# EDUC. 4600: Student Teaching P-5, 5-9, 8-12, PE

#  “Teacher as Leader for the 21st Century

**Fall, 2018**



 **STUDENT TEACHING: August 28- December 14**

**August 21:** Student teaching seminar (3:00- 6:00)--Goodhue 200

**August 28:** First student teaching placement in schools begins

**August 28: Cooperating teacher dinner** at 4:00 in Cranmer Dining Center.

**October 19:** End of first placement

**October 22:** First day in second placement

**December 14:** Student teaching ends. **December 14 is the last day for all student teachers with at least 70 days. Make-up days will be required for all student teachers that have not met the 70 day requirement.**

**STUDENT TEACHER SUPERVISORS:**   **Mrs. Melissa Arnold; Mrs. Judy Bradshaw and Ms. Rita Marshall**

# Office: Goodhue Building, Office # 209 & 309 Office Hours: Posted

Office Phone: Office- 270-384-8584 270-384-7450

###### Education Division Phone: 270-384-8159

###### Education Division Fax: 270-384-8162

Home and Cell Phone: ( Arnold) 270-384-2887/ 270-634-2360; or (Marshall) 270-384-2543/ 270-634-0342

**COURSE DESCRIPTION**: The candidates expected to systematically observe expert teaching and to engage, under supervision, in the actual conduct of class sessions. The candidate is also expected to acquire skills in, and familiarity with, the co-curricular activities of the teacher. Personal and group conferences and systematic supervision by faculty members are part of this requirement. Open only to students who have been approved for this part of the program.

**Conceptual Framework:** The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto “Teacher as Leader for the 21st Century” through a rigorous professional education curriculum and through their Conceptual Framework. In this culminating experience, the students will apply the pedagogy, knowledge, reflective best practice and leadership that have been developed in the division curriculum. Candidates will be equipped with pedagogical knowledge to teach K-12 students learning to value and support student diversity and address individual needs. Candidates will assume leadership roles in teaching diverse learners in their school communities. In addition candidates will address the 21st Century Skills and the Characteristic of Highly Effective Teaching and Learning as outlined by the Ky. Department of Education and the requirements of Unbridled Learning.

**TEXT and Required Items:** Kentucky Department of Education, (2012). Kentucky Core Academic Standards**,** Frankfort, KY. 2 G memory card appropriate for Division Camera. See Division Web Site.

**Required Materials-** Three-inch binder with dividers for all paperwork.

**COURSE OBJECTIVES**: Upon completion of this course the student will be able to implement the following outcomes:

1. Use learner appropriate pedagogical methods in a variety of educational settings, addressing socio-economic, ESL and other diverse students. Develop and implement lesson plans that address differentiation techniques utilizing instructional media and technology in unit.

 2. Effectively manage the classroom in a way that optimum learning takes place.

 3. Develop professional relationships and engage in professional development activities.

 4. Demonstrate the principles and techniques of classroom assessment involved in evaluating student

 progress and reflect on student assessments to improve student achievement

 5. Conduct self-evaluations of videotaped lessons using the PGES, KTIP based evaluation instrument.

 6. Demonstrate knowledge of content, diversity and co-teaching in teaching situations.

 7. Demonstrate appropriate professional dispositions; implement leadership plan and complete portfolio.

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, literacy and assessment *for* learning,. As students carry out projects and complete assignments that involve instructional activities for P-5 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

 **Technology**

 Candidates are required to use technology for class assignments, lesson plan design and preparation, class presentations and record keeping. Candidates are required to successfully complete course work that focuses on using technology. Candidates are required to communicate via electronic mail, access the Internet and online databases, and use digital texts and modes for projects and presentations.

 **Course Policy Statements:**

**1. All weekly assignments must be printed BEFORE your meeting on Tuesday afternoons. Digital items that need to be printed by work study students must be sent to Data Manager 24 hours before they are needed.**

**2. Two points will be deducted for each spelling, grammar, and punctuation error in all course work.**

**3. Cell Phone Policy - Cell phones must be turned off and out of sight during school hours.**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies must be given prior approval by the classroom instructor.

**4. All students are required to check their LWC e-mail each day for correspondence from the Education Division faculty.**

**5. Late work will have 20% deducted for each day it is late.**

**6. No work from another class may be used for class assignments.**

**COURSE REQUIREMENTS/ASSESSMENT TASKS**

1. **Select, design,** **organize,** and employ **objectives, strategies**, and materials for teaching P-12 Physical Education/Health, P-12 Art, P-5, 5-9, or 8-12. (All outcomes).
2. **Design and implement a variety of assessment tasks** that are appropriate for the grades being taught. Use

**multiple assessments** and sources of data.

1. Develop **a classroom management plan** **for first student teaching placement.** Plan must be specific to each placement. Plan will include the following: A. Letter to parents, guardians, or care takers; B. Rules and; C. Consequences. **The plans are due the second week of first placement Sept. 4**  (100 points)**.**
2. Register with Career Services Office (**resume and letters of recommendation**). Rough draft of resume is

 **due to Career Services by October 9.** The final draft of the resume and the 3 letters of recommendation will be

**due December 3.** (Course requirement) Must be sent to Mrs. **Laura Burwash**

1. **Attendance at required workshops including but not limited to:** the Student Teacher Tea, the Certification

Seminar, Founder's Day Convocation, and the multicultural seminar. (Course requirement)

 6. **Complete a 10 Day unit that meets standard division requirements.** It is expected that your unit will be taught during the first placemen except for teacher candidates teaching at the kindergarten level or in a physical education classroom. **Provide evidence of teaching impact by preparing a pre- and post-test analysis of student scores**. This analysis is based on the pre-test given before you teach you unit and post-test following the teaching of your unit. **These tests do not count as part of your ten daily lesson plans. Submission date of rough draft due on September 18. Must include pretest, resource file, unit objectives, contextual data form with teaching and learning statement, assessment template and instructional strategies/activities template and 5 complete lesson plans. FINAL DRAFT OF UNIT IS TO BE POSTED ON October 2. Kindergarten and PE rough draft due November 13. FINAL UNIT IS TO BE POSTED ON Due November 27. Key Assessment. \*\* Unit must be approved by cooperating teacher and complete before first day unit is taught. ( 250 Points)**

 **7. Attend weekly seminars with supervising teachers at LWC**. (Each seminar that is missed must be made up or an extra day is added to the second placement.) (Course requirement)

**8.** D**evelop and Implement a Leadership Plan. Posted by Oct. 23. ( 100 points)**

**9. Ethical Case Study- must be a situation that happens during one of your student teaching placements. Due Nov. 13 ( 100 Points)**

**10. A video of a lesson taught during your 2nd student teaching placement -** **( Except Kindergarten and PE-**

**Due ) Full LWC lesson plan with all required documentation ( see website) self-assessed KTIP is required for**

**this lesson but on a different lesson than one was observed by your supervising teacher. Due Date: PE and Kindergarten due October 2 all others due November 20. (180 Points)**

**11.** Develop and implement Professional Growth Plan. **Posted by December 4 ( 100 Points)**

12. **Maintain a daily reflective journal entry for each day** of the student teaching experience (due weekly). A reflective journal entry for each day of student teaching.) (For our student teaching portfolio, three of your reflective journal entries from each placement must be entered into the digital portfolio. For secondary students six reflective journals must be entered.) **Due December 6.**

13.All students are required to **remain in their placements until the last date on their timeline or they complete 70 full days of student teaching.** (unless make-up days are required because of absence). (Course Requirement)

14. A copy of **detailed lesson plans** is due at weekly seminars at Lindsey one week in advance. **This requirement will be suspended once the student teacher demonstrates the ability to advance plan and prepare proper lesson plans according to LWC format.** The lesson plans are still expected for all lessons taught and as always should be discussed and approved by the cooperating teacher before the lesson is taught. Additionally, an abbreviated lesson plan format may be used once approved by the supervising teacher. All KTIP observations, the video lesson, revised video lesson, and the Unit lesson plans must be submitted in the full lesson plan format. In either event, if the student teacher does not perform as expected, the full lesson plan requirements may be again required. (Course requirement) (**Failure to prepare acceptable lesson plans as expected can result in failure of student teaching**).

15. You will be observed and evaluated a minimum of 4 times by your supervising teacher. Key Assessment

16. You will be evaluated a minimum 4 times by your cooperating teacher(s). Key assessment

17. Utilize a **minimum of two** or more different teaching methods in each lesson taught and use a variety of technologies in all lessons taught.

18. Adhering to Kentucky Professional Code of Ethics for Teachers**. (Failure to follow code of ethics can result in failing student teaching)**

19**.** The PLT and your area Praxis II exam (s).must be taken the semester prior to student teaching. **PRAXIS-** All teacher candidates who have not yet passed the all praxis exams will be required to attend tutoring sessions for the Praxis exams.  You will need to meet with your Education Advisor to set up you PRAXIS tutoring schedule. When you pass the exams, you will no longer be required to attend the sessions, and will receive credit.

20. Certain requirements are absolute expectations of all professional educators, such as: adhering to the Kentucky Professional Ethics for Teachers, preparing acceptable lesson plans, delivering acceptable lessons, acceptable classroom management, interacting with and acceptable communication with others in your placement schools, attendance for extra duties that your cooperating teacher performs (bus duty, faculty meetings etc.), proper promptness and attendance at work, and interacting with and acceptable communication with LWC representatives. **Failure to perform satisfactorily in such teacher performance areas can result in failing the course.**

**21. Students are required to keep a notebook with dividers** that must include seating charts for each class period, all lesson plans and logs. This notebook must be available when supervising teacher observes and upon request. Turn in a copy of your class schedule and indicate the first two classes you will be teaching. (Due Sept.6 and Nov. 1 ) A typed, one-page daily log is required. Logs will be turned in at weekly seminars. Logs should discuss daily highlights and reflection on your teaching. All logs and lesson plans must be in kept in notebook and available for cooperating teacher when they observe. This is a course requirement. Failure to turn in logs and lesson plans on time, will result in final grade reduction. (Logs 25 Points per week/ Lesson plans 50 points per week)

Notebook Divisions- A. Seating Chart B. Logs C. Lesson Plans D. Example Assessments E. Communication with Parents F. Participation in Professional Community with date of each entry G. PGP H. Showing Professionalism Log I. Completed KTIP forms J. Lesson Plans.

22. You are **responsible for getting your work in on time**. Unless approved by the instructor, assignments are due on the date indicated even if the student is absent. Late assignments will be penalized 20% of the point value for each day the work is late. **Any special circumstances should be explained in writing and given to the instructor prior to the due date for assignment.**

23. Read and sign that you have read and agree to all requirements in the **LWC Student Teaching Handbook, syllabus review statement** and the **Ky. Code of Ethics**.

**Items for discussion questions can include:** Student learning, Formative assessment, Characteristics of Highly Effective Teaching and Learning, Classroom management, Methodology, Best practice, Use of assessment data to inform teaching, Diverse needs of learners, Impact of socio-economic status on student learning and school environment.

\*\*LWC candidate Supervisors will oversee their individual group of teacher candidates for each assignment.

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| --- | --- |
| Date | Assignment Due |
| Sept. 4 | Classroom Management plan |
| Sept. 18 | Rough draft of unit |
| Oct. 2 | Final copy of unit// PE and Kindergarten video due |
| Oct. 9 | Rough draft of resume due to Laura Burwash |
| Oct. 23  | Leadership Plan due |
| Nov.6 | PE and Kindergarten unit rough draft due |
| Nov. 13 | Ethical Case Study Due |
| Nov. 20 | Video Due// PE and Kindergarten final unit duer |
| Dec. 3 | Final resume to Laura Burwash |
| Dec. 4 | PGP due |
| Dec. 6 | Journal entries uploaded |

All of the above items are described in the assessment tasks listed above. Each artifact must be uploaded to your portfolio website on the due dates

**HANDBOOK GUIDELINES ARE TO BE FOLLOWED AT ALL TIMES. ANY DEVIATION FROM THE HANDBOOK SHOULD BE DISCUSSED WITH YOUR SUPERVISING TEACHER PRIOR TO THE EXCEPTION.**

## Grading System for Student Teaching

In student teaching, a student teacher’s grade is “A-F”. To be considered successful in student teaching, a student teacher must make acceptable progress toward each of the ten teacher standards and receive acceptable evaluations from both the public school cooperating teacher and the college supervising teacher. At mid-term, any student teacher who receives a 1 (Unacceptable) on any Holistic Standard Score from the cooperating teacher or college supervising teacher or 1 will meet with both the college supervisor and the cooperating teacher to discuss the stated deficiency.

94-100% A

90-93% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+

70-76 C

60-69% D

0-59% F

##

##  Education Policies and Procedures

The Policies and Procedures of the Division of Education apply to all students who take courses in the education program including those courses designated as pre-entry or have been admitted to the program. This includes students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program. The Policies and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student Teaching Handbook. Failure to comply to the approved policies and procedures of the Lindsey Wilson College Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the program.

**Class Absences**

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

* Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
* Enter the student in the Starfish System, a system in which the student's instructor, academic or freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete);
* Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
* Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

**Cell Phone Policy**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

**Audio and Video Recordings**

Any recording of class sessions, group information meetings offered by the Education Division, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be recorded either through audio or video. If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**

Students cannot disclose information or incidence that occur in the public schools, classrooms, or clinical situation either through personal interaction or social media with friends and family. This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on Social media including Facebook, Twitter, Instagram, and similar forms of social media.  This does not include general school announcements from authorized school officials to the general public.   The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**

Lindsey Wilson College education students are in the schools as guests of the school system. The school is a work place for teachers and administrators, as well a safe learning environment for students. It is not a forum for socialization with teachers and / or students. Education students will not be placed in schools where immediate family members are present in order to avoid conflict of interest. Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience. All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction. During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P-12 teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

**Incomplete Field Observation Hours**

Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS database and approved by the LWC course instructor. Failure to upload all field hours in KFETS will result in an incomplete (I) grade for the course. The Coordinator of Field Placements must place students for additional hours.

**Assessment Task 1- Classroom Management Plan**

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. A typed, one-page introduction letter to guardians. A list of the behavior management plan used by the cooperating teacher.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language

**Assessment 2- Lesson Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **94 - 100 pts A** | **87 - 93 pts A- /B+** | **80 - 86 pts B** | **70 – 79 pts C** | **60 - 69 pts D** | **0 – 59 pts. F** |
| **Lesson Plan & Daily Objectives****Essential Questions** | All meaningful; fully based on ILA, KCAS, fully aligned, tied to real world, mastered in Lesson Plan | All meaningful; fully based on ILA NCSS, aligned, real world tie, mastery possible as written | All based on ILA KCAS, aligned, suggest real world, mastery in Unit suggested | All suggest ILA KCAS, partially aligned, suggest real world, not fully mastered in Unit  | Related to ILA KCAS, poor alignment, minimal real world problems with mastery | Unclear objectives reworded ILA KCAS, not aligned, no real world, not mastered in Unit |
| **Lessons Overview**1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes,1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. | Fully developed with strong, compelling theme. Instructional Plan for Learning Literacy Strategies is fully developed with strong daily objectives and assessments fully aligned, excellent strategies that are highly appropriate, strong differentiation that is highly appropriate and with excellent resources listed  | Complete with appropriate / important theme. Instructional Plan for Learning Literacy Strategies is complete with additional items; daily objectives and assessments good alignment, strong strategies, strong differentiation and resources listed  | Complete with good theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments aligned, good strategies, good differentiation and resources listed  | Complete with nominal theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments related, limited strategies, limited differentiation and resources listed  | Some items missing; nominal topic but no theme integrated. Instructional Plan for Learning Literacy Strategies needs work in spots; daily objectives and assessments not aligned, inappropriate strategies listed, inappropriate differentiation and resources  | Incomplete with topic or theme not integrated. Instructional Plan for Learning Literacy Strategies is incomplete with daily objectives and assessments not related, one poor or no strategies listed, no differentiation; resources minimal. |
| **Lesson Plans - Knowledge, Reasoning, Performance Skills, Products, Higher Order Thinking** 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. | Mastery of knowledge base, fully incorporates higher level reasoning daily, skills mastered; products meaningful, teacher instruction / strategies learning in lesson plan | Mastery of knowledge base, incorporates higher level reasoning daily, skills mastered; products good /help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge base, incorporates higher level reasoning, teaches needed skills; products good and help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge at basic level, basic higher level reasoning, teaches needed skills; products relate to objectives and real world; teacher instruction / strategies learning in lesson plan | Minimal mastery of knowledge base, minimal higher level reasoning, skills; some products included may not align with objectives, teacher instruction / strategies learning in lessonplan |  Does not master knowledge base, minimal or no higher level reasoning, skills; none or irrelevant products, 4+ lessons st. testing or activity but no instruction |
| **Lesson Plans, Resources, technology**2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. | Meet all template guidelines, excellent sources; provide rich Literacy knowledge base, developmentally appropriate, excellent reading/writing activities, encourages critical thinking, strategies actively use tech / resources; all used effectively, | Meet all template guidelines, approved sources; provide good knowledge base; developmentally appropriate, good reading/writing activities, good source for critical thinking; strategies actively use tech and resources; most used effectively, | Some minor revision needed in template guidelines; approved sources; provide required knowledge base; developmentally appropriate; reasonable reading/writing activities, source for critical thinking; basic best practice; strategies use tech and resources; overall effective use | Revisions needed to meet template guidelines; some not develop appropriate; gaps in required knowledge base some used inappropriately; basic reading/writing activities, basic source for critical thinking; used overall appropriately addresses best practice | Major revisions needed to meet template guidelines; several not develop appropriate; minimal required knowledge base at times used inappropriately; limited reading/writing activities, limited source for critical thinking; limited best practice | Parts of template blank, not developmentally appropriate; fails to meet knowledge base; resources and tech used inappropriately; no evidence of reading/writing activities, not a base for critical thinking |
| **Lesson Plans, Context, Differentiation, Accommodations**2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | Lesson plans fully developed; reflect context; excellent incorporation of differentiation and accommodations; excellent lesson sequence; excellent ties between lessons building on each day’s instruction; excellent literacy component, excellent classroom configurations system to maximize learning |  Lesson plans fully developed; reflect context; good incorporation of differentiation and accommodations; good lesson sequence; good ties between lessons building on each day’s instruction; good literacy component, effective classroom configurations system to maximize learning | Lesson plans well developed; reflect context; good incorporation of differentiation and accommodations; good lesson sequence; basic ties between lessons building on each day’s instruction; good literacy component, good classroom configurations system to maximize learning | Lesson plans adequately developed; basic reflection of context; incorporates differentiation and accommodations; basic lesson sequence; basic ties between lessons building on each day’s instruction; basic literacy component, basic classroom configurations system to maximize learning | Lesson plans basic developed; limited reflection of context; cites differentiation / accommodations but not incorporated; limited lesson sequence; few ties between lessons instruction does not build; limited literacy component, limited classroom configurations system to maximize learning | Lesson plans not developed; no reflection of context; cites differentiation / accommodations but not incorporated; no lesson sequence; no ties between lessons instruction does not build; no literacy component ineffective classroom configurations system to maximize learning evidence,  |

 **Assessment Task 3- PGES Assessment for Observation and Reflection**

**Intern Performance Record (IPR)**

**Observation Evidence and Ratings for Domains 1, 2, 3, AND 4**

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|  Teacher Intern       SSN       School       District       Observer Name      **LESSON Grade Sheet**1. **\_\_\_\_\_Contextual Data Sheet from the class you are observing (10 points)-**
2. **\_\_\_\_\_Contextual Data Statement (20 points)-**
3. **\_\_\_\_\_Original lesson plan with all attachments---worksheets, activity**

 **sheets, assessments, etc. (35 points)** **TASK 4. \_\_\_\_\_ Graded student work samples (10 points)-** **Task 5. \_\_\_Completed PGES SELF- Assessment ( KTIP)- (50points)** **TASK 6. \_\_\_\_\_Analysis and Reflection (30 points)** **Task 7. \_\_\_\_\_ Digital Copy of lesson Demonstrating Classroom Teaching – (10 Points)** **Task 8. Revised Lesson Plan with revisions highlighted- (15 Points)** **TASK 9 \_\_\_\_\_ Documents in folder and labeled (10 points)****TASK 10.\_\_\_\_Mini-Lesson Checklist Completed (10 points)** **TOTAL POINTS POSSIBLE: 200** **TOTAL POINTS EARNED: \_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Cycle 1** (Classroom observations and second committee meeting shall be held between one (1) and sixty(60) instructional days after the orientation meeting.)

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|  Date of Observation      Subject Area Observed       Type of Classroom       Ages/Grades Number of Number of Number of Number of of Students in Students Students Students Students       Class       having IEP      having GSSP       having LEP        |

**The signatures below verify that the rating and related evidence for each Component have been discussed with the intern.**

Observer's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cycle 2** (Classroom observations and third committee meeting shall be held between sixty-one (61) and 110 instructional days after the orientation meeting.)

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| --- |
| Date of Observation      Subject Area Observed       Type of Classroom      Ages/Grades Number of Number of Number of Number ofof Students in Students Students StudentsStudents       Class      having IEP       having GSSP       having LEP        |

**The signatures below verify that the rating and related evidence for each Component have been discussed with the intern.**

Observer's Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cycle 3** (Video or classroom observations and fourth committee meeting shall be held between 111 and 140 instructional days after the orientation meeting.)

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| --- |
| Date of Observation      Subject Area Observed       Type of Classroom      Ages/Grades Number of Number of Number of Number ofof Students in Students Students StudentsStudents       Class       having IEP       having GSSP      having LEP       |

**The signatures below verify that the rating and related evidence for each Component have been discussed with the intern.**

Observer's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOMAIN 1: PLANNING AND PREPARATION**

|  |
| --- |
| **Component: 1A – Demonstrating Knowledge of Content and Pedagogy** |
| **Source(s) of Evidence: Context** **Lesson Plan**  **Observations of Teaching** |

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| **Ineffective** **Cycle 1** **[ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| **Component: 1B – Demonstrating Knowledge of Students** |
| **Source(s) of Evidence: Context** **Lesson Plan** **Observation of Teaching** **Student Voice**  |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

 **DOMAIN 1: PLANNING AND PREPARATION**

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| --- |
| **Component: 1C – Setting Instructional Outcomes** |
| **Source(s) of Evidence: Lesson Plan** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| **Component: 1D – Demonstrating Knowledge of Resources** |
| **Source(s) of Evidence: Context** **Lesson Plan** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |
| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**DOMAIN 1: PLANNING AND PREPARATION**

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| **Component: 1E – Designing Coherent Instruction** |
| **Source(s) of Evidence: Lesson Plan** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| **Component: 1F – Designing Student Assessments** |
| **Source(s) of Evidence: Lesson Plan** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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| **Component: 2A – Creating an Environment of Respect and Rapport** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 2B – Establishing a Culture for Learning** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 2C – Managing Classroom Procedures** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 2D – Managing Student Behavior** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 2E – Organizing Physical Space** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

**DOMAIN 3: INSTRUCTION**

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| --- |
| **Component: 3A – Communicating with Students** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 3B – Questioning and Discussion Techniques** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 3C – Engaging Students in Learning** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 3D – Using Assessment in Instruction** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| **Component: 3E – Demonstrating Flexibility and Responsiveness** |
| **Source(s) of Evidence: Observations of Teaching** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

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| **Component: 4A – Reflecting on Teaching** |
| **Source(s) of Evidence: Post-Observation Reflections** **Professional Growth** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| **Component: 4B – Maintaining Accurate Records** |
| **Source(s) of Evidence: Records and Communication** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

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| --- |
| **Component: 4C – Communicating with Families** |
| **Source(s) of Evidence: Records and Communication** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| **Component: 4D – Participating in a Professional Community** |
| **Source(s) of Evidence: Professional Involvement Log** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

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| --- |
| **Component: 4E – Growing and Developing Professionally** |
| **Source(s) of Evidence: Professional Growth** **Post-Observation Reflections** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| **Component: 4F – Showing Professionalism** |
| **Source(s) of Evidence: Professional Involvement Log** |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**Assessment Task- – # 4 Summative Assessments for Unit, PGP and Leadership Plan**

 **Stage 3 Summative Scoring Rubric**

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L#: L00\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LWC Supervising Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions for Scoring the Stage 3 Portfolio**

The goal for candidate performance at Stage 3 Program Exit is a “target” level of proficiency based on the criteria for the Kentucky Teacher Standards that are attached.

**Scoring Criteria:**

**Exceeds Target 4-**When the artifact exceeds the target descriptor and the candidate has performed at a level above what is expected.

**Target 3 -**Score items at “target when candidate meets the criteria descriptors in the Kentucky Teacher Standards attached at the end of this document. Target is the level of performance expected of a teacher candidate who is ready to enter student teaching indicating the potential for successful completion.

**Acceptable 2 -**When the artifact / performance meets the Kentucky Teacher Standard descriptor at a level that is “acceptable” for student teaching but indicates room for growth OR is target in all areas but needs work in one area.

**Unacceptable 1-**Artifacts / performance that do not meet the level of performance on the Kentucky Teacher Standard descriptors for a student teach.

**Summative Score of Student Teaching Unit & Teaching Design (30% of grade)**

|  |  |
| --- | --- |
| **Instructional Unit** | **Must include:** Title Page, Table of Contents, Unit Objectives and Learning Targets; Resource & Technology Overview; Contextual Data for Instruction; Unit Assessment Plan; Instructional Strategies/Activities aligned with Objectives/Targets and Assessments; Culminating Activity; All Lesson Plans that include: Hand-Outs, Work Sheets, Activity Sheets, Technology, Scoring Guides, Rubrics, and copies of Unit Assessments and Assessment Tools; Organizing & Analyzing the Results/Impact of Instruction; and Communication / Follow up. Include video of lesson taught during Unit. **Review all items and score holistically for each based on the Kentucky Teacher Standard scoring criteria (attached).** |
| KTS 1 Content Knowledge | Review of the artifacts as a whole demonstrates candidate’s performance level with Target as ready to be recommended for Teaching Certification. | 4 | 3 | 2 | 1 |
| KTS 2 Designs Instruction |  | 4 | 3 | 2 | 1 |
| KTS 5 Assessment |  | 4 | 3 | 2 | 1 |
| KTS 6 Technology |  | 4 | 3 | 2 | 1 |
| KTS 7Reflection | KTS 7 includes reflection for observations as well as 6 student teaching logs. (3 from each placement when split) | 4 | 3 | 2 | 1 |
| Comments: |

**Summative Score Student Teaching Observations & Evaluations (50% of grade)** Record the holistic score of the Candidate’s performance for each standard using the final assessment of the P-12 Cooperating Teacher(s) and the LWC Supervising faculty member. Exceeds Target – 4 Target – 3 Acceptable 2 Unacceptable - 1

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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| KTS 1 Content Knowledge |  |  |  |  |
| KTS 2 Design Instruction |  |  |  |  |
| KTS 3 Learning Climate |  |  |  |  |
| KTS 4 Implement Learning |  |  |  |  |
| KTS 5 Assess Learning |  |  |  |  |
| KTS 6 Technology |  |  |  |  |
| KTS 7 Reflect |  |  |  |  |
| KTS 8 Collaboration |  |  |  |  |
| Critical Thinking (rubric) |  |  |  |  |
| Oral Communication (rubric) |  |  |  |  |
| Ethical Reasoning (rubric) |  |  |  |  |
| Written Communication (rubric) |  |  |  |  |

**Professional Growth Plan---Kentucky Teacher Standard 9 (10% of grade)**

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| --- | --- | --- | --- | --- |
| **Holistic Score for KTS 9: Evaluates Teaching and Implements Professional Development** | 4 | 3 | 2 | 1 |
| 9.1 Self assesses performance relative to Kentucky’s Teacher Standards |  |  |  |  |
| 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues. |  |  |  |  |
| 9.3 Designs a professional growth plan that addresses identified priorities. |  |  |  |  |
| 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning. |  |  |  |  |

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| **Holistic Score for KTS 10: Provides Leadership within the School/Community/Profession** | 4 | 3 | 2 | 1 |
| **10.1** Leadership opportunities that enhance student learning and /or professional environment. |  |  |  |  |
| **10.2** Develops a plan for engaging in leadership activities.  |  |  |  |  |
| **10.3** Implements a plan for engaging in leadership activities.  |  |  |  |  |
| **10.4** Analyzes data to evaluate the results of planned and executed leadership efforts.  |  |  |  |  |

**Professional Leadership Plan---Kentucky Teacher Standard 10 (10% of grade)**

**Dispositions (no grade)** Holistically score the candidate’s dispositions from Recommendation / Disposition Assessment.

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| --- | --- | --- | --- | --- |
| Disposition 1 Professional Integrity Holistic Score | 4 | 3 | 2 | 1 |
|  | **Professional Integrity: demonstrates strength of character through ethical behavior in roles and responsibilities; is dependable in completion of duties and responsibilities; demonstrates and models the value of learning.**  |
| Disposition 2 Caring, Respect, Compassion Holistic Score | 4 | 3 | 2 | 1 |
|  | **Caring, Respect, Compassion: demonstrates respect for students, colleagues, parents, administration and community; demonstrates caring behaviors of nurture and advocacy in response to human needs; demonstrates equitable treatment in all interactions and acceptance of diversity.**  |
| Disposition 3 Critical Reflection Holistic Score | 4 | 3 | 2 | 1 |
|  | **Critical Reflection: reflects positively on feedback and assessment identifying areas for growth; commits to and participates in professional growth through individual reading and professional opportunities.**  |

**Rater Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inter-Rater Name: \_\_\_\_\_**

**Required** Each of the following is required for credit, but not calculated as part of the grade. The following items are required and must be completed:

1. Attendance at all weekly seminars, cultural seminar, Student Teacher Tea, KEA-SP induction ceremony, certification seminar, others as scheduled.
2. Resume
3. **Portfolio** complete, submitted on time, all links work

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| **Written Communication VALUE Rubric***for more information, please contact value@aacu.org* |  |

**Definition**

 Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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| --- | --- | --- | --- |
|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| **Context of and Purpose for Writing***Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions***Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

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| **Oral Communication VALUE Rubric***for more information, please contact value@aacu.org* |  |

**Definition**

 Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)  | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

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| **Critical Thinking VALUE Rubric***for more information, please contact value@aacu.org* |  |

**Definition**

 Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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| --- | --- | --- | --- |
|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| **Explanation of issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| **Evidence***Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation.Viewpoints of experts are taken as fact, without question. |
| **Influence of context and assumptions** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| **Student's position (perspective, thesis/hypothesis)** | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.Limits of position (perspective, thesis/hypothesis) are acknowledged.Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| **Conclusions and related outcomes (implications and consequences)** | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

**Ethical Reasoning Value Rubric**

*Association of American Colleges and Universities For more information, please contact value@aacu.org*

**Definition**
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet the benchmark (cell one) level performance.

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|  | Capstone 4 | Milestones 3 2 | Benchmark1 |
| **Ethical Self-Awareness** | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. |  Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. | Student states both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the origins of the core beliefs but not both. |
| **Understanding Different Ethical Perspectives / Concepts** | Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used. | Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/he uses, and is only able to present the gist of the named theory. | Student only names the major theory she/he uses. |
| **Ethical Issue Recognition** | Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. |
| **Application of Ethical Perspectives /Concepts** | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implication of the application. | Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implication of the application. | Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives / concepts independently (to a new example). |
| **Evaluation of Different Ethical Perspectives / Concepts** | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives / concepts, and the student’s defense is adequate and effective. | Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implication of different ethical perspectives/ concepts, but the student’s response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student’s position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives / concepts. |

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| **Written Communication VALUE Rubric***for more information, please contact value@aacu.org* |  |

**Definition**

 Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| **Context of and Purpose for Writing***Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions***Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

**Rubric #**

**Lindsey Wilson College Education Division**

**Pre-Stage 3 Prescribed Action Research Poster Presentation Evaluation**

**Scoring Guide and Directions:**

 **Scoring Guide:** 4= Equivalent of performance by an educator in the third year of their full time employment, 3=Expected performance by Teacher Education program Student Teacher, 2= Performance equivalent of a student not yet student teaching, and 1=Unacceptable level of performance. **Directions:** For each of the categories below, place a check mark next to the appropriate performance level.

**Syntheses of the Kentucky Teacher Standards for the research poster presentation:**

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The student teacher demonstrates a current and sufficient academic knowledge of action research applied to their content area, as exhibited through their poster and presentation.

**\_\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The student teacher designs and used a pretest and posttest component within their unit plan of instruction, yielding data sufficient for analysis of individual student (disaggregated) and class-wide (aggregated) gains/losses.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The student teacher assessed gains/losses from the pretest/posttest and communicated results in coherent and meaningful ways through their poster and presentation.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The student teacher utilized the poster in effective ways to communicate study results.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The student teacher exhibited reflection and evaluation on, and of, the study and its results.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

**The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge**

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The student teacher evaluated his/her overall performance of teaching their unit plan of instruction through analysis of data shared.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The student teacher evidences leadership potential in the use of action research in their future teaching through their poster and the presentation.

**\_\_\_\_4 Exceeds expectations \_\_\_\_3 Target \_\_\_2 Acceptable \_\_\_ 1 Unacceptable**

**Pre-Stage 3 Prescribed Action Research Poster Presentation Evaluation Signature(s)**

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poster Presentation Evaluator Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poster Presentation Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poster Presentation Evaluator Chair (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poster Presentation Evaluator Chair Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Received by (Data Manager Office) print \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **ACEI** | **ELA** | **English** | **Math** | **Social****Studies** | **Health**  | **PE****EE** | **Art** | **Music** | **Assessment****Description** | **CAEP Diversity Theme****Yes/No** | **CAEP Technology Theme****Yes/No** |
| Use learner appropriate pedagogical methods in a variety of educational settings, addressing socio-economic, ESL and other diverse students. Develop and implement lesson plans that address differentiation techniques utilizing instructional media and technology in unit | 1,2,3,4,5,6,7,81.11.21.31.41.52.12.22.32.42.53.13.23.33.43.54.14.24.34.55.15.25.35.45.55.66.16.26.36.46.57.17.27.38.18.28.3 | 1,2,3,4,5,6,7,8,9,10 | 1.11.21.31.41.5 | 1.02.12.22.32.32.52.62.73.23.33.44.0 | 1,2 | 1 | 1 | 1 | 1 | 1 | ContentKnowledge | Content Knowledge | Lesson Plan, PGES KTIPSummative Assessment | Yes | Yes |
| Effectively manage the classroom in a way that optimum learning takes place | 3,43.13.23.33.43.54.14.24.34.4 | 1,2,4,5,67,8,9 | 1.11.21.31.41.5 | 1.03.2 |  |  |  |  |  |  |  |  | Management PlanLesson PlanPGES KTIPSummative Assessment |  |  |
| . Develop professional relationships and engage in professional development activities | 99.19.29.39.4 | 4,5,9 | 1.11.21.31.41.5 | 5.1 |  |  |  |  |  |  |  |  | Summative Assessment |  |  |
| Demonstrate the principles and techniques of classroom assessment involved in evaluating student progress and reflect on student assessments to improve student achievement | 5,75.15.25.35.45.55.67.17.27.3 | 1,2,3,4,5,6,7,8 | 1.11.21.31.41.5 | 1.04.0 | 1,2 | 1 | 1 | 1 | 1 | 1 |  |  | Lesson PlanPGES KTIPSummative Assessment |  |  |
| Conduct self-evaluations of videotaped lessons using the PGES, KTIP based evaluation instrument | 5,75.15.25.35.45.57.17.27.3 | 1,4,5,9 | 1.11.21.31.41.5 | 1.03.23.34.0 | 1,2 | 1 | 1 | 1 | 1 | 1 |  |  | Lesson PlanSummative Assessment |  |  |
| Demonstrate knowledge of content, diversity and co-teaching in teaching situations**.** | 1,2,34,5,61.11.21.31.41.52.12.22.32.42.55.25.45.6 | 1,2,3,4,5,6,7,8 | 1.11.21.31.41.5 | 1.03.23.33.4 | 1,2 | 1 | 1 | 1 | 1 | 1 |  |  | Lesson PlanPGES KTIP |  |  |
| Demonstrate appropriate professional dispositions; implement leadership plan and complete portfolio. | 1010.110.210.310.4 | 1,2,3,4,5,10 | 1.11.21.31.41.5 | 1.02.12.22.32.52.62.73.23.33.43.54.05.15.2 |  |  |  |  |  |  |  |  | Summative Assessment |  |  |

 **21st Century Skills Standards**

1. Life and Career Skills
2. Learning and Innovation Skills
3. Information, Media, and Technology Skills
4. Core Subjects and 21st Century Skills

**Lindsey Wilson College Essential Learning Outcomes:**

1. Communicate Effectively
2. Effective skills of inquiry and analysis
3. Engaged, culturally aware citizen of the nation and the world.
4. Integrate and apply knowledge

**Division of Education Candidate Learning Outcomes**

1. Knowledge
2. Pedagogy
3. Leadership
4. Reflective Best Practice

**Kentucky Teacher Standards:**

1. The teacher demonstrates applied content knowledge.
2. The teacher designs and plans instruction.
3. The teacher creates and maintains learning climate.
4. The teacher implements and manages instruction.
5. The teacher assesses and communicates learning results.
6. The teacher demonstrates the implementation of technology.
7. Reflects on and evaluates teaching and learning.
8. Collaborates with colleagues/parents/others.
9. Evaluates teaching and implements professional development.
10. Provides leadership within school/community/profession.

**ISTE National Educational Technology Standards:**

***For Students:***

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

***For Teachers:***

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

**EPSB Themes:**

Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)

Assessment (developing skills to assess student learning)

Literacy/Reading

Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap)

**Characteristics of Highly Effective Teaching and Learning (CHETL)**

1. Learning Climate
2. Classroom Assessment and Reflection
3. Instructional Rigor and Student Engagement
4. Instructional Relevance
5. Knowledge of Content

**InTASC Standards**

1. Leaning Development 6. Assessment

2. Learning Differences 7. Planning for Instruction

3. Learning Environments 8. Instructional Strategies

4. Content Knowledge 9. Professional Leaning & Ethical Practice

5. Application & knowledge 10 Leadership & Collaboration

2013 CAEP Standards

*excellence in educator preparation*

**Standard 1. Content and Pedagogical Knowledge**

**The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards**

**Standard 2. Clinical Partnerships and Practice**

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’**

**learning and development.**

**Standard 3. Candidate Quality, Recruitment, and Selectivity**

**The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4**

**Standard 4. Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and**

**schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

**Standard 5. Provider Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of**

**candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.**

Link for all Ky. Academic Standards subject areas:

<http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx>

**Association for Childhood Education International Elementary Education Standards and Supporting Explanation 2007**

 DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation; 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

**ILA Standards: Pre-K and Elementary Classroom Teacher**

[**Standard 1: Foundational Knowledge**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-1)

**Elements**

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

[**Standard 2: Curriculum and Instruction**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-2)

**Elements**

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**Standard 3: Assessment and EvaluationStandard**

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

[**Standard 4: Diversity**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

[**Standard 5: Literate Environment**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-5)

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

[**Standard 6: Professional Learning and Leadership**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6)

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

**Standards for English Language Arts Sponsored by the National Council of Teachers of English and the International Literacy Association**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structures, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non- print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literate communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information.

Content Knowledge

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 Approved October 2012

**1** Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

**2** Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

**3** Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Content Pedagogy: Planning Composition Instruction in ELA

**4**. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

**5** Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Professional Knowledge and Skills

**6** Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

**7** Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

**NCSS Standards**

1. HISTORY Teachers who are licensed to teach history should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Learner Expectations- The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

1. GEOGRAPHY Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Learner Expectations- The study of geography allows learners to develop an understanding of the spatial contexts of people, places, and environments. It provides knowledge of Earth’s physical and human systems and the interdependency of living things and physical environments. Studying geography stimulates curiosity about the world and the world’s diverse inhabitants and places, as well as about local, regional, and global issues. Geography allows learners to understand and make decisions about issues at the global as well as the local level.

1. CIVICS AND GOVERNMENT Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Learner Expectations- The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. This effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by the development of certain dispositions or traits of character that enhance the individual’s capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society.

1. ECONOMICS Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Learner Expectations- The study of economics provides learners with basic information about how people attempt to satisfy their wants and helps them employ logical reasoning in thinking about economic issues. It enables them to understand the economic issues that affect them every day, the roles they play as consumers and producers, and the costs and benefits associated with their personal decisions as well as governmental practice. It enables them to understand the universal questions: What will be produced? How will production be organized? How will goods and services be distributed? How will factors of production (land, labor, capital, and management) be allocated?

1. PSYCHOLOGY Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Learner Expectations- The study of psychology and human behavior allows learners to understand major theories that have been proposed to describe human thinking, learning, memory, development, personality, and behavior. It helps them address questions such as the following: Who am I? What factors have contributed to my becoming who I am? How can I adjust to, cope with, benefit from, and contribute to my own well-being and to the well-being of others? What is involved in mental and emotional health, and how can one become and remain mentally and emotionally healthy and prevent or overcome psychological disorders?

 **Five Core Competencies for Social Studies Teacher Education**

**Standard 1. Content Knowledge**

*Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.*

**Standard 2. Application of Content Through Planning**

*Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.*

**Standard 3. Design and Implementation of Instruction and Assessment**

*Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.*

**Standard 4. Social Studies Learners and Learning**

*Candidates plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.*

**Standard 5. Professional Responsibility and Informed Action**

*Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities.*

 **NCTM CAEP Standards (2012) – Middle Grades (Initial Preparation)**

Standard 1: Content Knowledge Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Standard 2: Mathematical Practices Effective teachers of middle grades mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Standard 3: Content Pedagogy Effective teachers of middle grades mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4: Mathematical Learning Environment Effective teachers of middle grades mathematics exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Standard 5: Impact on Student Learning Effective teachers of middle grades mathematics provide evidence demonstrating that as a result of their instruction, middle grades students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a positive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Standard 6: Professional Knowledge and Skills Effective teachers of middle grades mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations

 **NCTM CAEP Standards (2012) – Secondary (Initial Preparation)**

 Standard 1: Content Knowledge Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Standard 2: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching

Standard 3: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4: Mathematical Learning Environment Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Standard 5: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

 Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Standard 7: Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

PE and Health Standards

Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**The National Health Education Standards**
PreK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

* Revised student standards – from 7 to 8 standards
* Revision of recommended grade levels for student evaluation
* Revised and expanded student performance indicators
* New chapter on student assessment
* New chapter on equity and access for all students

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal  communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

 **2014 Music Standards**

 **CREATING**

 **Imagine Generate musical ideas for various purposes and contexts.**

Common Anchor #1 Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

 Essential Question: How do musicians generate creative ideas?

**Plan and Make Select and develop musical ideas for defined purposes and contexts**

 Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

**Evaluate and Refine Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.**

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

 Essential Question: How do musicians improve the quality of their creative work?

**Present Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.**

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication

 Essential Question: When is creative work ready to share?

 **PERFORMING**

**Select varied musical works to present based on interest, knowledge, technical skill, and context. Common Anchor #4**

 Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

**Analyze the structure and context of varied musical works and their implications for performance.**

Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

 Essential Question: How does understanding the structure and context of musical works inform performance?

**Interpret Develop personal interpretations that consider creators’ intent.**

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

 **Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

 Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

 Essential Question: How do musicians improve the quality of their performance?

 **Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.**

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Pre K K 1 2 3 4 5 6 7 8

 **RESPONDING**

**Select Choose music appropriate for a specific purpose or context.**

Common Anchor #7 Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

**Analyze how the structure and context of varied musical works inform the response.**

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

**Interpret Support interpretations of musical works that reflect creators’/performers’ expressive intent.**

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

**Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**

 Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

 Essential Question: How do we judge the quality of musical work(s) and performance(s)?

 **CONNECTING**

 **Synthesize and relate knowledge and personal experiences to make music.**

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

**Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**

 Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

 **Relate musical ideas and works with varied context to deepen understanding.**

 Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

<http://www.nafme.org/>

Art Standards:

<http://nationalartsstandards.org/>

 **Elementary Science**

**Life Science**

* K. [Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=2)
* 1. [Structure, Function and Information Processing](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=5)
* 2. [Interdependent Relationships in Ecosystems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=8)
	+ [Grades K-2 Engineering Design Introduction](http://ngss.nsta.org/k-2-engineering-design.aspx)
* 3. [Interdependent Relationships in Ecosystems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=12)
	+ 3. [Inheritance and Variation of Traits](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=13)
* 4. [Structure, Function, and Information Processing](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=17)
* 5. [Matter and Energy in Organisms and Ecosystems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=20)
	+ [Grades 3-5 Engineering Design Introduction](http://ngss.nsta.org/3-5-engineering-design.aspx)

**Earth & Space Science**

* K. [Weather and Climate](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=3)
* 1. [Space Systems: Patterns and Cycles](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=6)
* 2. [Earth’s Systems: Processes That Shape the Earth](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=9)
	+ [Grades K-2 Engineering Design Introduction](http://ngss.nsta.org/k-2-engineering-design.aspx)
* 3. [Weather and Climate](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=14)
* 4. [Earth's Systems: Processes That Shape the Earth](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=18)
* 5. [Earth's Systems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=21)
	+ . [Space Systems: Stars and the Solar System](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=22)
		- [Grades 3-5 Engineering Design Introduction](http://ngss.nsta.org/3-5-engineering-design.aspx)

**Physical Science**

* K. [Forces and Interactions: Pushes and Pulls](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=1)
* 1. [Waves: Light and Sound](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=4)
* 2. [Structure and Properties of Matter](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=7)
	+ [Grades K-2 Engineering Design Introduction](http://ngss.nsta.org/k-2-engineering-design.aspx)
* 3. [Forces and Interactions](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=11)
* 4. [Energy](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=15)
	+ 4. [Waves: Waves and Information](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=16)
* 5. [Structure and Properties of Matter](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=19)
	+ [Grades 3-5 Engineering Design Introduction](http://ngss.nsta.org/3-5-engineering-design.aspx)

 **National Science Teachers Association (NSTA)**

SPA Standards:

 Standard 1. Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they: (a) understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association; (b) understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards; (c) understand and can successfully convey to students important personal and technological applications of science in their fields of licensure; (d) understand research and can successfully design, conduct, report and evaluate investigations in science; (e) understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.

Standard 2. Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they: (a) understand the historical and cultural development of science and the evolution of knowledge in their discipline; (b) understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; (c) engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Standard 3. Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they: (a) understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; (b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 4. Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of

interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they: (a) understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; (b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

Standard 5. General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they: (a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding; (b) successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds; (c) successfully organize and engage students in collaborative learning using different student group learning strategies; (d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science; (e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; (f) create and maintain a psychologically and socially safe and supportive learning environment.

Standard 6. Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they: (a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; (b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

Standard 7. Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in sciencerelated studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they: (a) identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science;

(b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

Standard 8. Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they: (a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students; (b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; (c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

Standard 9. Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they: (a) understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials. (b) know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction; (c) know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; (d) treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

Standard 10. Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they: (a) Engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements; (b) reflect constantly upon their teaching and identify ways and means through which they may grow professionally; (c) use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; (d) interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

 **LINDSEY WILSON COLLEGE**

 **STATEMENTS FOR INCLUSION IN THE SYLLABUS**

 **2018-2019**

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following honor code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the college, depending on the severity of the violation involved. **Note:** The college has access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the Registrar’s Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the chair/director will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the chair/director, the student or faculty member may, within seven (7) days by written request to the chair/director, ask that the matter be reviewed by a Grade Appeals Panel\* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling,* *and thedirector/chair of the academic unit/division that houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: <http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

**Statement on Disabilities**

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at (270) 384-7479.

**Academic Success Center**

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

**Writing Center and Mathematics Center**

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270-384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** final exams. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

# Student Teaching Knowledge Base

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Danielson, C. & McGreal, T., (2000). Teacher evaluation: To enhance professional practice. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Guskey, T. (2009). Practical solutions for serious problems in standard-based grading. Thousand Oaks, CA: Corwin Press.

Kentucky Department of Education (2006). Combined Curriculum Documents, 4.1, Frankfort, KY: Division of Curriculum Development.

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Kentucky Department of Education (1996). Designing effective performance task for the classroom. Frankfort, KY: Division of Curriculum and Assessment Development.

Kentucky Department of Education (2006). How to develop a standards-based unit of study. Frankfort, KY: Division of Curriculum and Assessment Development.

Kentucky Department of Education (2006). Implementation manual for the program of studies: Elementary, middle, and high school. Frankfort, KY: Division of Curriculum and Assessment Development.

Kentucky Department of Education (2006). [Resources to Support and Extend Mentoring Efforts](http://www.uky.edu/education/ofe/ktip-mentoring.pdf).Frankfort, KY: Office of Teacher Education and Certification, Education Professional Standards Board.

Kentucky Department of Education. Transformations. Frankfort, KY: Division of Curriculum Development.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). Classroom assessment for student learning; Doing it right---using it well. Boston: Pearson Publishing.

Wentz, P. (2001). The student teaching experience: cases from the classroom. (2nd ed.). Upper Saddle

 River, NJ: Merrill, Prentice Hall.

**Addressing Needs of All Students**

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Battalio, R. (2005, Fall). Setting the stage for a diverse audience. *Kappa Delta Pi Record, 42*(1), pp. 24-

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*Intervention in School and Clinic, 38*(5), pp. 267-279. Available online through WilsonWeb.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), pp. 25-38. Available at <http://jte.sagepub.com/cgi/reprint/55/1/25>

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**Legal Issues Related to Classroom Management and Discipline**

Zirkel, P. A. (2001/2002). Decisions that have shaped U.S. education. *Educational Leadership, 59*(4), pp. 6-12. Available online through ebscohost.

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Please read the entire syllabus, then sign, date and return the statement below.

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read this syllabus. I understand and agree to the grading and assignments required for this course.

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Signature Date