTION AND SYNOPSIS OF REQUIREMENTS

Welcome

Congratulations! You are on the brink of achieving your goal! Well done! Approach your Internship with the confidence that the faculty and staff in the School of Education support you and believe that you can achieve this rewarding and challenging adventure ahead of you. Enjoy your internship experience as you continue to learn about yourself and the profession. You will soon realize that you are well prepared to begin your career as an educator.

Take extra care of yourself during this semester. Eat well, exercise, rest, have fun and wash your hands a lot! You will be in an entirely new environment and your brain isn't the only thing that will need to learn new things!

As you begin to prepare yourself for this exciting experience, in addition to printing a copy of this handbook for yourself, print one for your Host Teacher. Contact your Host Teacher as soon as you receive your assignment letter. Make arrangements to meet with that person as soon as you can get together.

Should you need to talk to someone in the School of Education before your college supervisor is assigned, contact the Director of Teaching and Learning, the Coordinator of Clinical Experiences, or your advisor.

Piedmont College Mission

Piedmont College educates students to become successful and responsible citizens through rigorous academic instruction in the liberal arts and professional disciplines. The College provides educational opportunities through a wide range of undergraduate and graduate programs. The institution emphasizes critical thinking, high ethical standards, and respect for diversity.

School of Education Mission

The theme of the School of Education is "Mastering the art of teaching: Preparing proactive educators to improve the lives of all children". The School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific ideals undergird our conceptual framework. We advocate the democratic ideals of: equal rights and opportunities; individual freedom and responsibility; responsibility for the greater good; respect for diversity; openness to possibilities; and open, informed discourse.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing for field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and constantly revising the curriculum to reflect new insights and understandings. Further, we endorse the development of a sense of personal integrity and of strong habits of mind (e.g., reflectiveness, persistence, clarity, accuracy, and responsiveness to feedback).

School of Education Conceptual Framework

The School of Education at Piedmont College strives to prepare scholarly, reflective, proactive educators. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific democratic ideals underpin our Conceptual Framework:

- ◆ equal rights and opportunities;
- ◆ individual freedom balanced by individual responsibilities;
- ◆ responsibility for the greater good;
- ◆ respect for diversities;
- ◆ openness to possibilities; and
- ◆ open, informed discourse.

We endorse the following processes as the means of striving for our democratic ideals:

- ◆ engaging in participatory decision-making;
- ◆ collaborating in teaching and learning;
- ◆ collecting information from all constituencies;
- ◆ examining options and projecting consequences;
- ◆ nurturing open discourse;
- ◆ providing for field experiences;
- ◆ assessing processes as well as products;
- ◆ modeling democratic ideals in the classroom;
- ◆ forming communities of learners; and
- ◆ constant revising of the curriculum to reflect new insights and understandings.

Further, we endorse the development of dispositions of personal integrity and of strong habits of mind (e.g., reflection, persistence, clarity, accuracy, and responsiveness to feedback). Through a program of study based on the teacher candidate's undergraduate program, experience, and professional goals, the program seeks to:

- provide the teacher candidate with the ability to communicate and teach effectively using an interdisciplinary knowledge base and understanding of multidimensional classrooms;
- use and facilitate critical thinking skills;
- enhance teacher candidates' content knowledge, integrating it with instructional technology;

- enable teacher candidates to interpret and assess educational research, and conduct their own classroom-based research; and to provide experiences that enable teacher candidates to assume roles as scholarly practitioners and develop their skills and abilities as professional teachers

School of Education Core Candidate Learning Outcomes (CCLOs)

CCLOs serve as a continually evolving guide to teacher development, practice, assessments, and decision-making. For these CCLOs to guide our development as educators and become the habits of mind that drive what we do, faculty and candidates must engage them in recurring dialogue, application, and reflection.

The following ten outcomes, adapted from the 1994 InTASC standards (Interstate New Teacher Assessment and Support Consortium) were updated in 2009 and became effective January 1, 2010. These outcomes are addressed in all courses and are applicable to the undergraduate and graduate programs.

The teacher candidates will be evaluated using the Intern Keys, which is based on the Georgia Teacher Evaluation Keys System (TKES). The TKES as well as the Intern Keys are based on INTASC standards. The Intern Keys will be used to measure mastery of the following outcomes.

1. *Learning environment:* The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning.
InTASC Standards 1 & 3, Intern Keys Standards 1, 3, 4, 7, 8, 9, 10
2. *Subject matter:* The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject. **InTASC Standards 4 & 5, Intern Keys Standards 1 & 2**
3. *Student learning:* Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth. **InTASC Standards 1 & 3, Intern Keys Standards 2 & 8**
4. *Diversity:* Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students. **InTASC Standards 1, 2 & 7, Intern Keys Standard 4**
5. *Instructional strategies:* The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards.
InTASC Standards 5, 7 & 8, Intern Keys Standards 3 & 4
6. *Assessment strategies:* To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making.
InTASC Standards 6 & 7, Intern Keys Standards 5 & 6

7. *Communication*: The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. **InTASC Standard 10, Intern Keys Standard 10**
8. *Research*: The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues. **InTASC Standards 7 & 9, Intern Keys Standards 1, 3, 5**
9. *Reflection and professional development*: The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of those decisions, thereby refining a personal pedagogy to guide professional practices. **InTASC Standard 9, Intern Keys Standards 1 & 9**
10. *Collaboration*: The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well being. **InTASC Standards 3 & 10, Intern Keys Standards 1, 6, 9**

In addition to the ten Core Candidate Learning Outcomes across programs, each program includes additional outcomes that graduate candidates are expected to demonstrate.

Early Childhood and Middle Grades Masters Candidate Learning Outcomes (ECMMCLO):

11. *Constructivist Practices*: The scholarly, reflective, proactive teacher models and provides opportunities for constructivist practices.
12. *Informed Teachers*: The scholarly, reflective, proactive teacher is an informed professional.
13. *Scholarly Work*: The reflective, proactive teacher actively engages in scholarly work.
14. *Ethical and Legal Awareness*: The scholarly, reflective, proactive teacher adheres to and explicates for others the professional ethical standards and abides by laws related to rights and the responsibilities related to students, educators, and families.

Secondary Education Masters Candidate Learning Outcomes (SECMCLO):

(For both Initial and Advanced Certification Programs)

11. *Research*: The teacher refines instructional practices informed by critical consideration of relevant research and by the application of action research as an ongoing aspect of practice.
12. *Democratic Classroom*: The teacher guides students toward involvement in activities that provide skills and dispositions to fulfill the roles of a citizen engaged in pursuing the ideals of democracy.
13. *Philosophical Orientation*: The teacher studies initiatives, patterns, trends and policies for their philosophical underpinnings as part of a continuing assessment of the efficacy of those underpinnings.
14. *Integrity*: The teacher pursues her/his professional practices with a strong sense of mission beyond keeping a job, and with a keen sense of ethical integrity.
15. *Philosophical Pragmatism*: The teacher maintains an intellectual spiral in which practices are improved by conceptual refinements, which are in turn refined by assessing the results of implementations over time.

(For Advanced Certification Programs)

16. Modeling and Mentoring: The teacher both models best practices and accepts responsibility to mentor new and veteran teachers.
17. Professional Discourse: The teacher participates actively in the professional discourses related to the field of certification--at the school and in regional and national venues.
18. Proactive Involvement: The teacher takes advantage of opportunities to influence the school toward curricula, instructional practices, policies and professional climate which result in students acquiring more durable knowledge and skills and in-depth understanding, as well as positive dispositions toward learning.

Special Education Masters Candidate Learning Outcomes (SPEDMCLO):

(Based on the Council for Exceptional Children's (CEC) professional standards for teachers of students with disabilities.)

11. Foundations: Teacher candidates will understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
12. Development and Characteristics of Learners: Teacher candidates understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with disabilities.
13. Individual Learning Differences: Teacher candidates are active and resourceful in seeing to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
14. Instructional Strategies: Teacher candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with disabilities. Special educators select, adapt, and use these instruction strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for students with disabilities.
15. Learning Environments and Social Interactions: Teacher candidates actively create learning environments for students with disabilities that foster cultural understanding, safety, and emotional well-being, positive social interactions, and active engagement.
16. Language: Teacher candidates understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and the use of language. Teacher candidates use individualized strategies to enhance language development and teach communication skills to individuals with disabilities.
17. Instructional Planning: Teacher candidates develop long-range individualized instructional plans anchored in both general and special curricula. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.

18. Assessment: Teacher candidates use multiple types of assessment information for a variety of educational decisions. The results of assessments are used to help identify exceptional learning needs and to develop and implement individualized instruction programs, as well as to adjust instruction in response to ongoing learning progress.
19. Professional and Ethical Practice: Teacher candidates are guided by the profession's ethical and professional practice standards, actively plan and engaging in activities that foster their professional growth and keep them current with evidence-based best practices.
20. Collaboration: Teacher candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Special educators promote and advocate the learning and well being of individuals with disabilities across a wide range of settings and a range of different learning experiences; facilitating successful transitions of students with disabilities across settings and services.

Music Education Masters Candidate Learning Outcomes (MMCLO):

11. Repertory and History: The teacher candidate is a scholarly musician who is familiar with, through performance and academic studies, music of diverse cultural sources, historical periods, and media.
12. Technology: The teacher candidate is knowledgeable of the capabilities of technology as they relate to music composition, performance, analysis, teaching, and research.
13. Performance: The knowledgeable teacher candidate has demonstrated the ability to perform, improvise, and compose in at least one applied music area and keyboard, and has experience throughout the program with ensembles that are varied in size and nature.
14. Teacher Preparation: The knowledgeable and reflective teacher candidate has a mastery of the fundamental elements of music (melody, harmony, rhythm, texture, form, and style) and music history, and is able to teach these elements at the appropriate level, P-12, to a diverse community of learners in a democratic classroom.

Art Education Master's Candidate Learning Outcomes (MACLO):

11. Students will analyze, synthesize, and evaluate Contemporary and Postmodern art, and be able to apply formal analysis to the classroom.
12. Students will synthesize art experiences and apply gained knowledge to the production of personal artwork and related lesson plans.
13. Students will develop research that adds to the body of knowledge within the field of art education.

School of Education Dispositions

In addition to the common core learning outcomes and graduate candidate learning outcomes, all candidates are expected to be familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the following dispositions as defined by the School of Education faculty:

Scholarly: Inquiring; creative; seeks solutions; thinks critically about theory and method; keeps current in discipline (conferences, journals, classes); pursues lifelong learning.

Reflective: Bases daily decisions on in depth reflection, done frequently and honestly; considers many possibilities for problem solutions; stays open to constructive criticism.

Proactive: Anticipates problems in management; anticipates problems and difficulties in instruction; addresses pertinent issues of school and community to support student learning; encourages students' critical thinking, problem solving, and creativity; plans for important student learning; fosters visionary thinking and action; promotes mindful leadership to improve schools.

Democratic: Facilitator; views others as capable to deal with problems and able to make decisions; promotes equitable treatment for all students; has high expectations for all students; seeks best interest of students they serve; open-minded; able to view other perspectives; accommodates individual differences; culturally sensitive in areas of communications, learning, assessment, and cultural norms; collaborates well with others; works for the good of the community.

Responsible: Patience, professional temperament; aims to be the best he/she can be; good work ethic; punctual; recognizes when their own dispositions may need to be adjusted and are able to develop plans to do so.

School of Education Requirements

Field Experiences (required BEFORE Internship II)

- Continuation and completion of all field experiences is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all candidates be successful as described in the School of Education Conceptual Framework and Common Core Learning Outcomes and, for candidates in programs leading to certification. Piedmont College reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the cooperating school.

Teacher Associations- Student Membership for Liability Insurance

- Teacher candidates MUST enroll in either the Student Professional Association of Georgia Educators (SPAGE) or the Georgia Association of Educators (GAE). Membership includes liability insurance coverage. This coverage is required before teacher candidates can enter schools to complete field experiences or internships.

Detailed Requirements of Internships

- Candidates complete supervised field experiences consistent with the grade levels of certification sought during their Internship I and II experiences. Below is a summary of the internship requirements for each of the programs.
 - Early Childhood Program – Field experiences are required in three grade levels – PK-K, 1-3, and 4-5.
 - Middle Grades Program – Field experiences are required in two grade levels – 4-5 and 6-8.
 - Secondary Program – Field experiences are required in two grade levels – 6-8 and 9-12.

PART II **OVERVIEW AND OBJECTIVES OF INTERNSHIP EXPERIENCE**

Overview of Internship I Experience

In the field of teacher education, the most vital phase of a candidate's preparation is the field experience. For approximately 16 weeks, teacher candidates will observe and investigate the process of teaching and learning. The internship experience is performed in a carefully selected school reflecting the grade level/content area at which certification is sought, under the direction of the college supervisor and a qualified classroom teacher. For successful candidates, the experience will culminate with passage into Internship II.

During the time spent in the Internship I, the college supervisor will observe the teacher candidate on a regular basis. In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Teacher candidates and the host teachers will be provided with a copy of the class schedules at the beginning of the semester.

Admonitions and Advisements

- Teacher candidates are expected to adhere to the Georgia Code of Ethics for Educators. Note that the Code requires reporting possible violations of the Code, as well as expectations for your own conduct. Please visit <http://www.gapsc.com/Ethics/Home.aspx> for more information on the GaPSC Code of Ethics.
- Candidates are expected to develop and maintain dispositions associated with scholarly, reflective, proactive practitioners. Please refer to the forms section of this handbook to gain directions for accessing more information and the Dispositions Rubric.
- Teacher candidates are expected to demonstrate meeting the Core Candidate Learning Outcomes (CCLOs). (See page 6 for a list of the CCLOs.)
- Teacher candidates will be evaluated by using the Intern Keys. They should refer to the Intern Keys Standards often and consider them a means of improving performance. Please refer to appendix of this handbook to access the Intern Keys rubrics.

Glossary of Terms

College Supervisor: The Piedmont College representative who is responsible for supervising teacher candidates.

Cooperating School/System: A public or private school/system providing placements for a teacher candidate. They have a formal agreement with the college to provide field experience sites.

Coordinator of Clinical Experiences: The person designated by the Dean to coordinate field experience matters on behalf of Piedmont College.

Georgia Professional Standards Commission (GaPSC): The state agency that administers policies pertaining to the preparation and certification of education personnel. The office also establishes and enforces standards of competent professional performance and ethical conduct for educators in Georgia. Visit www.gapsc.com/ to learn more information about the GaPSC.

Host Teacher: The classroom teacher that is hosting the classroom for the internship experience.

Internship I: A semester long field experience required for teacher candidates as part of the teacher certification process. This was previously known at Piedmont College as *practicum* or *apprenticeship I*.

Internship II: A semester long field experience required for teacher candidates as part of the teacher certification process. This was previously known at Piedmont College as *student teaching* or *apprenticeship II*.

Teacher Candidate: A teacher education student enrolled at Piedmont College. Sometimes often referred to as an intern or student teacher.

Objectives of the Internship Experience

Teacher candidates are expected to apply and demonstrate a growing competence with regard to the following objectives that are based on the Core Learning Outcomes of the School of Education at Piedmont College, the Georgia 2000 Standards, and the GaPSC Standards. The teacher candidate teacher will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;
2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;
3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;
4. prepare and use Piedmont lesson plans to on design learning segments that incorporate developmentally appropriately curriculum and instructional practices;
5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;
6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;
7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;
9. model and promote constructivist practices;
10. implement basic health, nutrition, and safety management practices for children;
11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;
12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;
13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their

internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and

15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

PART III POLICIES AND PROCEDURES FOR TEACHER CANDIDATES

Status in the Cooperating School

The teacher candidate is to function as a member of the faculty of the school in which the internship is performed. The teacher candidate is expected to attend school regularly, to be on time for the opening of school and for all classes and appointments, and not to leave the school prior to the close of the school day except in case of emergency, and then only with prior notification to the host teacher. The teacher candidate is responsible for notifying the college supervisor, host teacher, and school prior to absences.

Legal Status and Responsibilities

In the public schools of Georgia, the teacher candidate has no legal status. As a result, the teacher candidate is not covered by any of the school's normal insurance coverage for teachers. The planned program of the internship does not imply the use of a candidate as a substitute. It is the responsibility of the host teacher and the principal to **assure that a substitute is called in the absence of the host teacher**. However, a teacher candidate who has received substitute training could be asked by the building principal to teach in an **emergency situation**. In such a case, the principal is responsible for following system guidelines. The candidate should notify the college supervisor any time he or she is being employed as a substitute teacher. Guard against abuse or misuse of this option.

Regardless of the policy of the school, **teacher candidates are not to administer any medication to students**. Please check the school's policy manual for other procedures and safe guards. Additionally, teacher candidates are not permitted to participate in playground supervision without the presence of a classroom teacher unless approved by the school principal.

Teacher Candidate Progress during Field Experience

Most teacher candidates grow and prosper during field experiences. In some cases; however, difficulties are encountered as part of field experiences. Immediate, open, and honest communication about any problem is essential. Typically, teacher candidates will encounter and solve the problem by following the guidance of the host teacher. If more assistance is needed, the college supervisor will become involved and develop a plan of action. If problems become more severe, the Director of Teacher Education and the Coordinator of Clinical Experiences will become involved, and a professional growth plan will be developed based upon the Piedmont College's list of dispositions.

Discontinuance of Field Placement

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students as determined by the Director of Teacher Education or by the Coordinator of Clinical Experiences, the termination of the placement may be

immediate. In such cases, the situation will be reviewed and a conference will be scheduled with teacher candidate to ensure that the seriousness of the situation is made aware to the candidate.

One of the following actions can be recommended by the College.

1. A second classroom placement can be requested. (A second placement within a semester is an option only if sufficient time remains in the semester for the teacher candidate to fulfill all field requirements. If the candidate is already in the second placement, the option of earning a failing grade is usually the option chosen for the candidate.
2. Administrative withdrawal from all courses associated with the field experience can be made by the request of the Director of Teacher Education or by the Coordinator of Clinical Experiences.
3. A grade of D or F is earned in each course associated with the field experience can be given to the teacher candidate, if warranted.

Procedures for Complaints

In the event that another placement is needed, the Director of Teacher Education and the Coordinator of Clinical Experiences will discuss with the teacher candidate options for a second placement, available supporting college resources, and/or other career alternatives. The teacher candidate is informed of the appropriate appeal procedure.

Candidates are reminded of the policy that a student may only repeat two courses during the program and that any course may only be repeated one time.

OTHER CIRCUMSTANCES

Sometimes there are other circumstances which could result in a discontinuance of the field placement. When a relationship between the candidate and the host teacher (or other school personnel) has been damaged or broken, the candidate may be removed from that field placement. These situations will be handled on a case-by-case basis.

Evaluation of the Teacher Candidate

Evaluation is a continuous process. The teacher candidate, the host teacher, and the college supervisor should be directly involved. Evaluation during such an important experience can be challenging which may lead to a temptation to be too exacting or too lenient. Teacher candidates are not expected to be perfect in all areas of teaching. In fact, teacher candidates are not expected to be perfect in any aspect of teaching. It is expected that a teacher candidate's skills will improve from the beginning to the end of the semester and that any evaluations provided will show this improvement.

The teacher candidate should engage in reflection and objective self-analysis daily and learn to think critically of his or her methodology, techniques, and teaching practices. An effective means of accomplishing this is to participate in short conferences with the host teacher on internship days. Another format for self-evaluation is through the writing of the reflective

journal that is a required part of the internship experience. Evaluation as a part of the daily routine permits rapid correction of the perceived deficiencies.

The host teacher(s) should be assessing and evaluating the teacher candidate and sharing these evaluations with the teacher candidate and with the college supervisor on a regular basis. Constructive criticism, specific suggestions for improvement and praise are helpful and appropriate.

The college supervisor participates in the evaluative process by counseling with the teacher candidate, monitoring progress, providing written and oral feedback of each observation and supporting both the student teacher and the host teacher.

Grading of the Internship Experience

The teacher candidate's final grade is awarded by the college supervisor, who will give due consideration to all other evaluations of the teacher candidate. The final grade is a Pass (P) or Fail (F). There is no numeric or other letter grade assigned. This final grade is awarded on the basis of the following criteria:

- evaluation and suggested grade by the host teacher;
- evaluation by the college supervisor from personal observations of the teacher candidate;
- teacher candidate's reflective journal;
- teacher candidate's rating on the Intern Keys rubrics completed by the college supervisor and;
- evidence of having met the stated objectives of the internship program.

Only a grade of Pass (P) will be recognized for recommendation for certification. A summative written evaluation (Intern Keys Rubrics) will be kept on file by the School of Education.

PART IV
ROLES OF PERSONNEL INVOLVED IN INTERNSHIP EXPERIENCE

Principal

The principal plays an important role in making the teacher candidate feel welcome. The teacher candidate should be introduced to the faculty and be provided with those materials normally given to a new teacher. The teacher candidate should be treated as a full time member of the staff. The teacher candidate should be provided with opportunities to participate in staff meetings and extracurricular activities. If time permits, it is encouraged for the principal to observe the teacher candidate and provide feedback to the host teacher, the college supervisor, and the teacher candidate.

Host Teacher

Piedmont College recognizes that a classroom teacher's primary responsibility is the education and care of his or her students and that the teacher is always in charge of the classroom. A congenial classroom atmosphere is enhanced when the teacher imparts to the teacher candidate the feeling that he or she is a welcomed and valued person in the classroom. The teacher candidate should feel that the teacher truly cares about making the internship teaching experience a learning and growing process. With this atmosphere created, the classroom teacher becomes a host teacher who invites teacher candidates to work in his or her classroom.

The role of the host teacher is crucial to the success of the internship teaching experience. The host teacher provides the teacher candidate with adequate opportunities for teaching, guides the teacher candidate daily, and provides the teacher candidate with ongoing, consistent evaluations throughout the internship teaching placement.

The responsibilities of the host teacher include:

1. Preparing students for the teacher candidate. The teacher candidate should be introduced to the class in a way that gives status and conveys the feeling that he or she is welcome because of the contribution that will be made to the learning process. The class must also be made aware that the teacher candidate will be serving in the capacity of a co-worker and will be given the necessary freedom and authority to perform such a function.
2. Providing the teacher candidate with appropriate materials including a seating chart, curriculum guide, textbooks, faculty handbook, daily schedule, and pertinent information concerning specific students.
3. Providing time to meet with the teacher candidate for sharing, planning, and evaluating. It is extremely important to keep the channels of communication open. Teacher candidates tend to be somewhat insecure in their new role; not knowing what to expect for the next visit simply adds to this insecurity. Communication is the key to success for the teacher candidate.

4. Working with the college supervisor to plan for the scope of internship. Within this plan, please keep in mind when the teacher candidate will not be at school during the time that he/she will be attending classes on campus.

5. Sharing with the teacher candidate insights and ideas that have been learned over the years of teaching. Suggestions include: ideas for class projects, materials, unique teaching methods, effective instructional strategies, and systems of classroom management. Share the types of action that can be taken to maintain productive behavior in the classroom and the types of disciplinary actions that can be taken when necessary.

6. Being specific about strengths and weaknesses of the teacher candidate. Offer praise and suggestions for improvement.

Questions that might be used to help the candidate evaluate his or her student interaction may include:

- a) How would you assess the effectiveness of this lesson?
- b) If you were to teach this same lesson to a similar class tomorrow, what would you keep the same? What would you change and how would you do it?
- c) In what other ways could you have taught the lesson?
- d) How could you have encouraged more pupil participation in your lesson?
- e) Why do you think that pupils did or did not understand your questions?
- f) Are you satisfied with the results? What did pupils learn? How do you know?
- g) How did you encourage all pupils to participate?

7. Arranging for the teacher candidate to observe other classrooms in the school. Also, arrange for the teacher candidate to attend a variety of meetings and parent conferences.

8. Allowing the teacher candidate opportunities to share the teaching role for some of the learning segments. This should not be thrust upon a teacher candidate before he or she can handle it, but such times should be provided as often as the host teacher deems feasible.

9. Reporting **immediately** to the college supervisor any suspicion of irresponsibility or deviation from professional conduct on the part of the teacher candidate.

10. Evaluating the teacher candidate by conferring with the college supervisor and completing the Intern Keys rubrics. Please visit the Piedmont College School of Education website at <http://edu.piedmont.edu/> to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form as it will not be available to you after that time.

11. Modeling and promoting best practices is an essential part of successful candidate support. As such, the GaPSC requires that host teachers to demonstrate, through formal evaluation, success in the field.

12. Although the host teacher is not expected to change his or her philosophy or approaches for the teacher candidate, we encourage the host teacher to allow the teacher candidate latitude in attempting different teaching methods or styles.

13. Acclimating the teacher candidate to the classroom management procedures that have already been established. The area of greatest concern to most teacher candidates is classroom management. Because candidates generally have had very little actual experience in this area, host teachers may anticipate a feeling of insecurity on the part of the teacher candidate. The following suggestions may be helpful for the host teacher.

- Accept the teacher candidate as a professional member of the faculty and maintain a professional attitude towards the teacher candidate in the classroom.
- Help the teacher candidate become quickly aware of and familiar with school policies, procedures, handbooks, and classroom routines. Of particular importance are those areas related to safety such as fire and severe weather drill procedures.
- Confer with the teacher candidate in private concerning errors in judgment, needed improvements in classroom management procedures, and suggestions of improvement for the future.
- Model appropriate time management strategies for the teacher candidate.
- Make the teacher candidate aware of the discipline measures, techniques, and consequences for violations that are employed in the classroom or followed school-wide. The teacher candidate should employ these same methods and make changes only after the approval and advice of the host teacher.

As the teacher candidate gains experience and self-confidence, the host teacher should increase the teacher candidate's responsibilities in the classroom. Successful achievement and increased opportunities to gain the support and respect of the students provide the best foundation for continued success.

College Supervisor

The college supervisor serves as a consultant to both the host teacher and the teacher candidate. His or her assignment includes neither the changing of the school or classroom policies, nor the altering of the teaching process of the classroom supervisor. The responsibilities of the college supervisor include:

1. Setting up an initial conference early in the semester among the host teacher, the teacher candidate, and the college supervisor. The purpose of the conference is to schedule a timeline of teaching responsibilities, determining when lead teaching will take place, communicating expectations about and orienting the host teachers to the School of Education Internship requirements.
2. Visiting the classroom during the internship experience for the purpose of observing the teacher candidate for formative feedback.

3. Conferring with the teacher candidate and the host teacher for the purpose of analyzing and evaluating the teaching progress and offering praise and suggestions when indicated.
4. Acting as a resource person to the teacher candidate, as well as reading and responding to entries in the daily reflection journal.
5. **Clearly articulating the Piedmont College lesson plan format**, reviewing and evaluating lesson plans, tests, and handouts contained in the teacher candidate's plans.
6. Conferring with the host teacher for the purpose of planning and evaluation that would best help the teacher candidate.
7. Evaluating the teacher candidate by conferring with the Intern Keys rubrics. Please visit the Piedmont College School of Education website at <http://edu.piedmont.edu/> to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form as it will not be available to you after that time.
8. Maintaining adequate records on each teacher candidate.
9. Evaluating the teacher candidate's final grade in terms of a Pass (P) or Fail (F).

Teacher Candidate Essentials

As the term internship suggests, the role of teacher candidates is to observe, explore, and test out various instructional and management methods and strategies. They are to experience the role of the teacher and see how it can fit with their own personalities, taking advantage of their strengths, and learning to handle challenges. Teacher candidates do this by observing a variety of teachers in all types of situations, as well as assuming responsibility for planning and implementing instruction – then reflecting on their experiences. Teacher candidates are to be involved in co-teaching with the host teacher.

The teacher candidate has varied responsibilities. There is a responsibility to one's self to expand capabilities and grow toward excellence in teaching. There are responsibilities to the teaching profession. There are responsibilities to the students, parents, the host teacher, the school and school system. There are responsibilities related to Piedmont College, the School of Education, and the college supervisor. The responsibilities of the teacher candidate include, but are not limited to:

1. Maintaining dress and grooming in harmony with the policies of the cooperating school and in a way that reflects positively upon Piedmont College and the professional status of a teacher candidate.
2. Adhering to the GaPSC Code of Ethics.

3. Being punctual at all times in meetings with classes, duties, conferences, and in returning required assignments.
 - *The cooperating school's policies concerning arrival and departure times are to be followed.*
4. Being present on scheduled internship days.
 - *Only absences due to emergencies will be excused (e.g., sickness, death in the family, etc.). Consult with your college supervisor concerning any absences. Excused absences of more than three days must be made up by the end of the semester. If an absence is necessary, the teacher candidate will personally notify the host teacher and the college supervisor in advance by their preferred method of communication. It is also the teacher candidate's responsibility to provide the host teacher with the lesson plans for the period of time of the absence, as well as any teacher editions or other materials taken from the school that would be needed for lesson implementation. **Piedmont College reserves the right to withdraw the teacher candidate or assign a grade of "IP" in the case of excessive absences or tardies.***
5. Attending parent/teacher organization meetings, faculty meetings, and participate fully with the host teacher in all school related activities is *suggested*.
6. Reporting immediately to the college supervisor concerning any schedule changes, problems, concerns, or other issues.
7. Being open to praise and constructive criticism, using each to become a more scholarly, reflective, and proactive teacher.
8. Maintaining strong communication with the host teacher and the college supervisor.
 - *If you have a question, problem, or difference, the best policy is to take the initiative and arrange a meeting with the college supervisor to talk it out.*
9. Learning and practicing self-assessment as a procedure for measuring and directing progress and seeking feedback from all available sources.
 - *Please note that self-assessment includes that which has been completed well.*
10. Reviewing and following the system and school policies.
11. Meeting all objectives of the internship experience and all college requirements, including attending the co-requisite classes across the semester.
 - *In the event that all objectives are not met during the experience, options for meeting these objectives in an extended time frame will be considered with the School of Education Dean, Department Chair, host teacher, college supervisor, and teacher candidate.*
12. Using cell phones appropriately and professionally.
 - *Cell phones should not be on during class instruction or work time. If there is a need, the phone should only be used prior to the beginning of school, after school*

dismissal, and during break times (this does not include recess, lunchtime or other situations when you are on duty and have responsibility for the care of students). Additionally, cell phones should not be on during collaborative planning times, faculty meetings, or assemblies. If you need to be contacted during the day due to a crisis, critical, or emergency situation, you should first be contacted through the main office of the school.

13. Keeping a reflective internship experience journal that synthesizes your attitudes, beliefs, experiences, philosophy, and learning experiences. (Requirements may vary by program)
- *The following guidelines should be used to help provide scholarly journal reflections with depth and breadth.*
 - Reflect on your teaching. What do you think is going well? Why? What is not going so well? Why?
 - What applications of the democratic classroom have you observed and/or implemented? (Provide examples).
 - What teaching experiences/procedures/strategies have you had that you'll want to keep and use again? Why?
 - What procedures/strategies will you never use again? Why?
 - Do you think you're meeting the needs of all learners in your classroom? (If so, share some specific examples. If not, what are some of your ideas to reach this goal?)
 - What skills do you think, "need more work"? Why?
 - Reflect on classroom management. What is working? (Give examples). What needs improvement? (Give examples).
 - Include any additional thoughts, questions, or concerns you have about your internship experience?

PART V **PROFESSIONAL COMPETENCIES REQUIRED OF THE TEACHER CANDIDATE**

Lesson Plans

The teacher must be certain of what he or she wishes to accomplish during each classroom period. The formulation of objectives and plans for carrying out these objectives are best accomplished by means of the written lesson plan. There is a **required** Lesson Plan Template, Lesson Plan Instructional Guide, and Lesson Plan Rubric to help guide the teacher candidate in writing their lesson plans. This plan was tailored to the needs of novice teachers, and is subsequently different than plans used by experienced educators. The expectation is that candidates will use the Lesson Plan Template for all written plans. This allows ample opportunities for feedback, guidance, and growth. The Lesson Plan Template is a place for the teacher candidate to type the actual lesson plans, the Lesson Plan Instructional Guide and the Lesson Plan Rubric should be used as *tools of support* when creating lesson plans. Lesson plans should incorporate clearly stated objectives, procedures, materials, and evaluation. See the appendix for a copy of the required Lesson Plan Template, Lesson Plan Instructional Guide and Lesson Plan Rubric.

Lesson plans should be maintained. Plans should reflect the teacher candidate's abilities to: facilitate critical thinking, differentiation, teach using strategies that promote multicultural education, use state-of-the-art technologies, enhance students' multiple intelligences, meet the objectives of the standards of the relevant professional organizations, and assess students' learning. The host teacher should use the Intern Keys as a guide for providing constructive feedback. This is to ensure all criteria are being met appropriately. This is also a good time to seek suggestions concerning methodology when applicable. The plans should be available in the classroom each day for the college supervisor to check during each observation.

Candidate Self-Assessment and Reflection

Reflection and self-assessments are techniques whereby the teacher candidate takes a detached and reflective look at his or her own teaching. It involves analyzing and evaluating all phases of lessons and activities. The practice of reflection will contribute to the growth of a teacher candidate. When a lesson is finished, some pertinent questions can also serve as a basis for the reflective internship experience journal. These questions may include:

- Did the students learn what I intended them to learn?
- Did I achieve my objectives?
- Were the students motivated?
- How could I have taught any part(s) differently?
- What changes should I make?
- How were my classroom management skills?
- Was I well organized and did I have everything ready?
- How was the pacing of the lesson?
- Was the lesson too easy or too difficult?

Professionalism

As you enter the internship program, you are beginning your professional career as a teacher. An important part of your preparation for teaching includes the development of those personal behaviors, attitudes, and dispositions that contribute to professionalism. The most fulfilled and successful teacher candidates and teachers insist on being responsible for their own growth as professionals. Throughout the program of study at Piedmont College, the teacher candidate should become familiar with the dispositions expected of professionals as defined by the School of Education faculty. The written and verbal communication during the internship experience with students, families, communities, administration, and colleagues should reflect those dispositions.

They include but are not limited to the following:

SCHOLARLY

- written communications characterized by correct grammar, spelling, punctuation, and neatness, and legibility;
- oral communication characterized by correct grammar, pronunciation, and terminology;
- comprehensive professional reading;
- flexible in thinking, open to new ideas, demonstrates problem solving, creativity, and inquiry;
- participation in professional organizations;
- the continuance of lifelong learning regarding theories, trends, and practices in education;

REFLECTIVE

- a reflective philosophy of teaching;
- the desire for meaningful performance feedback; open to constructive criticism;

PROACTIVE

- fosters visionary thinking and action;
- anticipates problems and plans for prevention;
- addresses pertinent issues of school and community to support student learning;
- promotes mindful leadership to improve schools;

RESPONSIBLE

- a positive attitude of caring, enthusiasm, self-confidence, and diligence;
- punctual and consistent attendance;
- assumes personal responsibility;
- adherence to standards of professional ethics and integrity;

DEMOCRATIC

- high expectations for all students;
- collaborates with others, working for the good of community;
- promotes equitable treatment for students and colleagues; and
- keeps open mind, able to view perspectives of others.

NOTE: Continuation and completion of the internship experience is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the cooperating school, or for any other valid reason.

In the event that all Dispositions are not demonstrated during the internship experience, options for meeting these objectives in an extended time frame will be considered with the School of Education Dean, Department Chair, host teacher, college supervisor, and teacher candidate.

Suggested Timeline for Internship I

	Teacher Candidate Roles	Host Teacher Roles
Within 4 to 5 Classroom Visits	<ul style="list-style-type: none"> Observes in an area of the room that is non-intrusive but near the teacher Can be seated in a group with students and can model classroom work, assist with projects or help individual students Can do any housekeeping or support activities such as sorting, copying, bulletin boards, cleaning Complete Intern Keys Self-Assessment (see Teacher Candidate Assessment User Guide) 	<ul style="list-style-type: none"> Beginning candidates usually feel most comfortable with direct and prescriptive tasks that are clearly communicated Allow them to observe, asking them to assist you as instruction progresses Provide a place for them to sit (and a desk or particular work area, if applicable)
Within 4 to 5 Classroom Visits	<ul style="list-style-type: none"> Can individually work through class assignments with the students in areas supervised by the host teacher 	<ul style="list-style-type: none"> Introduce candidate to a few coworkers, support staff, or administration Discuss your thought processes and decision making to interns on the topics of teaching and curricula. This will help them to understand your approach and more discerning areas of expertise.
Within 4 to 5 Classroom Visits	<ul style="list-style-type: none"> If appropriate, is allowed to lead small parts of instruction. Complete Intern Keys Focused Observations of Standards 4, 6, 8 (see Teacher Candidate Assessment User Guide) 	<ul style="list-style-type: none"> Communicate to your students that the teacher candidate will be taking over some teaching tasks and that you will continue to be the lead teacher and are conscientious of all management of student behavior and concerns
Within 4 to 5 Classroom Visits	<ul style="list-style-type: none"> Can introduce simple tasks to students, such as directions for homework, working out problems on the board, giving directions to carry out class assignments 	<ul style="list-style-type: none"> Be sure to stay with the teacher candidate, even if they are leading instruction Fill out the Intern Keys Evaluation Instrument (see Teacher Candidate Assessment User Guide)

Please note that each week is a progression of the suggested activities listed above.

Other suggested activities:

- Assist with monitoring the hallways, lunchroom, playgrounds, etc.
- Assist with learning centers
- Grade papers
- Become familiar with the content/grade level standards, teachers' guides, etc.
- Observation of students when they go to special programs (art, speech, music, physical education, etc.)
- Assist students with computer work
- Teach make-up or review lessons to individuals or small groups
- Observe department/grade level planning with other teachers
- Set up a learning center, lab, experiment, demonstration
- Assist with technology in the classroom
- Assist with a club or student activity
- Assist students with library research
- Monitor an assessment
- Read aloud or tell a story
- Observe a parent-teacher conference

Appendix
Piedmont College
Lesson Plan *Instructional Guide*

Teacher's Name:	Grade:
Lesson Title:	Date:
Anticipated Time-Frame of Lesson:	
CCGPS or GPS Standard(s):	
Classroom/Lesson Context (Check the Following that Apply): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs <input type="checkbox"/> Students with 504 Plans <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)	
Specify the Number of Students: <input type="checkbox"/> Girls <input type="checkbox"/> Boys	
Individual Education Plan Goal(s) and Benchmarks Specific to this Lesson:	

Learning - Focus	Strategies
<p>Essential Question(s) 1-3 BIG ideas! ➤How can these questions be used to guide your instruction?</p>	<p>Rubric: 5</p>
<p>Central Focus/Lesson Objective(s) ➤Objectives are measurable and aligned with the standard.</p>	<p>Rubric: 2, 5</p>
<p>Academic Language ➤What academic language will you teach or develop? What are the key vocabulary words and/or symbols? ➤What is the key language demand?</p>	<p>Language Functions (Identify the purpose for which the language is being used, with attention to goal and audience- the one verb from the standard; ex. demonstrate.)</p> <p>Language Vocabulary (Identify key, content specific words for this lesson: examples of vocabulary words- drama, prose, structural elements, verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions. Additionally, include words within a text necessary for students' comprehension.)</p> <p>Academic Language Demand (Identify one of the following: reading, writing, listening/speaking, or demonstrating/performing. The demand will require more or less scaffolding (support) depending on the needs of the students <u>throughout the lesson.</u>)</p> <p>Rubric: 3, 6, 10</p>

<p>Materials & Technology</p> <ul style="list-style-type: none"> ➤ What resources can be used to engage students? 	<p>Rubric: 7</p>
<p>Introduction to Lesson/ Activating Thinking</p> <ul style="list-style-type: none"> ➤How will you introduce the lesson? ➤How will you introduce the content specific vocabulary words? ➤What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher-level thinking. ➤How will you build connections between students’ prior knowledge and this lesson? <p>***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p>Language Syntax (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p>Language Discourse (Structures of written or oral language; how participants of the content area speak, write, and participate):</p> <p>Modification(s)/Accommodation(s) specific to this lesson (Consider students with IEPs and/or 504s in addition to students below and/or above grade level-cognitive and/or affective):</p> <p>Differentiation- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product):</p> <p>Management Plan: (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 3, 4, 7, 8, 10, 14, 17, 18</p>

<p>Body of Lesson, Instructional Strategies & Learning Task</p> <ul style="list-style-type: none"> ➤What questions will you ask to promote higher-level thinking? ➤What will you have the students to do after you introduce the lesson? ➤ What opportunities will you provide for students to practice content language/ vocabulary? ➤ What language supports will you offer? 	<p>Language Syntax (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p>Language Discourse (Structures of written or oral language; How participants of the content area speak, write, and participate):</p> <p>Modification(s)/Accommodation(s) specific to this lesson (Consider students with IEPs and/or 504s in addition to students below and/or above grade level-cognitive and/or affective):</p> <p>Differentiation- (Tailoring instruction to meet individual needs; Differentiating the content, process, and/or product):</p> <p>Management Plan: (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 6, 7, 8, 10, 11, 14, 17, 18</p>
<p>Closure/ Summarizing Strategies</p> <ul style="list-style-type: none"> ➤How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? ➤Will you provide opportunities for students to apply new knowledge while making connections to prior learning? 	<p>Language Syntax (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p>Language Discourse (Structures of written or oral language; How participants of the content area speak, write, and participate):</p> <p>Modification(s)/Accommodation(s) specific to this lesson (Consider students with IEPs and/or 504s in addition to students below and/or above grade level-cognitive and/or affective):</p> <p>Differentiation- (Tailoring instruction to meet individual needs; Differentiating the content, process, and/or product):</p> <p>Management Plan: (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 8, 10, 12, 13, 14</p>

<p>Reflection/Analyzing Teaching Effectiveness</p> <p>Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.</p>	<p>Thoughts to consider:</p> <p>Describe the success of the lesson based on student performance.</p> <p>What part(s) of the lesson led to success and/or what part(s) did not?</p> <p>What were the key factors leading to success or lack of success of this lesson?</p> <p>Write down ideas for redesigning objectives, instruction, and/or evaluation for greater success in the future.</p> <p>Rubric: 8, 9, 14, 16</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This lesson planning structure reflects current best practice in curriculum planning and supports effective instructional delivery. Though you will not likely be able to plan in this comprehensive fashion for every lesson you teach, you MUST practice with this structure so that you begin to think about planning this way automatically. Use this template for lesson planning during your Internship EVEN IF YOUR HOST TEACHER USES A DIFFERENT FORMAT. Use of this format is as much a thinking exercise as it is a tool for good curriculum design. An electronic version is available for you to download and use as you plan your lessons.

*** This Piedmont College template is adopted from other sources shared by Tennessee State University, Stanford Center for Assessment, Learning and Equity (SCALE), and Columbus State University.

Lesson plans should be written on this template.

Piedmont College
Lesson Plan *Template*

Teacher's Name:	Grade:
Lesson Title:	Date:
Anticipated Time-Frame of Lesson:	
CCGPS or GPS Standard(s):	
Classroom/Lesson Context (Check the Following that Apply): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs <input type="checkbox"/> Students with 504 Plans <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)	
Specify the Number of Students: <input type="checkbox"/> Girls <input type="checkbox"/> Boys	
Individual Education Plan Goal(s) and Benchmarks Specific to this Lesson:	

Learning - Focus	Strategies
Essential Question(s)	
Central Focus/Lesson Objective(s)	
Academic Language	
Materials & Technology	
Introduction to Lesson/	

<p>Body of Lesson, Instructional Strategies & Learning Task</p>	
<p>Closure/ Summarizing Strategies</p>	

<p>Assessment/ Evaluation Criteria</p>	
<p>Reflection/Analyzing Teaching Effectiveness</p>	

*This lesson planning structure reflects current best practice in curriculum planning and supports effective instructional delivery. Though you will not likely be able to plan in this comprehensive fashion for every lesson you teach, you **MUST** practice with this structure so that you begin to think about planning this way automatically. Use this template for lesson planning during your Internship **EVEN IF YOUR HOST TEACHER USES A DIFFERENT FORMAT**. Use of this format is as much a thinking exercise as it is a tool for good curriculum design. An electronic version is available for you to download and use as you plan your lessons.*

**** This Piedmont College template is adopted from other sources shared by Tennessee State University, Stanford Center for Assessment, Learning and Equity (SCALE), and Columbus State University.*

Lesson Plan Rubric

Elements	Proficient (Level 2)	Developing (Level 1)	Unacceptable (Level 0)
I. Initial Planning			
1. Brief description of classroom context and students' characteristics including IEP accommodations and language fluency	Candidate provides complete description of classroom including resources available for use, characteristics of the class and community, culture and experiences of the students and descriptions of accommodations necessary for gifted, special needs or ESL students. (Completed only once for a set of lesson plans.)	Candidate provides basic information about the classroom, resources, characteristics of the class, culture and experience and accommodations to be provided.	No description given for one or more of the following: classroom and resources, characteristics of the class, culture and experience or accommodations.
2. Identification of specific learning objective(s) and standards addressed	Candidate develops objectives based on student data. Objectives are measurable with precise outcomes at a mastery level which matches developmental stage of students. They are aligned with required standards.	Objective(s) clearly stated and provides purpose. Standards alignment is correct. One element may be missing, unclear or inappropriate.	More than one element is missing, unclear or inappropriate. Objective(s) are stated as activities rather than learning outcomes.
3. Identification of what students must know prior to this lesson (prerequisites) that the teacher candidate will build upon	Prerequisite skills and concepts are clearly articulated, sufficient and correct for the stated lesson objective. Evidence of formal or informal pre-assessment is present.	Most prerequisite skills and concepts are clearly articulated but some important skills may have been missed. Describes what students should know based on prior whole group experience.	Prerequisite skills and concepts not clearly identified and/or incorrect for the lesson objective.
II. Lesson Introduction			
4. Focus, review or engagement activity	Background knowledge and skills key to student success in this lesson checked to gauge readiness for the lesson. Clear connections made to prior learning or knowledge. If completely new instruction, focus or engagement activity has the potential to stimulate interest, motivate students and/or identify misconceptions.	Individual students checked for pre-skills. Limited questions used to gauge readiness or prior knowledge. The focus activity somewhat sets the stage for attending to the lesson.	States pre-skills rather than using questions to gauge readiness. Misses opportunity to motivate students, provide necessary experience and help them make connections
5. Statement of objective and essential questions	Connections made between earlier learning and prior lessons. Relevance is established for the student. If an inquiry lesson, observations for teacher to make are clearly stated. If an instructional lesson, new skill, concept or purpose is clearly stated for the student in behavioral terms and is specific for performance.	In an instructional lesson, objective is briefly stated and provides clear purpose. In an inquiry lesson, concept to be developed is clearly stated in plan and what candidate expects students to do is given. Limited performance expectations given.	Objective is unclear with no specific performance set for what students will do or know how to do. Students are not given an idea of what candidate will look for in his or her performance.

III. Lesson Development (pattern may differ between inquiry and instructional lessons)			
6. Content development	Content and skills are selected based on assessment data and curriculum and are presented in a sequential manner which facilitates student learning. A broad range of examples and non-examples are planned as necessary. Vocabulary is appropriate to learners. All content planned is current and correct.	Content and skills are sequential but lack basis on assessment data. Some attention to examples and vocabulary planned for use during the lesson. Content contains one or more minor errors.	Content and skills lack sequential presentation. No planned examples. Lesson focuses more on an activity than on development of content or skills—or in an inquiry lesson exploration is not followed by appropriate explanation. Content planned contains one or more major errors.
7. Methods, strategies and resources used	Methods and strategies are appropriate for the instructional objective, are research-based and there is a good instructional match to the students and the skills being taught. Resources and technology included in the plan are essential and make a significant contribution to student understanding. In an instructional lesson, modeling of new learning and application of the learning is a key part of the instructional presentation. In an inquiry lesson, explanation is grounded on exploration.	Most methods and strategies are appropriate and marginally match student needs. Resources and technology are appropriate. Limited use of modeling in instructional lessons. Limited connection between exploration and explanation in inquiry lessons.	Methods and strategies to be used in this lesson are unclear or inappropriate for the content or stated student needs. Resources and technology are either ineffective or inappropriate for the objective or the student. Lesson fails to include modeling or exploration/explanation connection.
8. Structure and sequence of the lesson	Sequence and organization of the lesson is effective, logical and structured to increase student understanding. Lesson sequence allows for student questions, practice and success during each important segment. In an inquiry lesson there are cycles of exploration, explanation and extension.	Lesson sequence is clear and time is allowed for student questions and practice. Segments may be missing or misplaced in the lesson.	Lesson focuses on how to complete an activity rather than on developing student understanding of content and/or skills.
9. Instructional decision making	Frequent checks of student understanding are planned to guide instruction. Teaching options indicated in plans as to how lesson might be modified based upon student performance.	Lesson segmented to allow for student understanding to be checked. No options included for lesson modification if needed.	Plans do not indicate how and when student understanding will be checked.
10. Differentiation	Candidate plans for 3 levels of diverse student needs and indicates how student needs will be accommodated (varying levels of instructional intensity, scaffolding, rate of completion,	One or two strategies that allow for additional support or early acquisition of the skills are planned to address student needs.	Strategy for student support is unrealistic to classroom context or no differentiation is planned for the lesson.

	peer support, output, grouping patterns, time allocation, and/or skill level). Accommodations are indicated in the plans for students who have IEP's or speak English as a Second Language.		
IV. Lesson Implementation; Classroom Management			
11. Guided Practice and/or Explanation	Candidate plans how to lead the students through the steps needed to perform the skill or understand the concept using a tri-modal approach—hear/say/do and to allow all students to respond and receive feedback on success with the learning objective throughout the lesson. Practice is scaffolded with the gradual removal of support. Sufficient number of tasks necessary for extended practice are present. All students will have the opportunity to respond. All examples are correct.	Candidate presents a plan for leading students through the steps necessary to perform the skill or understand the concept. Some steps may be missing or an insufficient number of tasks prepared. Scaffolding may be limited or not indicated. Plan for student response may be missing. One example is incorrect or inappropriate.	Candidate does not present a plan for leading students through the steps necessary to perform the skill or understand the concept. And/or Practice is not provided and/or there is more than one content error.
12. Independent Practice and/or Exploration and Extension	Instructions are clear. Tasks ensure that individual students are knowledgeable or have the skills needed for independent success at an objective level for this lesson. Candidate anticipates student questions.	Instructions present, but may lack clarity. Product or activity may not be at the level of the objective, but is related.	Plan does not include instructions students will be given. Product or activity does not relate to the stated objective.
13. Closure	Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed using student responses, if appropriate.	Some key points indicated for summary/review, but not all critical attributes key to understanding are included.	Does not relate to key points of the lesson and/or relates to classroom procedures only.
14. Classroom management	Candidate plans for transitions in lesson: changes in group size, membership and roles in groups, movement of students, obtaining or returning materials.	Candidate plans include most anticipated transitions, though one obvious potential trouble spot is missed.	Plan does not specify most needed management procedures.

V. Assessment			
15. Assessment Strategy	Candidate effectively proposes strategy for determining individual levels of mastery of lesson objective. Plan includes both formative assessment (checking for understanding) during the lesson and a summative evaluation (perhaps as a part of a later test or project). Task matches the conditions set in the objective. Results can be compared to the criteria set for the lesson objective.	Strategy includes both formative and summative assessment. It may gauge group learning but may not give individual levels of mastery or directly match the conditions or behaviors of the objective.	Assessment strategy does not match the objective.
VI. Lesson Reflection			
16. Reflection— To be completed only when lesson is implemented with students	Success of lesson judged on student outcomes. Explores multiple hypotheses for why some children do not meet objectives. Key factors which lead to success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and assessment as well as how changes would improve student learning.	Partially identifies key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons not clearly related to outcomes.	Fails to identify key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons missing or vague.
VII. Student Writing and Conventions			
17. Mechanics, grammar, and usage	No mechanics, grammar, or usage errors found in the lesson plan. Word processor used.	No more than four mechanics, grammar, and/or usage errors found. Word processor used.	Contains five or more mechanics, grammar, and/or usage errors in lesson plan and/or word processor not used.
18. Follows directions regarding approval, numbering, and citations	All directions followed. Host Teacher initialed lesson plan, objectives numbered correctly, and all materials cited.	Most directions followed. Errors in one of the proficient areas.	Directions not followed. Two or more of the proficient areas missing or improperly completed.

This form modified from the University of North Carolina at Charlotte’s COED *Common Work Sample—Instructional Lesson Plan Rubric*, Version 1, updated 2/10/2005.
 Retrieved from http://education.uncc.edu/mdsk/MDSK-Forms_and_Requirements.htm

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher candidates have been provided. Teacher candidates are expected to perform at a minimum at the “Needs Development” and should aspire to perform at the “Proficient” level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 1: Professional Knowledge			
The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.			
Performance Indicators at the Proficient Level			
1.1 Addresses appropriate curriculum standards and integrates key content elements.			
1.2 Facilitates students' use of higher-level thinking skills in instruction.			
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.			
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.			
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.			
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.			
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> -Continually makes meaningful connections to students' prior knowledge and stated interests that advance learning. (1.2) -Guides students to explore and report content knowledge as independently as possible and to apply what they have learned in new ways. (1.2) -Gives assignments that have students laying groundwork for upcoming topics, helps them evaluate sources, and then guides them to see connections. (1.4) -Seeks ways to use various materials, resources, technologies, and research skills in lessons based on best practice and adapts teaching to support students when assessment indicate a lack of understanding or a need for extension. (1.5) Continually makes connections between content area and to real life experiences and encourages students to make these connections. (1.3) -Continual evidence of differentiated instruction to 	<ul style="list-style-type: none"> -Arranges opportunities for students to explore content knowledge in various and complex ways. (1.2) -Uses students' prior knowledge and stated interests to guide instruction (1.2) -The teacher candidate consistently connects the assigned content to other content areas and makes the content relevant to the students. (1.3) -Provides background information relative to topic of discussion and is able to direct students to appropriate sources to retrieve additional information -Demonstrates ability to model information, evaluation techniques, and to facilitate and direct students' thought processes (1.4) require students to relate one content area to another and to real life 	<ul style="list-style-type: none"> -Sometimes attempts to connect the assigned content to other content areas or makes the content relevant to the students. (1.3) -Sometimes makes connections to students' prior knowledge and stated interests. (1.2) -Occasionally includes opportunities to explore and discover knowledge and report discoveries to others. (1.2) -Gives background material and information for new content, but does not encourage students to find or consider material on their own. (1.4) -Uses a variety of resources and materials, but uses them in 	<ul style="list-style-type: none"> -Rarely plans instruction that demonstrates adequate knowledge of the assigned content area(s), or the teacher candidate is unable to teach content using effective instructional methodology. (1.1) -Rarely attempts to connect the assigned content to other content areas or to make the content relevant to the students. (1.3) -Rarely plans instruction that demonstrates adequate knowledge of the students' developmental needs or backgrounds. (1.7) -Rarely makes connections to other content areas or references why the content is relevant to students. -Rarely/ formulates key questions to develop and clarify the need for information. (Relevance) -Rarely models verbal and nonverbal

<p>facilitate the learning of all students. (1.6) -Continually uses best practice and current research to create lessons that avoid impediments to student learning. (1.6) -Continually uses the curriculum as a tool to set high expectations for all students and help them meet these expectations. (1.6) -Content is developmentally appropriate and is well planned to encourage students to call upon their backgrounds for understanding. (1.7) -Models and encourages students to communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to a variety of student differences. (1.7) -Continually demonstrates use of a variety of resources to support positive, engaging activities for diverse learners.</p> <p style="text-align: center;">Student Evidence</p> <p>-Students routinely participate in activities that involve higher order thinking including analyzing, synthesizing, and evaluating an idea or product. (1.2) -Students are active participants in assignments, leading discussions, researching and sharing findings. (1.2) -Students know to use everyday knowledge and experiences in classroom discussion, activities and assignments. (1.3) -Strong evidence of students being able to independently fuse skills and prior knowledge to new information, yielding students' increased knowledge and abilities. (1.6)</p>	<p>experiences (1.3) -Encourages students to use their everyday knowledge and experiences in classroom discussion, activities, and assignments (1.3) -Shows evidence of differentiated instruction to facilitate the learning of all students; (1.6) -Positively mediates the fusion of student's skills and prior knowledge to new information resulting in students' increased knowledge and abilities (1.6) -Uses established curriculum to create an environment that encourages students to set and meet academic and social growth goals (1.6) -Content is developmentally appropriate and reflects an understanding of students' backgrounds (1.7) -Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to student differences. (1.7) -Selects and uses materials, resources, technologies, and research skills appropriate for subject discipline. Plans appropriate intervention when students indicate a lack of understanding. Adapts teaching methodologies based on unexpected but welcomed teachable moments (1.5) -Plans instruction that demonstrates strong knowledge of the students' developmental needs or backgrounds. (1.7) -Designs teaching and learning strategies and assignments that -Consistently uses a variety of resources to support positive, engaging activities for diverse learners (1.7)</p>	<p>limited ways; does not include best practice from current research. (1.5) -Sometimes encourages students to use higher order thinking and complete assignments that allow them to analyze, synthesize, and evaluate. (1.2) -Lesson plans need to more closely match the learning needs of the students. Varied instructional strategies need to be included. -Clear and strong connections to other content areas and real life experiences are evident in some lessons. (1.3) -Sometimes connects key concepts to prior content or students' life experiences. Needs to explicitly state the connections in order for students to understand how to relate content and concepts. (1.3) -Content is sometimes developmentally appropriate and reflects a growing understanding of the students' backgrounds. -Sometimes varies planning and instruction to address students' lack of understanding and performance. (1.6) -Sets goals and expectations for students that encourage student progress, but are not high enough to be challenging to all students. (1.6) -Content sometimes is developmentally appropriate and sometimes considers students</p>	<p>communication that demonstrates respect for and responsiveness to cultural backgrounds. (1.7) -Provides little time for students to contribute knowledge from experiences. -Asks students primarily for facts rather than in-depth concepts. -□ Content is often developmentally inappropriate and reflects little understanding of the students' backgrounds. -Plans and implements lessons without considering students' prior knowledge and stated interests. (1.2) -Teaches new content independently, separate from other information; relies on few resources, does not encourage students to question, evaluate, or wonder about the material. (1.4) -Student assignments do not encourage bringing in everyday knowledge and experience to classroom discussion, activities, and assignments. (1.3) -Little or no evidence of differentiated instruction to facilitate the learning of all students. (1.6) -Little or no evidence of student goals that reflect high expectations for all learners. (1.6) -Content appears to be planned without regard for what is developmentally appropriate and without understanding of students' backgrounds. (1.7) -Little evidence of the use of a variety of resources to support positive, engaging activities for diverse learners. (1.7)</p> <p style="text-align: center;">Student Evidence</p> <p>-Cannot describe how to connect content to real life experience. -Students do not work in groups, ask and</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>-Plans activities that emphasize interpretation of knowledge and application of skills. -Locates, evaluates, selects, and organizes information resources based on students' learning needs and the required curriculum. -Plans teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences. -Invites students to bring their everyday knowledge and experiences into the classroom on a regular basis. -Relates stories, problems, and solutions from personal experiences to establish connections between content and real life.</p> <p style="text-align: center;">Student Evidence</p> <p>-Students are engaged, asking and answering questions, participating in-group activities, conducting research, reporting findings. (1.2) -Students share their personal experiences or prior knowledge in response to prompts. -Students demonstrate respect for the differences of other students.</p>	<p>backgrounds. (1.7) -Occasionally uses a variety of resources to support positive, engaging activities for diverse learners. (1.7)</p> <p style="text-align: center;">Student Evidence</p> <p>-Sometimes verbalize or write about connections between prior knowledge, life experiences, and current learning.</p>	<p>answer questions, discuss ideas, conduct research, and report findings. (1.2)</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Performance Standard 2: Instructional Planning			
The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.			
Performance Indicators at the Proficient Level			
2.1 Analyzes and uses student learning data to inform planning			
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).			
2.3 Plans instruction effectively for content mastery, pacing, and transitions.			
2.4 Plans for instruction to meet the needs of all students.			
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.			
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> -Uses multiple data sources (e.g., student responses to questions, standardized test results, anecdotal notes) to plan differentiated instruction -Uses both class and individual student data to plan instruction -Allows the students to practice at self-selected levels of learning -Plans instruction to accommodate the needs of learners when remediation or extension is relevant -Incorporates national (i.e., professional organizations) standards within lesson plans in addition to state and local school district curricula and standards 	<ul style="list-style-type: none"> -Analyzes and uses student learning data to inform planning (2.1) -Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). (2.2) -Plans instruction effectively for content mastery, pacing, and transitions. (2.3) -Plans for instruction to meet the needs of all students. (2.4) -Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. (2.5) -Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed. (2.6) 	<ul style="list-style-type: none"> -Identifies only prior student knowledge or experiences (i.e., cognitive, linguistic, social, emotional, and/or physical development) as it relates to the lesson -Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail -Fails to promote higher order thinking through incorporation of best practices for instruction -Unclear link between lesson outcomes and state and local school district curricula and standards -Attends to the needs of some students, but not all 	<ul style="list-style-type: none"> -Few or no prior student knowledge or experiences identified. -Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail -Promoting student learning via best practices is not evident. -No state or local standards listed -No modification of learner needs listed

Performance Standard 3: Instructional Strategies			
The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.			
Performance Indicators at the Proficient Level 3.1 Engages students in active learning and maintains interest. 3.2 Builds upon students' existing knowledge and skills. 3.3 Reinforces learning goals consistently throughout the lesson. 3.4 Uses a variety of research-based instructional strategies and resources. 3.5 Effectively uses appropriate instructional technology to enhance student learning. 3.6 Communicates and presents material clearly, and checks for understanding. 3.7 Develops higher-order thinking through questioning and problem-solving activities. 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.
Examples of Evidence for Teacher Candidates at each performance level:			
-Continually engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) -Continually uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) -Continually uses multiple strategies to address goals and build an increased proficiency in the standard by including varied ways of acquiring knowledge and skill. (3.3) -Continually incorporates teaching strategies consistent with research based best practices. (3.4) -Continually uses technology for open-ended student work, student reinforcement of learning, presentation and planning	-Consistently engages to students to work in collaborative groups/individually to create, present, research and problem solve. (3.1) -Consistently uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) -Consistently uses multiple strategies to address goals and build an increased proficiency in the standard by including some ways of acquiring knowledge and skill. (3.3) -Consistently incorporates teaching strategies consistent with research based best practices. (3.4) -Consistently uses technology for open-ended student work, student	-Inconsistently engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) -Inconsistently use multiple strategies or uses only a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) -Inconsistently uses one or more strategies to address goals and build an increased proficiency in the standard by focusing on one way to acquire knowledge and skill. (3.3) -Inconsistently incorporates teaching strategies consistent with research based best practices. (3.4) -Inconsistently uses technology for	-Does not provide students with opportunities to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) -Does not use a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) -Does not use a strategy that addresses a goal or builds an increased proficiency in the standard. (3.3) -Does not incorporate teaching strategies consistent with research based best practices. (3.4) -Does not use technology for open-ended student work, student reinforcement of learning, presentation or planning purposes.

<p>purposes. (3.5) -Continually checks student for understanding or for what they learned in the lesson; continually presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) -Continually uses higher order questioning to develop thinking and learning and supports students as they consider multiple perspectives during problem solving. (3.7) -Continually engages students in authentic learning by providing real-life examples and interdisciplinary connections. (3.8)</p>	<p>reinforcement of learning, presentation and planning purposes. (3.5) -Consistently checks students for understanding or for what they learned in the lesson; consistently presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) -Consistently uses higher order questioning to guide student thinking and learning and to guide student problem solving. (3.7) -Consistently engages students in authentic learning by providing real-life connections and examples to more than one standard.(3.8)</p>	<p>open- ended student work, student reinforcement of learning, presentation or planning purposes. (3.5) -Inconsistently checks students for understanding or for what they learned in the lesson; inconsistently presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) -Inconsistently uses higher order questioning to guide student thinking and learning OR primarily uses factual questioning to guide student thinking and learning. (3.7) -Inconsistently engages students in authentic learning by providing real-life connections and examples to a standard.(3.8)</p>	<p>(3.5) -Does not check students for understanding or for what they learned in the lesson; does not present material in a clear, logically sequenced and developmentally appropriate format. (3.6) -Does not provide higher order questioning or problem solving opportunities to guide student thinking and learning. (3.7) -Does not provide real-life examples to engage students in learning.(3.8)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Evidence/Documentation

Lesson plans include

- goals that are clearly aligned with instructional procedures and assessments, activities build on content knowledge and skill as related to goals
- connections to students’ prior knowledge, background experiences, interests and real-life examples provided
 higher order questions, problem solving activities, interdisciplinary connections
- incorporation technology for student learning and teacher candidate directed activities
- procedures that are sequenced in a logical and developmentally appropriate format

Student work samples include evidence of

- higher order thinking
- problem solving
- individual and collaborative effort
- response to instruction – written, verbal

Level of student engagement – individual, peer interaction

Research-based strategies, cited resources

Implementation of lesson plan procedures upon observation

Portfolios

Integrated unit plans

Performance Standard 4: Differentiated Instruction			
The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.			
Performance Indicators at the Proficient Level			
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.			
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.			
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.			
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.			
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.			
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.
Examples of Evidence for Teacher Candidates at each performance level:			
-Teacher candidate facilitates learning activities on multiple occasions that offer alternative forms of the content, process, product and/or learning environment that appropriately meets individual developmental needs. (4.1) -Teacher candidate uses multiple forms of assessment data to inform instruction and provides learning activities that vary in degree of difficulty and student interest. (4.2, 4.4) Student Evidence -Complete individualized activities designed to achieve success in specific content and/or skills. (4.1) -All students are able to meet learning expectations. (4.3)	-Teacher candidate facilitates learning activities that offer one alternative form of the two or more of the following: (1) content, (2) process, (3) product and (4) learning environment to meet individual developmental needs. (4.1) -The teacher candidate divides content into subgroups, provides student choice (i.e. partner read, computer, independent work), provides instructional opportunities that consider student interest, modifications and accommodations to the content, process, product and learning environment are evident (4.1) -Teacher candidate uses assessment data to inform instruction and provides learning activities that vary in degree of difficulty or student interest. (4.2, 4.4)	-Teacher candidate facilitates learning activities that offer one alternative form of the content, process, product or learning environment. (4.1) -Teacher candidate adjusts learning activities to incorporate varying degrees of difficulty or student interest, but the adjustments are not informed by assessment data. (4.2, 4.4) -The teacher candidate uses flexible grouping practices that are inflexible with students working in unchanging ability level or management groups only. (4.3) Student Evidence -Students engage with the content through two processes. (4.1)	-Teacher candidate delivers a lesson that is identical for all students in content, process, product, and learning environment. (4.1) -No evidence of differentiation to meet individual developmental needs, including evidence of accommodations and modifications. (4.1) -Teacher candidate does not use assessment data to inform instruction and adjust learning activities that incorporates varying degrees of difficulty or student interest. (4.2, 4.4) -The teacher candidate does not use flexible grouping practices. (4.3)

	<p>Student Evidence:</p> <ul style="list-style-type: none"> -Students meet the standards using differentiated products. (4.1) -Students are presented with the standard through differentiated content and processes. (4.1) -Most students are able to meet learning expectations. (4.2, 4.4) 	<ul style="list-style-type: none"> -Students demonstrate understanding of the content through two products. (4.1) -Some students are able to meet learning expectations. (4.2, 4.4) -Students assigned to participate in the same groupings repeatedly. (4.3) 	<p>Student Evidence</p> <ul style="list-style-type: none"> -Students demonstrate understanding of instruction through uniform processes and products. (4.1) -Students are not able to meet learning expectations. (4.2, 4.4) -All students working on the same activities. (4.3) -All students seated in the same groups. (4.3)
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Evidence/Documentation:</p> <ul style="list-style-type: none"> ▪ Lesson plans, units ▪ Formative and summative assessments ▪ □ Rubrics ▪ Grade sheets ▪ Portfolios ▪ Student Work samples

Performance Standard 5: Assessment Strategies			
The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.			
Performance Indicators at the Proficient Level 5.1 Aligns student assessment with the established curriculum and benchmarks. 5.2 Involves students in setting learning goals and monitoring their own progress. 5.3 Varies and modifies assessments to determine individual student needs and progress. 5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes. 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives. 5.6 Uses assessment techniques that are appropriate for the developmental level of students. 5.7 Collaborates with others to develop common assessments, when appropriate.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.
Examples of Evidence for Teacher Candidates at each performance level:			
-All lesson plans/units contain appropriate formal and informal assessments for diagnostic, formative, and summative purposes -Lesson plans/units include a variety of assessments that meet all students' needs -Lesson plans/units include a variety of assessments that are linked to all instruments that are appropriate for the content and student population -Candidate consistently involves students in setting learning goals and self-evaluation -All lesson plans/units include an appropriate variety of assessments that are modified based on student needs -All lesson plans/units include a wide variety of appropriately differentiated assignments/assessments to meet the needs of most students	-Lesson plans/units contain numerous appropriate formal and informal assessments for diagnostic, formative, and summative purposes -Lesson plans/units include a variety of assessments that meet most student needs -Lesson plans/units include a variety of assessments that are linked to most student needs -Most lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population -Candidate regularly involves students in setting learning goals and self-evaluation	-Lesson plans/ units demonstrate some use of formal and informal assessments for diagnostic, formative, and summative purposes -Lesson plans/units include some variety of assessments that meet some student needs. -Assessments are included in lesson plans/units but these are sometimes not linked to student needs. -Lesson plans/ units include assessment instruments, but these are sometimes inappropriate for the content or student population -Candidate sometimes involves students in setting learning goals and/or self- evaluation	-Within lesson plans/units, the candidate does not use formal and informal assessments for diagnostic, formative, and summative purposes -Within lesson plans/units, the candidate does not or inadequately varies and adjusts assessments to meet student needs -Assessments are not aligned with appropriate objectives, curriculum, and/or benchmarks. -Assessment instruments are inappropriate for the content or student population -Candidate does not involve students in setting learning goals

<p>-Involves students in deciding how instruction will be differentiated based on diagnostic data results.</p> <p>-Uses engaging student needs</p> <p>-All lesson plans/units include a variety of assessment strategies for diagnosing student readiness to learn.</p> <p>-Explains the different forms of assessments used, why diagnostic work is not graded, and how it is used.</p> <p>-Discusses individual and class strengths, misconceptions, and areas of weakness based on diagnostic assessment data.</p> <p>-Describes how students have been involved in diagnosing their own strengths and weaknesses.</p>	<p>-Most lesson plans/units include an appropriate variety of assessments that are modified based on student needs</p> <p>-Lesson plans/units include numerous appropriately differentiated assignments/assessments to meet the needs of most students</p> <p>-Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and of individual students.</p> <p>-Identifies students' prior knowledge in the content area(s) and plans to link it to new learning.</p> <p>-Includes a variety of opportunities for differentiation based on diagnostic data.</p> <p>-Differentiates the lesson to address the needs of students who start the lesson at a lower level of understanding.</p> <p>-Uses a variety of diagnostic strategies (e.g. initial writing prompts, informal reading assessments, pre-tests, KWLs, anticipation guides, etc.).</p> <p>-Can describe how a unit or lesson was adapted based on diagnostic assessment data.</p> <p>-Can explain how assessment data from current students were analyzed and used in planning</p>	<p>-Lesson plans/units includes some variety of assessments or some assessments that are modified based on student needs</p> <p>-Lesson plans/units include some appropriately differentiated assignments/ assessments</p> <p>-Includes diagnostic assessments at the beginning of some instructional units.</p> <p>-Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit.</p> <p>-Asks questions to determine prior knowledge during a lesson.</p> <p>-Has a general understanding of the students' readiness to learn new content.</p> <p>-Understands the need to differentiate lessons to address the needs of students who start the lesson at a lower level of understanding, but is not always certain how to plan for or manage a differentiated lesson.</p>	<p>and/or self-evaluation</p> <p>-Lesson plans/units do not include a variety of assessments or assessments or not modified based on student needs</p> <p>-Lesson plans do not include appropriately differentiated assignments/ assessments</p> <p>-Does not include diagnostic assessments in plans.</p> <p>-Is not guided by diagnostic data when planning for differentiation.</p> <p>-Does not consider students' prior knowledge to determine starting points for instruction.</p> <p>-Does not use informal or formal diagnostic assessments at the beginning of a lesson or unit.</p> <p>-Does not probe for prior knowledge during a lesson.</p> <p>-Does not match the instruction to the prior knowledge of the learners.</p> <p>-Cannot describe how a unit or lesson was planned based on diagnostic data.</p> <p>-Cannot articulate how he/she determines the readiness level of students to take on new content</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Evidence/Documentation</p> <ul style="list-style-type: none"> • Lesson plans, units • Formative and summative assessments • Rubrics • Grade sheets • Portfolios • Student work samples

Performance Standard 6: Assessment Uses			
The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.			
Performance Indicators at the Proficient Level 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction. 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions. 6.5 Shares accurate results of student progress with students, parents, and key school personnel. 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals. 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.
Examples of Evidence for Teacher Candidates at each performance level:			
-Uses formative and summative assessments continually and systematically -Continually checks for students' prior knowledge and uses data to develop instructional plans -Continually uses leveled questions to engage students and assess content knowledge -Continually uses data to plan and implement flexible grouping -Continually collects and analyzes data to identify skill gaps and adjust lessons -Continually provides student commentary aligned to learning goals	-Uses formative and summative assessments systematically -Consistently checks for students' prior knowledge and uses data to develop instructional plans -Consistently uses leveled questions to engage students and assess content knowledge -Consistently uses data to plan and implement flexible grouping -Consistently collects and analyzes data to identify skill gaps and adjust lessons -Consistently provides student commentary aligned to learning goals on student product	-Sometimes uses formative and summative assessments -Sometimes checks for students' prior knowledge and at times uses data to develop instructional plans -Sometimes uses leveled questions to engage students and assess content knowledge -Sometimes uses data to plan and implement flexible grouping -Sometimes collects and analyzes data to identify skill gaps and adjust lessons -Sometimes provides student commentary aligned to learning goals on student product	-Do not use and/or uses inappropriate formative and summative assessments -Does not check for students' prior knowledge and does not use or inappropriately uses data to develop instructional plans -Does not use leveled questions to engage students and assess content knowledge -Does not use data to plan and implement flexible grouping -Does not collect or analyzes data to identify skill gaps and adjust lessons -Does not provide student commentary aligned to learning goals

on student product -Continually provides time and scaffolding for student reflection and self-assessment of learning -Candidates rated as exemplary continually seek ways to serve as role models or assist others	-Continually provides time and scaffolding for student reflection and self-assessment of learning	-Sometimes provides time and scaffolding for student reflection and self-assessment of learning	on student product -Does not provide time and scaffolding for student reflection or self- assessment of learning
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

<p style="text-align: center;">Evidence/Documentation</p> <ul style="list-style-type: none"> ▪Lesson plans, units ▪Pre-on-going & post assessments ▪Student self-assessments; ▪Student feedback ▪Conferences ▪Candidate electronic portfolios ▪Work samples ▪Progress reports and report cards ▪Differentiated homework ▪Communication tools (emails/letters, etc.)

Performance Standard 7: Positive Learning Environment			
The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.			
Performance Indicators at the Proficient Level 7.1 Responds to disruptions in a timely, appropriate manner. 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. 7.3 Models caring, fairness, respect, and enthusiasm for learning. 7.4 Promotes a climate of trust and teamwork within the classroom. 7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability. 7.6 Actively listens and pays attention to students’ needs and responses. 7.7 Creates a warm, attractive, inviting, and supportive classroom environment. 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.
Examples of Evidence for Teacher Candidates at each performance level:			
<ul style="list-style-type: none"> -Fairness and respect are evident in a climate of democratic practices where everyone matters within orderly, shared governance -Expectations for behavior are posted and consequences are administered fairly -If/when disruptions occur, low profile intervention strategies with language that diffuses and de-escalates tension and non-instructional behaviors are used -All students report their lack of understanding without punitive consequences -There is no evidence of tracking -Employs differentiated instruction techniques based on need without permanently grouping the learners, and peer support is evident -Tasks are relevant and appropriate -The classroom is neat, orderly and comfortable -There is evidence of RTI - 	<ul style="list-style-type: none"> -Safe, clean, orderly environment -Content related bulletin boards; learning stations and centers. -Standards & rules posted -Materials readily accessible -Student work samples displayed -Technology use -Evidence of respectful communication and correct name pronunciation of all learners in the classroom -Employs differentiated instruction based on need/flexible grouping -Uses RTI and documents alternative teaching and/or behavioral management -Promotes a climate of trust and teamwork for all learners 	<ul style="list-style-type: none"> -Evidence of respectful communication and correct name pronunciation of some of the learners in the classroom, but not all -Minimal evidence of tracking and permanent ability grouping of learner -Insufficient evidence of RTI usage -Promotes a climate of trust and teamwork for some learners 	<ul style="list-style-type: none"> -Little or no evidence of respectful communication and correct name pronunciation of the learner -Little or no evidence of flexible grouping -Little or no evidence of knowledge or implementation of RTI -Little or no evidence of efforts to promote trust and teamwork for learners

Performance Standard 8: Academically Challenging Environment			
The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.			
Performance Indicators at the Proficient Level 8.1 Maximizes instructional time. 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning. 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments. 8.4 Provides transitions that minimize loss of instructional time. 8.5 Communicates high, but reasonable, expectations for student learning. 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. 8.7 Encourages students to explore new ideas and take academic risks.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.
Examples of Evidence for Teacher Candidates at each performance level:			
-The teacher candidate continually has materials, supplies readily available and accessible during instructional time. (8.1) -The teacher candidate continually uses classroom space and resources efficiently to support student learning. (8.1) -The teacher candidate continually models how to correct and learn from mistakes. (8.2) -The teacher candidate continually provides instructions with a variety of activities addressing student interests and abilities. (8.3) -The teacher candidate continually guides students among large and small groups and independent learning. (8.4) -The teacher candidate continually exhibits a clear plan for transitions between tasks or classes. (8.4)	-The teacher candidate consistently has materials, supplies readily available and accessible during instructional time. (8.1) -The teacher candidate consistently uses classroom space and resources efficiently to support student learning. (8.1) -The teacher candidate consistently models how to correct and learn from mistakes. (8.2) -The teacher candidate consistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) -The teacher candidate consistently guides students among large and	-The teacher candidate inconsistently has materials, supplies readily available and accessible during instructional time. (8.1) -The teacher candidate inconsistently uses classroom space and resources efficiently to support student learning. (8.1) -The teacher candidate inconsistently models how to correct and learn from mistakes. (8.2) -The teacher candidate inconsistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) -The teacher candidate inconsistently guides students among large and small groups and independent learning. (8.4) -The teacher candidate inconsistently plans	-Teacher candidate does not have materials, supplies readily available and accessible during instructional time. (8.1) -Teacher candidate does not use classroom space and resources efficiently to support student learning. (8.1) -Teacher candidate fails to model how to correct and learn from mistakes. (8.2) -Teacher candidate fails to provide instructions with a variety of activities addressing student interests and abilities. (8.3) -Teacher candidate inadequately

<p>-The teacher candidate continually communicates lesson objectives and learning outcomes. (8.5) -The teacher candidate continually reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) -The teacher candidate continually uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) -The teacher candidate continually encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) -The teacher candidate continually encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)</p>	<p>small groups and independent learning. (8.4) -The teacher candidate consistently plans for transitions between tasks or classes. (8.4) -The teacher candidate consistently communicates lesson objectives and learning outcomes. (8.5) -The teacher candidate consistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) -The teacher candidate consistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) -The teacher candidate consistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) -The teacher candidate consistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)</p>	<p>for transitions between tasks or classes. (8.4) -The teacher candidate inconsistently communicates lesson objectives and learning outcomes. (8.5) -The teacher candidate inconsistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) -The teacher candidate inconsistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) -The teacher candidate inconsistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) -The teacher candidate inconsistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)</p>	<p>guides students among large and small groups and independent learning. (8.4) -There is no clear plan evident for transitions between tasks or classes. (8.4) -Teacher candidate inadequately communicates lesson objectives and learning outcomes. (8.5) -Teacher candidate inadequately reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) -Delivery lacks higher order questioning, student responsibility, and accountability. (8.6) -Teacher candidate fails to encourage creativity and student autonomy in planning and delivery of the lesson. (8.7) -Teacher candidate fails to encourage higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Performance Standard 9: Professionalism			
The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession			
Performance Indicators at the Proficient Level 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance). 9.3 Respects and maintains confidentiality. 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities. 9.6 Demonstrates flexibility in adapting to school change. 9.7 Engages in activities outside the classroom intended for school and student enhancement 9.8 Maintains appropriate interactions with students, parents, faculty, and staff. 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession	The teacher candidate inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.

Examples of Evidence for Teacher Candidates at each performance level:			
-Teacher candidate continually meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) -The teacher candidate continually	-Teacher candidate consistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) -The teacher candidate consistently	-Teacher candidate inconsistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) -The teacher candidate inconsistently	-Teacher candidate inadequately meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) -The teacher candidate inadequately

<p>maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8)</p> <p>-The teacher candidate continually works with colleagues on grade level planning, observations, and conferences. (9.8)</p> <p>-The teacher candidate continually reflects on teaching and establishes personal professional development goals. (9.4)</p> <p>-The teacher candidate continually participates and leads professional development growth opportunities. (9.5)</p> <p>-The teacher candidate is an involved member of a national, state, and local professional organizations. (9.7)</p>	<p>maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8)</p> <p>-The teacher candidate consistently works with colleagues on grade level planning, observations, and conferences. (9.8)</p> <p>-The teacher candidate consistently reflects on teaching and establishes personal professional development goals. (9.4)</p> <p>-The teacher candidate consistently participates and leads professional development growth opportunities. (9.5)</p> <p>-The teacher candidate is a member of a national, state, and local professional organizations. (9.7)</p>	<p>maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8)</p> <p>-The teacher candidate inconsistently works with colleagues on grade level planning, observations, and conferences. (9.8)</p> <p>-The teacher candidate inconsistently reflects on teaching and establishes personal professional development goals. (9.4)</p> <p>-The teacher candidate inconsistently participates and leads professional development growth opportunities. (9.5)</p> <p>-The teacher candidate is a member of a state or local professional organizations.(9.7)</p>	<p>maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8)</p> <p>-The teacher candidate inadequately works with colleagues on grade level planning, observations, and conferences. (9.8)</p> <p>-The teacher candidate inadequately reflects on teaching and establishes personal professional development goals. (9.4)</p> <p>-The teacher candidate inadequately participates and leads professional development growth opportunities. (9.5)</p> <p>-The teacher candidate unaware of professional organizations. (9.7)</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Evidence/Documentation</p> <ul style="list-style-type: none"> ▪ Attendance log, dress code, lesson plans, meeting deadline (e.g., grades submitted in a timely manner), etc. (9.1) ▪ Attendance logs, dress code (observation), parent contact log, etc. (9.2) ▪ Parent contact log, dispositions evaluation, interaction with colleagues (observation), maintains confidentiality of student records, etc. (9.3) ▪ Lesson plans, performance conferences, reflection log, etc. (9.4) ▪ Agendas, transcripts, membership cards, observations, reflection log, etc. (9.5) ▪ Observations, performance conferences, reflection log, etc. (9.9) ▪ Sign-in sheets, agendas, meeting minutes, observations, activity log, etc. (9.7)

Performance Standard 10: Communication			
The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.			
<p>Performance Indicators at the Proficient Level</p> <p>10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.</p> <p>10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.</p> <p>10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.</p> <p>10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.</p> <p>10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.</p> <p>10.6 Adheres to school and district policies regarding communication of student information.</p> <p>10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.</p> <p>10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).</p> <p>10.9 Uses modes of communication that are appropriate for a given situation.</p> <p>10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.</p>			
Performance Rubrics			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> Ineffective
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.
Examples of Evidence for Teacher Candidates at each performance level:			
-Uses both verbal and non-verbal communications, engaging students in positive and meaningful ways to promote learning in the classroom and school environment (10.1) -Engages families in positive and encouraging communications about instructional goals, expectations, and student progress in a timely and	-Uses verbal and/or non-verbal communications to promote learning in the classroom and/or the school environment (10.1) -Communicates consistently with families about instructional goals, expectations and student progress in a timely and constructive manner (10.2)	-Uses verbal and/or non-verbal communications to address learning in the classroom environment (10.1) -Communicates with families about instructional goals, expectations, or student progress (10.2) -Collaborates with colleagues only to reach educational decisions that enhance and promote student	-Uses unclear or ambiguous verbal and/or non-verbal communications that hinder learning in the classroom environment (10.1) -Makes no effort to communicate with families about instructional goals, expectations, or student progress (10.2) -Makes no effort to collaborate or

<p>constructive manner (10.2) -Facilitates collaboration and networking with colleagues and community to reach educational decisions that enhance and promote student learning (10.3) -Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication in positive and engaging ways to enhance learning and promote student growth (10.4) -Uses multiple modalities to explain directions, concepts, and lesson content to students in logical, sequential, and age-appropriate ways (10.5) -Seeks to understand all school and district policies regarding communication of student information and adheres to above policies (10.6) -Encourages parent and student involvement by collaborating with parents and students and being consistently available to them (10.7) -Seeks the voice and opinions of stakeholder in positive ways by listening, responding with cultural awareness and empathy (10.8) -Selects mode of communication that enhances understanding amongst all involved. Uses a variety of appropriate modes for communication and shifts among modes as necessary (10.9) - All communication with all parties is appropriate showing awareness of audience, tone, cultural sensitivity, and ethical concerns.</p>	<p>-Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning (10.3) -Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication (10.4) -Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner (10.5) -Adheres to school and district policies as needed regarding communication of student information (10.6) -Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style (10.7) -Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8) -Selects mode of communication with awareness for enhancing understanding between teacher candidate and student, teacher candidate and colleagues, and teacher candidate and parents. Uses a variety of appropriate modes for communication (10.9) -Consults and adheres to communication guidelines for professional educators particularly with regard to issues of confidentiality and the use of electronic media. Checks for</p>	<p>learning (10.3) -Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication inconsistently (10.4) -Explains directions, concepts, and lesson content to students in ways that are not logical, sequential, and/or age- appropriate (10.5) -Is unaware of school and/or district policies regarding communication of student information (10.6) -☐Is accessible, but does not demonstrate a collaborative or an approachable style (10.7) -Responds to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8) -Uses a variety of appropriate modes for communication but is not intentional in selection with regard to audience or purpose (10.9) -Is aware of communication guidelines for professional educators and follows them when communicating with students and parents. May treat communication venues informally showing a lack of awareness for the possibility for miscommunication, especially communication with those outside of the classroom (10.10) Student Evidence: -Students appear to have difficulty understanding the teacher candidate (10.1) -Students ask multiple questions about directions, concepts, and/or content (10.5) -Students ask peers for assistance</p>	<p>network with colleagues and/or community about educational decisions that enhance and promote student learning (10.3) -Lacks an awareness of the need for the use of Standard English in oral and/or written communication (10.4) -Uses unclear or ambiguous language to explain directions, concepts, and lesson content to students. Presentation of content is often not logical, sequential or age-appropriate (10.5) -Communicates student information that is in direct conflict with either school and/or district policies (10.6) -Is not accessible for parents and/or students and does not welcome collaboration (10.7) -☐Is unresponsive to stakeholder (parents, community, students, and colleagues) voice and opinions (10.8) -Relies on a single or few modes of communication and as a result the mode is often inappropriate for the situation and is ineffective (10.9) -Is not aware of or does not adhere to communication guidelines for professional educators. Violates confidentiality rules or does not exercise caution when communicating through electronic media. Frequent miscommunication with students, parents, or faculty occurs as there is no check for understanding (10.10) Student Evidence: -Students appear to have “tuned out” the teacher candidate by drawing,</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>-Adheres strictly to professional guidelines for confidentiality and applies caution when communicating electronically. Consistently checks for understanding to guard against miscommunication (10.10)</p> <p>Student Evidence:</p> <p>-Students reciprocate respectful communications with the teacher candidate (10.1)</p> <p>-Students understand directions, concepts and content due to the teacher candidate’s logical, sequential, and age-appropriate communications (10.5)</p> <p>-Students are regularly engaged by the teacher candidate and feel comfortable asking questions about instructional goals and expectations (10.7)</p> <p>-Students regularly receive feedback regarding their performance and progress (10.7)</p>	<p>understanding infrequently yet is rarely insensitive to the communication norms of others (10.10)</p> <p>Student Evidence:</p> <p>-Students communicate with the teacher candidate about their performance and progress (10.7)</p> <p>-Students may have questions about directions, concepts, and/or content (10.5)</p> <p>-Students have questions about teacher candidate communications and/or feedback about their performance and progress (10.7)</p>	<p>with directions, concepts, and/or content (10.5)</p>	<p>daydreaming, or talking to others during teacher candidate communications (10.1)</p> <p>-Students ask multiple questions about directions, concepts, and/or content (10.5)</p> <p>-Students have difficulty with tasks after discussing them with the teacher candidate (10.5)</p> <p>-Students do NOT ask the teacher candidate about their performance and progress (10.7)</p>
<p>Evidence/Documentation</p> <ul style="list-style-type: none"> ▪Blogs ▪Code of Ethics training signatures ▪Communication logs ▪Emails ▪FERPA training signatures ▪Informal/formal observation notes ▪Meeting logs ▪Mentor teacher candidate notes ▪Newsletters ▪Parent letters ▪School and district communication policies ▪Teacher candidate-made content activities ▪Worksheets, etc. ▪Unit plans ▪Websites/web pages. 			

