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## Section I: Introduction and General Information

### **PROFESSIONAL INTERNSHIP IN TEACHING HANDBOOK**

These materials have been prepared for Ohio University Teacher Candidates, University Site Supervisors, Cooperating Teachers, School/Program Administrators, and University Faculty and Staff who facilitate the preparation of preservice/licensed teaching professionals.

#### **Conceptual Core**

The Unit of Education's Conceptual Core is a common and shared frame of reference that gives meaning to the Unit's operation through an articulated rationale and provides direction for our programs, courses, teaching, candidate performance, faculty scholarship and service, and Unit accountability.

As a Unit, we prepare leader-educators and practitioners who share our commitment to lifelong learning and serving society responsibly as change agents in meeting diverse human/social needs.

1. **Leader-Educators and Practitioners:**  
The Unit prepares expert, ethical, and reflective leader-educators and practitioners who are committed to holistic learning and engage in collaborative and professional service to society.
2. **Lifelong Learning:**  
The Unit prepares leader-educators and practitioners who engage in self-reflection and professional development for continuous personal growth, and who inspire similar practices in those whom they serve.
3. **Change Agents:**  
The Unit prepares leader-educators and practitioners who address changing human and social needs through inquiry, research, assessment, critical thinking, problem-solving, and proactive use of technology.
4. **Diversity:**  
The Unit prepares leader-educators and practitioners who appreciate the variety in human cultural expression, employ multiple approaches to inquiry, use knowledge and practice for the benefit of a diverse society, and promote social equity and justice for effective civic engagement.

**CONCEPTUAL CORE CANDIDATE PROFICIENCIES FOR TEACHER CANDIDATES**

Our Candidate Proficiencies are based on the four areas in our Conceptual Core: Leader-Educator/Practitioner, Diversity, Change-Agent, and Lifelong Learning. These proficiencies reflect our mission and are the important expectations for your, the candidate's, learning. These proficiencies are reflected throughout the curriculum, assignments and assessments.

<b>Teacher Candidate Proficiencies</b>			
<b>Leader Educator/Practitioner</b>	<b>Diversity</b>	<b>Change Agent</b>	<b>Lifelong Learning</b>
LE 1.1 Demonstrate knowledge in content subject matter (e.g., math, science, special education)	D 2.1 Follow codes of ethical conduct including acting with integrity and fairness	CA 3.1 Advocate for the rights and belief that all students can learn	LL 4.1 Engage in ongoing self-assessment through critically reviewing and learning from experiences
LE 1.2 Use students' strengths to promote learning	D 2.2 Differentiate instruction to address students with diverse and special learning and/or behavioral needs	CA 3.2 Integrate technology into curricular experiences	LL 4.2 Commit to ongoing professional development
LE 1.3 Engage in developmentally and exceptionally appropriate learning activities	D 2.3 Demonstrate knowledge of the influence of context and culture on behavior	CA 3.3 Demonstrate knowledge of the changing educational needs of our society	LL 4.3 Interpret assessment data to improve teaching and student learning
LE 1.4 Collaborate with other disciplines to better serve all students	D 2.4 Foster students' self-esteem, motivation, character, civic responsibility and respect for individual, cultural, religious, class, and racial differences	CA 3.4 Demonstrate knowledge of and use research to inform practice in teaching and/or other professional endeavors	
LE 1.5. Demonstrate knowledge of and use community resources that benefit students			
LE 1.6 Communicate effectively with parents, colleagues, and community members			
LE 1.7 Include and use formative and summative assessment measures in teaching in a fair and equitable manner			

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## **OHIO UNIVERSITY PROFESSIONAL INTERNSHIP IN TEACHING PROGRAM**

### **Undergraduate Courses**

Early Childhood (Pre-Primary).....	EDEC 400, 474
Early Childhood (Primary).....	EDPL 458,459,465
Middle Childhood.....	EDPL 461,462,465
Adolescent to Young Adult.....	EDPL 463, 464, 465
Music, P.E., Modern Languages, Special Education.....	EDPL 461,463, 465

### **Graduate Courses**

EDPL 562, 563, 565

### **Description**

Professional Internship in Teaching is a guided pre-service experience in conducting the professional work of a classroom teacher, extending through a quarter on a full-time schedule (half-time for pre-primary). The purpose of the Professional Internship is to accelerate an Intern's pedagogical development and foster a positive and progressive conceptualization of the profession of teaching. The central aim of this experience is the development of "habits of inquiry" so that Interns "not only have the skills to do, but also the skills to analyze what they are doing, and the habit of the mind to do so" (Zeichner and Teitelbaum, 1982, p. 102). In order for children to develop critical thinking and problem solving skills to their fullest potential, teachers must model these skills. The internship in teaching will provide an opportunity for the teacher candidates to demonstrate these skills, determine their strengths and weaknesses and make the necessary adjustments to best serve the children they are teaching. It is the responsibility of the Cooperating Teacher and the Site Supervisor to work with the Intern in identifying strengths and weaknesses and facilitate the development of appropriate methods for implementing curriculum and management. All members of the internship team are responsible for providing an appropriate safe learning environment for the children entrusted to their care. Fully prepared teachers improve the quality of education. This is the goal of the Ohio University Professional Internship in Teaching program.

### **Objectives**

Professional Interns will:

- Increase knowledge of appropriate teaching practices
- Learn to explore and systematically reflect on teaching practices while coping with the daily realities of classroom teaching within a school/program culture
- Develop professional thinking and be able to demonstrate it through appropriate planning
- Provide a creative and supportive environment for the psychological, cognitive, and social growth of students in their classroom and school/program
- Promote thoughtful, self-directed behavior in students in their classroom and school/program
- Develop a resource network to promote professional growth
- Become competent educators willing to continue improving skills by developing professional mentoring relationships with the Cooperating Teacher and University Site Supervisor

## **PROFESSIONAL INTERNSHIP IN TEACHING SEMINAR**

### **Undergraduate Course**

**EDPL 465**

**EDEC 400**

### **Graduate Course**

**EDPL 565**

The seminar is scheduled regularly based on three hours weekly throughout the quarter with the University Site Supervisor. Attendance at each seminar is mandatory to fulfill the requirements for the Professional Internship in Teaching and accounts for three Professional Internship in Teaching credits. The seminars provide the Intern the opportunity to share professional information, develop appropriate strategies for planning and management, develop a professional resume, and learn from colleagues about successes and challenges. Completion of requirements is essential.

Each University Site Supervisor designs the seminar including but not limited to the following topics:

- Classroom Management
- Lesson Plans/Inclusion/Cooperative Groups
- School Leadership/Community Involvement
- Identifying Child Abuse
- Parent-Teachers Conferences
- Hiring Practices/Base Salaries/Master Contracts/Benefits/Interviews
- Resume Development/Job Searches
- Working Portfolio/Notebook
- Professional Portfolio Development
- Professional Organizations
- Diversity
- Working with Families
- Teacher Work Sample

In the case of out-of-area assignments, the structure of the seminar may vary. Some assignments may be made by the site supervisor and some topics may be addressed by lengthening the consultation time following observations. The assignments should not overload the Intern, but are to offer professional information to aid in starting a teaching career. The portfolio development should be the key to the completion of this requirement. The portfolio remains the property of the Intern following the evaluation by the University Site Supervisor.

## APPLICATION PROCESS

Professional Internship in Teaching applications are available from the Office of Professional Internship in Teaching on-line <http://www.cehs.ohiou.edu/resources/forms.htm> under Student Affairs.

On December 1<sup>st</sup> of the year preceding the academic year you wish to intern, your typed application is due in the Office of Professional Internship in Teaching. If the application is late, the Office of Professional Internship in Teaching has the right to put your name on a waiting list for an available assignment.

On the application you will indicate which quarter you would like to intern (Early Childhood Education candidates must indicate two choices). At any time you may contact the internship coordinator in writing and change the quarter. The Office of Professional Internship in Teaching reserves the right to move your application to another quarter if you do not meet the established criteria.

You may choose to intern on any campus: Athens, Chillicothe, Eastern, Lancaster, Southern, or Zanesville. Additionally, you may qualify for an Out-of Area placement, which will be assigned through the Athens Campus only and is limited (see specific qualifications\*). The Office of Professional Internship in Teaching reserves the right to make a campus assignment change if a proper placement cannot be made on the campus of choice. Every effort is made to accommodate the choice indicated on the application.

*\*This option is unavailable for Pre-Primary Professional Internship placements.*

**Please note:** *All Special Education majors must intern through the Athens Campus. The Special Education Faculty does NOT make any exceptions.*

Professional Interns will not be assigned to a school they have attended. They will not be assigned to a school where there are students, teachers, or other school personnel who are relatives or close personal friends of the applicant or the applicant's family. The best interest of the Intern is served when the first professional role is based on individual performance. Professional Interns in Teaching will not be assigned to school districts where they are employed.

Interns will not be assigned to teach during a quarter in which they are expected or required to take additional course work or maintain participation in athletic, musical, dramatic, or other campus activities.

**EARLY CHILDHOOD** majors will be completing two quarters of Professional Internship. Both pre-primary and primary internships will be managed by the Patton College of Education and Human Services and will require the appropriate application process.

## **Out-of-Area Professional Internship in Teaching** (Effective Winter 2003)

Out-of-Area sites are those located outside the Athens and Regional Campuses. Cleveland, Toledo, Cincinnati, Dayton, and Columbus are examples of sites that have been utilized for out-of-area internship assignments in the past.

### **Professional Intern in Teaching Requirements for Out-of-Area Assignments**

- Overall GPA 3.0/Major GPA 3.5
- Professional Interns must submit a typewritten request stating why they should be considered for out of-area placements.
- Professional Interns in Teaching who have family challenges that force them to return to their homes must submit letters of request and explanation and submit to Credentials Review and Student Progress Board.\*\*
- Professional Interns in Teaching must pay fees of \$300 each payable to Ohio University and turned in at the Office of Professional Internship in Teaching. The fee covers administrative processing and supervisor mileage.

\*\*The Credentials Review and Student Progress Board will consider petitions for exceptions.

### **Site Requirements for an Out-of-Area Placement**

- The site must be an accredited school setting.
- The qualified Cooperating Teacher must have a minimum of 3 years classroom teaching under standard Ohio licensure/certification.
- The University Site Supervisor must be approved by the Office of Professional Internship in Teaching and willing to evaluate the Intern at least 3 times during the quarter and meet with the candidate on a regular basis to fulfill the seminar requirements.
- The site must not be a school where the Intern has attended or within a district where relatives are employed.
- There must be a formal agreement between the out-of-area district and the Office of Professional Internship in Teaching.

### **University Requirements for the Professional Internship in Teaching Coordinator**

- The Coordinator will meet with the Intern to facilitate the placement process.
- The Coordinator will confirm the placement with the district and assure that the Cooperating Teacher and Site Supervisor are qualified.
- The Coordinator will send all information to the district to facilitate the placement.

## **SCHEDULING AND PROFESSIONAL INTERNSHIP IN TEACHING MEETING**

Two quarters before your Professional Internship in Teaching you will receive an email informing you of a mandatory meeting. You will be informed of the date, location, and time of the meeting. You will also receive a “Professional Internship in Teaching Schedule” form. The form should be completed and brought to the scheduled meeting. Additional forms are available on the Athens Campus at the McCracken Lobby Reception Desk. Regional Campus Interns must contact the regional campus internship coordinator. A sample form is included in the handbook appendix.

During the scheduling meeting you will be informed of the exact teaching dates for the quarter of your assignment. This may vary from campus to campus. Not all school districts follow the same calendar as Ohio University; however, Professional Internship in Teaching is for a full quarter.

Once the Office of Professional Internship in Teaching receives the schedule form, the information is used to update information on the internship application. Your request for placement is considered after assessing eligibility by reviewing your DARS. If you do not meet all requirements, you will be sent an e-mail informing you of your status and deficiencies.

If you have met the requirements to intern during the quarter, an appropriate placement, based on the available schools/programs and grades/ages, will be made. Every effort is made to place you at the level you request. Placement is made by mutual consent of Ohio University and the school district/program and is based on available supervision.

Every attempt is made to assign Interns to appropriate assignments within a reasonable commuting distance from the campus requested. Not all school/program sites are available each quarter. The Office of Professional Internship in Teaching makes the final decision regarding placements.

Interns are notified of their placements via e-mail with information about the teacher, grade level, and school. Additionally, placements are posted on the notice board in the McCracken Lobby. Notification of the orientation date, time, and place are included in the letter.

**ARE YOU READY FOR YOUR PROFESSIONAL INTERNSHIP?**

<i>Can you answer Yes to each of the following questions?</i>	<b>No</b>	<b>Yes</b>
<b>Have you met all criteria and turned in all paperwork for Professional Education and Advanced Standing?</b>		
<b>Do you meet the grade point requirement in all areas? (i.e.: 2.75 or above in all areas of concentration; in the case of comprehensive majors 2.75 or better in each component)</b>		
<b>Have you completed all of your methods courses and at least 75% of all required content courses with a grade of C or higher?</b>		
<b>Have you turned in a completed Professional Internship in Teaching application indicating the campus you wish to intern from and the quarter(s)?</b>		
<b>Does the Office of Professional Internship in Teaching have an accurate address for you?</b>		
<b>Do you understand you will need transportation to complete your Professional Internship in Teaching assignment?</b>		
<b>Do you understand you may not be supervised by anyone related to you or with whom you have a close personal relationship?</b>		
<b>If you work, do you understand Professional Internship in Teaching is a top priority and you are encouraged to take the quarter off or at least reduce your work hours? The need to speak with your employer before your internship is very important.</b>		
<b>If you are requesting an <i>Out-of-Area Placement</i>, do you meet all the requirements?</b>		
<b>Do you know that Professional Internship in Teaching is a requirement for licensure in the State of Ohio?</b>		
<b>Do you have a current BCI (and FBI for Early Childhood majors) report of less than a year old?</b>		

## Section II: Policies and Procedures

### **Housing and Transportation**

All Interns are responsible for their own housing and transportation during their Professional Internship in Teaching. Car-pooling is encouraged. In general, Athens Campus Interns are assigned to schools in multiples of two or more, providing opportunity for collegiality and car-pooling. Ohio University is **NOT** responsible for any transportation or transportation costs during the quarter of Professional Internship in Teaching. Teacher candidates must have a valid driver's license and proof of insurance.

### **BCI Report**

Interns must obtain an Ohio BCI report prior to their internship and present a copy of the report to the principal/program administrator for verification when they begin their internship. Pre-primary Interns must obtain both the Ohio BCI and FBI background reports.

Fingerprinting/background check records are good for one year, so it is essential that the Intern has an up-to-date check. Plan ahead so that you can be permitted into the schools.

Ohio University Police Department (OUPD), located in Scott Quad on the Athens campus, is available twenty-four hours a day, seven days a week to electronically process fingerprints. Candidates must bring a driver's license and payment of cash or check. The Ohio Attorney General's Office website also provides locations throughout the state. Go to [www.ohioattorneygeneral.gov](http://www.ohioattorneygeneral.gov) and go to services.

### **Orientation Day**

Professional Interns in Teaching are assigned a specific day and time to attend a mandatory orientation before they begin their internship. The schedules and locations vary from campus to campus. The purpose of the orientation is for Interns to meet the University Site Supervisors they will be working with during the quarter and set up schedules for weekly seminars, or will be told when and where to meet with their University Site Supervisors if the University Site Supervisors are not in attendance.

### **Licensure**

Procedures for submitting license applications will be explained in detail on Orientation Day. The completed licensure form must be returned to the College of Education and Human Services Unit of Student Affairs with a check or money order made out to "Ohio TEC" for the appropriate fees, along with a copy of your passing Praxis scores. The Office of Student Affairs checks for completion of graduation requirements, successful completion of Professional Internship in Teaching, application to the Registrar's Office for Graduation, and Praxis II successful completion. When all criteria are met the licensure application is signed by the Dean's Office designate and forwarded to the Ohio Department of Education. The Ohio Department of Education will send the validated license(s) directly to the applicant.

### **Absences**

Interns are expected to be present in the school/program on time each day and are not permitted to leave the site for any reason unless prior approval is granted from the Cooperating Teacher

and the University Site Supervisor. Candidates are allowed two excused absences. Interns have access to a Quarter Calendar from Ohio University and are expected to attend for the entire quarter including the week of exams. The only exceptions would be for illness or family emergencies, documented in writing from the family and submitted to the Cooperating Teacher, the University Site Supervisor, and the Office of Professional Internship in Teaching. If the Intern is absent due to illness or family emergency, the student must notify the Cooperating Teacher and the University Site Supervisor directly.

Ohio University traditionally hosts the Teacher Recruitment Consortium (TRC) during spring quarter. This is a valuable opportunity for students to interview for positions in many school districts throughout the country. All Interns who teach during spring quarter, as well as those who taught during fall or winter quarter of the academic year, are eligible to participate in this event. Individuals must register through the Career Services Office on the Athens Campus by the announced deadline. If Interns are registered for the TRC, they will be excused from their internship on that day. This would be considered a professional day for the Intern. Interns are expected to inform the Cooperating Teacher and the University Site Supervisor at the beginning of the quarter and have lessons prepared for the day as applicable.

If the school district/program is closed due to poor weather conditions, Interns are not expected to attend. If Interns are in teaching on the Athens Campus they need to check the local TV Cable System, online sources, WOUB, WATH AM, Power 105.5, or any other station that announces school closings for your area. Regional Campus Interns should check the local communications systems. In general, the school districts/programs have systems in place for notifying teachers of delays or cancellations. Be informed about such plans.

In the case of extended absence, three alternatives exist:

1. The Intern is evaluated on the work completed, recognizing that performance was affected by the absence and may not be as strong; reflection of this would be clearly stated in the evaluation.
2. Work is evaluated as incomplete and the Intern would be required to complete a specific number of weeks during the next quarter or a quarter determined by the Office of Professional Internship in Teaching. This option would not require the student to pay additional fees for the completion of the internship. A grade of "I" (incomplete) would appear on the Grade Report but would be replaced with the grade of "CR" (credit) when work is completed.
3. The Professional Intern in Teaching can withdraw from the quarter following the Ohio University procedure for withdrawal (observing deadlines) and re-enroll for another quarter.

### **Change of Assignment**

Once Professional Internship in Teaching assignments are made, changes in placement are rarely necessary. Therefore, a written request must be submitted to the Professional Internship in Teaching Coordinator prior to the intern experience or within the first three weeks of internship if the Intern requests a change of assignment. Placement changes after this time will only be made for extreme circumstances.

Though it is rare, an Intern could be relocated once the quarter begins. This may happen for a variety of reasons. A Cooperating Teacher's schedule may change, illness may occur,

or a placement may be deemed inappropriate. If it is determined by the Office of Professional Internship in Teaching, in collaboration with the University Site Supervisor, the Cooperating Teacher and school/program administration that an Intern should be relocated, it will be coordinated through the Office of Professional Internship in Teaching. In cases where there is sufficient evidence that a different classroom situation might provide for an improved performance by the Intern, a change to another site, usually in a different district may be made, provided there is sufficient time remaining in the quarter to assess improvement. Relocation will occur in a timely manner to allow the Intern maximum time at the new site.

Placement changes may be made by written request for the following:

1. Professional Intern in Teaching may request a change due to problems in the intern site. The candidate should contact the Professional Internship in Teaching Coordinator and the University Site Supervisor. The Change of Placement Form (available in the Office of Professional Internship in Teaching) must be completed by the candidate and approved by the Coordinator.
2. The Cooperating Teacher may request a placement change due to problems with the placement in the intern site. The Cooperating Teacher should contact the University Site Supervisor and the Professional Internship in Teaching Coordinator.
3. School/program administration may request a placement change due to problems with the Intern, the Cooperating Teacher, or an extenuating school circumstance. School/program administration should contact the University Site Supervisor or the Professional Internship in Teaching Coordinator.

*NOTE: Dismissal from a school or change of placement may result in postponement of Professional Internship in Teaching until another placement is found or a required intervention is completed.*

### **Termination of Assignment**

A Professional Internship in Teaching assignment may be terminated at any time if it is determined jointly by the University Site Supervisor, Cooperating Teacher, and/or School/Program Administrator, along with the Professional Internship in Teaching Coordinator, Associate Dean, and Faculty Advisor, that, in their judgment, the continued presence of the Intern is disruptive to the learning processes of the pupils or is, in fact, nonproductive for the candidate. The Building/Program Administrator and the Office of Professional Internship in Teaching will be made fully aware of the circumstance prior to the termination. Notification is the responsibility of the Associate Dean.

In cases where there is sufficient evidence that the Intern is not capable of meeting the challenges of the experience, a failing grade will be recorded for the quarter. The candidate has the option of registering for another full quarter of Professional Internship in Teaching. Consultation with the Office of Professional Internship in Teaching and all parties involved will determine the best interest of the Intern and the children to be taught. Interns are expected to adhere to national, state, and local laws as well as the Ohio University Code of Conduct and the policies and

procedures of the placement school/district/program. Any Intern charged with, or under investigation for the commission of a felony or a misdemeanor may be removed from his/her Professional Internship in Teaching assignment until the candidate is cleared.

Possible circumstances for termination of Professional Internship in Teaching assignment include the following:

1. Failing to abide by school/program policy and/or procedures
2. Failing to complete Ohio University College of Education and Human Services program requirements necessary to intern
3. Breaking the moral and ethical standards of the profession as outlined by the school/program and Ohio University
4. Demonstrating noncompliance to Cooperating Teacher

If the School/Program Administrator, Cooperating Teacher, University Site Supervisor, and Office of Professional Internship in Teaching determine that an Intern's assignment will be terminated, the Intern will receive a failing grade for the Professional Internship in Teaching. The candidate will be notified in writing of this finding and will be expected to meet with representatives from the Patton College of Education and Human Services (faculty, academic advising, and Office of Professional Internship in Teaching) to develop a plan for intervention and guidance as to what steps to take next. The Intern may appeal to the Credentials Review and Student Progress Board for reinstatement to the Professional Internship in Teaching program.

### **Procedures during strikes in public schools**

The state-assisted universities in Ohio have developed the following policy, believing that in no case should the complete neutrality of an Intern be violated during school disruptions and that no Intern be exploited or subject to possible physical harm during such periods:

*"The Professional Intern in Teaching will not report for duty or be in or near the building of his/her assignment, nor any other school district facility when strikes, study days, or work stoppages occur."*

If a district should experience a strike and days are missed as a result, there will be no penalty for the missed days. If time allows, the Professional Internship in Teaching could be extended, but no longer than one week. The extension will be agreed upon by the parties involved: the University Site Supervisor, the Cooperating Teacher, and the Intern in consultation with the Office of Professional Internship in Teaching. If the Professional Internship in Teaching Coordinator finds it appropriate, a new placement will be assigned.

### **Evaluation of the Professional Intern in Teaching**

The Cooperating Teacher will evaluate the Intern at least five (5) times during the quarter including the mid-term and final evaluations (see evaluation forms in appendix). The University Site Supervisor will evaluate the Intern at least three (3) times during the quarter. After consultation and agreement between the Cooperating Teacher and the University Site Supervisor, it will be determined if the Intern receives credit or non-credit for the Professional Internship in

Teaching experience. The seminar (EDPL 465 or 565, EDEC 400) grade will be determined by the University Site Supervisor who conducts the seminar.

During the quarter the Cooperating Teacher, the University Site Supervisor and the Intern are expected to communicate on a regular basis regarding the progress of the candidate. The two types of evaluation forms are designed to be completed by the Cooperating Teacher and the University Site Supervisor to assist the Intern in making adjustments when necessary and focusing on specific areas for improvement during the quarter. The “Professional Internship in Teaching Progress Record” is designed to mirror the Praxis III criteria. The other form included in the appendix is a blank narrative page. Once evaluations are completed, they should be discussed with the Intern in a timely manner and the Intern should receive copies of all evaluations.

The purpose of the Final Evaluation Form provided in the packet from the Office of Professional Internship in Teaching is to summarize the competencies outlined on the Periodic Evaluation Report. This form is to be used at the end of the Professional Internship in Teaching experience. The Cooperating Teacher and the University Site Supervisor will collaboratively complete these forms.

The evaluation process is the cornerstone of the credit or non-credit result. To receive credit for the internship experience, an Intern’s performance during the internship must be above and beyond a survival or “getting by” basis. Interns must demonstrate the dispositions and competencies necessary to be recommended for licensure. The Cooperating Teacher and the University Site Supervisor have a key role in articulating and assessing the progress, potential and effectiveness of the Intern as a professional educator.

## Section III: Expectations and Responsibilities

### Expectations and Responsibilities of the Professional Intern in Teaching

A sincere effort has been made to provide the Intern with an opportunity to gain practical experience under the guidance of a successful classroom teaching professional in an appropriate setting. This should be regarded by the Intern as a privilege.

The **Professional Intern in Teaching** is responsible for:

- Providing a current BCI (and FBI if necessary) report to the principal/administrator of the school/program in which the Intern is assigned and having the principal sign the BCI Verification form and returning the BCI (and FBI if necessary) Verification form to the University Site Supervisor.
- Conducting oneself as a professional, conforming to the rules and customs of the school/program district including appropriate professional attire and good personal hygiene.
- Maintaining confidentiality.
- Introducing yourself to important school personnel in your building, the principal/administrator, administrative assistant, custodians, cooks, etc.
- Learning the names of students as quickly as possible.
- Familiarizing yourself with the curriculum implemented in the classroom.
- Being prepared to take over the class at any time.
- Promptly completing daily lesson plans for use in teaching and making them available a week in advance to the Cooperating Teacher for examination, approval, criticism, and revision. Plans should always be available to the University Site Supervisor.
- Taking the initiative to discuss questions or concerns with your Cooperating Teacher. This may mean setting aside a specific time each day or week to go over questions or concerns in depth.
- Continuously evaluating your own work and striving to achieve appropriate improvements.
- Showing readiness to assume increasing responsibility as the quarter progresses.
- Participating in all activities assigned to the Cooperating Teacher even beyond school/program hours on a limited basis, such as staff meetings, professional development opportunities, athletic events, dramatic productions, parent conferences, PTA meetings or preparing instructional materials. This also includes activities such as bus duty, lunchroom duty, playground duty, study hall duty.
- Attending weekly seminars with University Site Supervisor and turning in all assignments requested.
- Completing a midterm and final self-evaluation.
- Meeting all responsibilities promptly and effectively on a daily basis, especially notifying the Cooperating Teacher, University Site Supervisor, and school if an emergency arises which forces you to be late or absent from your internship.
- Adhering to national, state and local laws as well as the policies and procedures of the host school/district/program.

- Successfully completing the Pre-Primary Professional Internship Portfolio.
- Successfully completing the Teacher Work Sample and completing surveys on LiveText.
- Complying with your responsibilities as a Mandated Reporter of Child Abuse.

## **Expectations and Responsibilities of the Cooperating Teacher**

The classroom teacher accepting the role of Cooperating Teacher is required to be an appropriately certified professional educator with a minimum of three years teaching experience under standard certification/licensure. The teacher willingly accepts the responsibility for daily guidance and nurturing of the Intern from Ohio University. This professional plays an integral role in facilitating a successful and satisfying experience. The Cooperating Teacher is expected to be committed to the teaching profession and to have the professional skills and dispositions to create and maintain an appropriate learning environment.

The **Cooperating Teacher** is responsible for:

- Becoming familiar with the Intern's background. This would include knowledge of pre-service experiences, perceived strengths and weaknesses and family information.
- Creating a friendly environment for a cooperative partnership and mentoring the Intern.
- Spending quality time with the Intern and clearly defining expectations.
- Establishing a schedule for the quarter using the suggested timeline as a guide.
- Orienting the Intern to the school/program by sharing schedules, emergency plans, location of instructional facilities and supplies, general rules of the school/program (such as dress code) and an understanding of the school/program culture, introductions to the key people in the school (i.e.: the secretary, custodian, cooks, and principal/administrator).
- Orienting the Intern to the classroom. This includes helping the Intern understand the grade level curriculum, long range planning, daily lesson plans, special needs of students, evaluations and record keeping.
- Finding ways for the Intern to become actively involved in the classroom and with the students as soon as possible. The earlier the Intern becomes involved in the classroom the richer the experience will be.
- Communicating frequently so the Intern is aware of strengths and weaknesses. Set aside a specific time to sit down and conference.
- Completing a minimum of five evaluations:
  - Professional Internship Evaluation (numbered 1 and 2)
  - Cooperating Teacher Mid Quarter Assessment (numbered 3)
  - OSTP Evaluation (numbered 4)
  - Final Live Text evaluation in collaboration with University Site Supervisor
- Providing copies of all evaluations you have completed to the Intern and the University Site Supervisor. It is not necessary to make copies of the LiveText Evaluations.
- Providing an increasing number of opportunities for the Intern to assume more responsibility for the work of the classroom. It is important that the Intern be given responsibilities as soon as he/she demonstrates the ability to handle them.
- Communicating with the University Site Supervisor on a regular basis.

## **Expectations and Responsibilities of the Building Principal/Administrator**

The **Building Principal/Administrator** is responsible for:

- Orienting the Interns to the school, its facilities, personnel and policies.
- Facilitating the placement of Interns in appropriate classrooms and providing opportunities for visits to additional classrooms to broaden the total experience.
- Safeguarding the Intern from being placed in the role of the substitute teacher.

***SPECIAL NOTE: Interns may assume the role of the substitute only in the classroom where they are completing their Professional Internship in Teaching experience. They are limited to filling the role of substitute for no more than 3 days. They may not be paid for substituting.***

- Advising the Superintendent's Office of teachers in the building who qualify to be Cooperating Teachers.
- When possible, visiting the classrooms where Interns have been assigned.
- Immediately communicating with the Professional Internship in Teaching Coordinator if concerns arise that could potentially result in the removal or termination of an Intern's assignment. If an emergency situation arises which necessitates the involvement of law enforcement, contacting the authorities first, immediately followed by contacting the Ohio University Office of Professional Internship in Teaching.

## **Expectations and Responsibilities of the District Superintendent**

The **District Superintendent** is responsible for:

- Creating awareness in the school and community of the role of the public school in the education of Professional Interns in Teaching.
- Developing an understanding within the district of the importance of positive role models and practices for Interns.
- Working cooperatively with college administrators in arriving at necessary contractual arrangements.
- Providing a list of qualified Cooperating Teachers and assisting in a continuous evaluation of their role.
- If possible, visiting the classrooms where Interns have been placed.

## **Expectations and Responsibilities of the University Site Supervisor**

The University Site Supervisor is an integral part of the University faculty/staff that assumes responsibility for supervising the activities of the Professional Intern in Teaching and delivers the regularly scheduled seminar during the quarter. The supervisor works closely with the Professional Internship in Teaching Coordinator and is expected to keep the Coordinator fully informed concerning the day-by-day operation of the program and the progress of the Intern(s) assigned to him/her. The University Site Supervisor spends time in the placement schools and becomes familiar with the school/program and community culture.

The **University Site Supervisor** is responsible for:

- Promoting a thorough understanding of the Ohio University Professional Internship in Teaching Program to the building Principal/Administrator, the Cooperating Teacher, and the Intern(s). This will be accomplished by visits to the placement schools/programs, conferences with the building personnel, teachers, staff and student(s).
- Becoming familiar with the background of the Intern(s) assigned for supervision.
- Developing strategies to facilitate the appropriate development of each Intern.
- Conducting regularly scheduled seminars and individual conferences with Intern(s) to acquaint them with opportunities and responsibilities as professionals.
- Conferring with the Cooperating Teacher(s) on a regular basis to assess the Intern(s) progress throughout the experience.
- Collecting and reviewing evaluation forms completed by the Cooperating Teacher and addressing concerns documented.
- Evaluating the Intern(s) throughout the experience to secure an accurate appraisal of the candidate's competence as a professional educator.
- Completing a minimum of three evaluations:
  - Professional Internship Evaluation (numbered 1 and 2)
  - OSTP Evaluation (numbered 3)
  - LiveText evaluations in collaboration with the Cooperating Teacher
- Grading the Teacher Work Sample if applicable.
- Providing copies of all evaluations to the Intern.
- Counseling candidates on an individual basis and facilitating their development or remediation based on their performance in the classroom.
- Documenting issues and concerns with the internship and informing the Professional Internship Coordinator in Teaching of those concerns and issues.
- Assuring that Interns are not being used as substitute teachers in any classroom other than the one to which they are assigned and for no more than a period of 3 days.
- Removing the Intern(s) from a placement with the agreement of the Cooperating Teacher, building Principal/Administrator, and the Professional Internship in Teaching Coordinator. Official notification of removal will come from the Office of Professional Internship in Teaching. A subsequent placement, if appropriate, will be made from the Office of Professional Internship in Teaching.
- Meeting grading deadlines and sending evaluations, mileage reports, and list of Interns supervised by the end of the quarter to the Professional Internship in Teaching Coordinator.

## **Expectations and Responsibilities of the Regional Campus Supervisors**

In addition to the responsibilities listed for a University Site Supervisor, the **Regional Campus Supervisors** will be responsible for:

- Working cooperatively with the Office of Professional Internship in Teaching on the Athens Campus where all data is collected.
- Placing all qualified Interns on the campus assigned in appropriate settings.

- Reporting all placements including school, teacher, and grade level as soon as confirmation is made by the school district. All placements are to be recorded in the Athens Office of Professional Internship in Teaching by the beginning of the placement quarter.
- Communicating with all candidates on assigned campus regarding orientation and school schedules.
- Holding an orientation session on the regional campus.
- Submitting Cooperating Teachers' copies of the evaluation (5) and copies of the University Site Supervisor's evaluations (3) two weeks after the end of the quarter. All records are kept on the Athens Campus and can be accessed for a six (6) year period. Turning in mileage reports by the end of the quarter.
- Providing access to finger printing and state licensure application materials to candidates and instructing them as to procedure for filing.
- Consulting with the Office of Professional Internship in Teaching about any circumstances that might cause an Intern to be removed or continued in placement for a longer period of time.

## Section IV: Appendix

### Suggested Professional Internship in Teaching Timeline

Interns are concerned about the type of progress expected of them during the Professional Internship in Teaching experience. The following suggested time schedule represents a progression in which the Intern assumes the total responsibility of the classroom. The schedule is meant to show the sequence of progress only. Some candidates and situations allow a faster progression initially, while others begin at a slower rate and accelerate as their level of confidence grows. Whatever the particular situation may be, the objective is to have as many experiences as possible and to be effective in the classroom. The exact schedule needs to be flexible and agreed on by the Cooperating Teacher and the Intern.

**\*\*\*At least 5 weeks of full time teaching is expected \*\*\***

<b><i>Suggested Timeline for Professional Interns in Teaching</i></b>	
<i>Week 1</i>	<ul style="list-style-type: none"> <li>• Meet the students, staff and personnel and learn names.</li> <li>• Begin a working portfolio for lesson plans, academic content standards, evaluations, notes, reflections, etc.</li> <li>• Begin to assist with classroom activities in as many ways possible. Show initiative!</li> <li>• Help individual students under the guidance of the Cooperating Teacher.</li> <li>• Check and/or grade papers.</li> <li>• Take on at least one task you will retain for the entire quarter (i.e.: attendance, lunch count, hall duty, etc.).</li> </ul>
<i>Week 2</i>	<ul style="list-style-type: none"> <li>• Continue to observe, noting the Cooperating Teacher's standards for planning, teaching, organizing, motivating students, and keeping classroom control.</li> <li>• Continue to help individual students.</li> <li>• Check and/or grade papers; record grades.</li> <li>• Accompany Cooperating Teacher to all "duties", taking responsibility as directed.</li> <li>• Conduct a total group activity for one lesson, block of time, or class period daily.</li> <li>• Begin the development of unit plans and/or learning centers</li> </ul>
<i>Week 3</i>	<ul style="list-style-type: none"> <li>• Increase total teaching to two subjects or two class periods.</li> <li>• Continue long range planning. Write the contextual factors for the Teacher Work Sample.</li> </ul>
<i>Week 4</i>	<ul style="list-style-type: none"> <li>• Increase total teaching to four subjects or class periods. Choose the unit for the Teacher Work Sample. Write Learning Goals for the Teacher Work Sample.</li> <li>• Be responsible for transition from one period or subject to the next.</li> <li>• Develop and implement classroom management plan.</li> </ul>
<i>Week 5</i>	<ul style="list-style-type: none"> <li>• Increase total teaching to five subjects or class periods. Design the pre-assessments for the Teacher Work Sample. Design the Plan of Instruction for the Teacher Work Sample.</li> <li>• Complete long-range planning and submit to Cooperating Teacher for evaluation. With the Cooperating Teacher, determine if you are ready for full-time teaching.</li> <li>• Send mid-quarter evaluation(s) to Office of Professional Internship in Teaching.</li> </ul>
<i>Week 6-10</i>	<ul style="list-style-type: none"> <li>• Full-time take over. Assume or continue full-time teaching responsibility. Implement your Teacher Work Sample plan. Analyze data from the Teacher Work Sample</li> <li>• Be responsible for all classroom management.</li> <li>• Assume duties outside the classroom (playground, cafeteria, etc) if assigned.</li> </ul>
<i>Week 11</i>	<ul style="list-style-type: none"> <li>• Phase back responsibility to the Cooperating Teacher. Finish and submit the Teacher Work Sample.</li> <li>• Complete all unit work and other long-range activities.</li> <li>• Check/grade, record and return all papers.</li> <li>• Confer with Cooperating Teacher about any student work that is incomplete.</li> </ul>

<i>Week 12</i>	<ul style="list-style-type: none"> <li>• <b>Observe in other classrooms.</b></li> <li>• <b>Complete your portfolio/notebook. Finish/submit Teacher Work Sample. Complete LiveText Surveys.</b></li> <li>• <b>Return all materials to Cooperating Teacher.</b></li> <li>• <b>Make sure you have copies of all evaluations before you leave the school.</b></li> <li>• <b>Write a thank you note to your Cooperating Teacher, classroom, principal and University Site Supervisor.</b></li> </ul>
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## **WORKING NOTEBOOK CONTENTS**

Each Intern is required to create a working notebook/portfolio for the articulation of the total Professional Internship in Teaching experience. The notebook is to be the candidate's tool and organized as the Intern determines. The notebook should be accessible to the Site Supervisor whenever a visit is planned. This is a planning tool and is most useful when kept up to date.

The following materials are suggested to be in your Professional Internship in Teaching working notebook:

### **BASIC ASSIGNMENTS**

- \_\_\_ Daily/weekly journal entries ~ personal reflections ~ can be handwritten
- \_\_\_ Plan of school showing emergency routes and procedures for fire and tornado drills
- \_\_\_ School calendar for the quarter
- \_\_\_ Weekly Schedule form provided
- \_\_\_ Seating Chart and room layout
- \_\_\_ IEP records in functional form for guiding instruction and tracking progress; identify specific needs/abilities of individual student ~ this can be blank form or the name can be removed
- \_\_\_ Overview of the curriculum ~ Graded Course of Study
- \_\_\_ Classroom governance system you are using in your classroom:
  - How do you expect the students to act?
  - What are your classroom rules for behavior?
  - What are the consequences for not following the rules?

You may begin with the rules and expectations already established by your Cooperating Teacher. As time goes on you may want to adjust the plan.
- \_\_\_ Classroom management system – tracking of student performance;
  - Pre, progress, post-assessment procedures;
  - Record keeping mechanism;
  - Reporting mechanisms – to whom? How? When?
- \_\_\_ Samples of all communications with parents
- \_\_\_ Daily lesson plans with all instructional materials noted – samples of all handouts used
- \_\_\_ Pictures of your classroom, Cooperating Teacher, students if appropriate, special projects
- \_\_\_ Unit descriptions and plans

### **SPECIAL PROJECTS**

- \_\_\_ Teacher Work Sample
- \_\_\_ Mid-term evaluation
- \_\_\_ Final self-evaluation

### **OTHER**

- \_\_\_ Handouts from seminar or other professional development programs
- \_\_\_ Written evaluations from the Cooperating Teacher and University Site Supervisor
- \_\_\_ Any materials you feel will aid you in further articulation of your experience

## DAILY LESSON PLANS

The Intern is expected to complete daily lesson plans. It is the goal of the program to assure the Intern's competency in creating developmentally appropriate plans aligned with the district's curriculum. This requires the Intern to become thoroughly familiar with the curriculum of the district and the long-range plan of the work for the year before giving attention to the unit plan and daily plans. Daily lesson plans are required and must be submitted to the Cooperating Teacher to review in a timely manner before implementing them in the classroom (one week is appropriate). The Intern is expected to maintain a file of the daily lesson plans and make it available to the University Site Supervisor when the supervisor is observing a lesson. The Cooperating Teacher can feel quite secure in permitting the candidate to assume responsibility for the class work when the lesson plan has been examined in advance and appropriate suggestions and revisions have been incorporated. Lesson plans should be carefully prepared in detail during the early weeks of the experience.

### *Lesson Plan components (detailed form)*

1. Name, grade level taught, subject/content area, date
2. Lesson goals, objectives (including standards being addressed)
3. Consideration of student diversity (gender, race/ethnicity, language proficiency, economic status, exceptionalities, skill levels, learning styles, behavioral needs)
4. Prerequisite prior knowledge, skills, experiences students should have in order to be prepared for and contribute to this lesson (prerequisite mastery of standards)
5. How/when will students use these knowledge/skills in the future? What future standards build on this knowledge?
6. What method of teaching and related activities/assignments will you employ?  
Describe activities and how students will achieve stated objectives. Estimate the time needed for each activity. Indicate which method is being employed to help students achieve the learning goals. Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your rationale for its omission.
7. Indicate human/material resources needed for the lesson, the number of each item necessary, and your plan for organization and dissemination.
8. How will you group students for each activity and why?
9. Indicate how you plan to assess students' knowledge/skill acquisition given this lesson. Provide clear description of assessment tool. Assessments must be aligned with learning goals/objectives.

Less detail will be required later when the candidate is able to work from an outline type of plan. An example of an outline, which contains essential elements of the lesson plan, is given below. This brief form of lesson plan has been used successfully, but various other types will prove equally satisfactory.

### *Lesson Plan components (outline form)*

1. Looking at yesterday (what we accomplished, starting point today),
2. Looking ahead (what we shall do tomorrow, assignment, if any),
3. Purpose of today's lesson (objectives),
4. Specific procedures to be followed,
5. Instructional materials to be used, and
6. Evaluation (criteria used, objectives met, intervention needed)

Campus Requested \_\_\_\_\_  
 Quarter Requested \_\_\_\_\_

### PROFESSIONAL INTERNSHIP IN TEACHING SCHEDULE FORM

Please complete this form and bring it to the scheduled orientation the quarter prior to Professional Internship in Teaching. This form serves as a planning guide for placements and in no way guarantees a geographical region, particular school, grade level or subject. Final placements are determined by the Professional Internship in Teaching Coordinator.

*If you must take a class during the quarter of Professional Internship in Teaching, a request must be submitted in writing by you and signed by your advisor. The Assistant Dean makes the final approval.*

Date \_\_\_\_\_ Campus ID \_\_\_\_\_

Name \_\_\_\_\_  
 (Last) (First) (Maiden/Middle)

Permanent Address \_\_\_\_\_  
 (Street) (City) (State/Zip)

Current Phone # \_\_\_\_\_ Email Address \_\_\_\_\_

Address during Professional Internship in Teaching

\_\_\_\_\_  
 (Street) (City) (State/Zip)

Major \_\_\_\_\_ Concentration/Second Field \_\_\_\_\_

Planned Quarter of Graduation \_\_\_\_\_

#### Field Experience

A quality Professional Internship in Teaching placement can be made if you fill out the following information completely. *Special requests will be accepted, in writing, from Cooperating Teachers only.*

*Please list all Field Experience you have had below.*

Course Number	Professor	School/Program	Teacher

Grade Level Requested \_\_\_\_\_ (NOT GUARANTEED)

High School of Graduation \_\_\_\_\_  
 (Name) (Location) (Date)

Requesting OUT OF AREA PLACEMENT \_\_\_\_\_

City/Area you are requesting

\_\_\_\_\_

*To be forwarded to the Office of Professional Internship in Teaching in the fifth week of the placement.*

## **MID-TERM SELF-EVALUATION OF PROFESSIONAL INTERNSHIP IN TEACHING**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Placement: \_\_\_\_\_ Due Date: \_\_\_\_\_

Self-evaluation is an important skill to develop during the internship experience. People who reflect upon themselves can better understand the behavior of others, therefore thoughtful analysis and self-understanding is a fundamental responsibility of teachers.

Dissonance and tension plus reflection and resolution equal intellectual growth. The internship experience provides an opportunity for dissonance and tension. What you do with your experiences or how you react to them will determine the extent to which you will grow.

Honestly evaluate your performance during the first five weeks of Professional Internship in Teaching as you answer the following questions. Attach your self-evaluation to this page.

1. Describe two of your greatest successes during the first five weeks of your internship. What did you do that made you successful in these activities?
2. Describe two of your greatest difficulties during the first five weeks of your internship. What are your plans for dealing with these difficulties?
3. Describe four strengths you have as an educator.
4. List four goals for the second half of your internship experience. Describe your plans for achieving those goals.
5. What do you anticipate will be your most challenging tasks during your several weeks of "total" teaching responsibility? How are you preparing yourself to "meet the challenges"?
6. Write about additional issues that concern you (i.e.: school leadership, culture, curriculum, needs of children, etc.)

*To be forwarded to the Office of Professional Internship in Teaching in Athens at the end of the quarter.*

## **FINAL SELF-EVALUATION OF PROFESSIONAL INTERNSHIP IN TEACHING**

Name \_\_\_\_\_ Date: \_\_\_\_\_

Placement \_\_\_\_\_ Due Date: \_\_\_\_\_

1. List your goals from your Mid-term evaluation.
  - Did you meet those goals?
  - Did you change your goals (i.e.: add any additional goals, change your mind about what was important?) If yes, explain why.
2. Provide a narrative assessment of your performances in the four competency areas listed on the Professional Internship in Teaching Evaluation Report.
  - What are your strengths in each area?
  - On what do you intend to focus on during your first year of teaching to ensure your effectiveness as a teacher and for optimal student learning?
3. What are your weaknesses?
4. What are your strengths?

**Professional Internship in Teaching Seminar**  
**Undergraduate EDPL 465 or Graduate EDPL 565 Grade Sheet**

Professional Intern \_\_\_\_\_ Campus ID# \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_ Grade/Subject \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ OU Supervisor \_\_\_\_\_  
 Quarter/Year \_\_\_\_\_ Final Grade \_\_\_\_\_

**Teacher Work Sample 94 points possible**

- \_\_\_\_\_ 16 points Contextual Factors
- \_\_\_\_\_ 16 points Learning Goals
- \_\_\_\_\_ 28 points Assessment/Design
- \_\_\_\_\_ 12 points Instruction/Analysis
- \_\_\_\_\_ 12 points Reflection/Self Evaluation
- \_\_\_\_\_ 10 points Free of Errors (grammar, spelling)

**Instructional Management 55 points possible**

- \_\_\_\_\_ 25 points Lesson Plans for Entire Internship, including Lessons during TWS with professional reflections
- \_\_\_\_\_ 5 points Class Governance System (class rules and procedures, rewards, consequences, seating chart)
- \_\_\_\_\_ 5 points Copies of Communications with Parents (introduction letter, communication log, newsletters, phone calls, email log)
- \_\_\_\_\_ 5 points Explanation or Narrative of IEP and 504 Modifications, Health or Behavior Issues
- \_\_\_\_\_ 5 points Explanation or Documentation of Students Record Keeping (grades, tracking and recording students' performance)
- \_\_\_\_\_ 5 points Evidence of students' work or pictures of activities and displays
- \_\_\_\_\_ 5 points Copy of Curriculum, pacing chart, or standards for which the Intern is responsible

**Management of Internship 21 points possible**

- \_\_\_\_\_ 1 point School Calendar
- \_\_\_\_\_ 1 point Weekly Schedule
- \_\_\_\_\_ 1 point Plan of School Emergency Procedures
- \_\_\_\_\_ 1 point Seminar and Professional Development Handouts
- \_\_\_\_\_ 1 point Cooperating Teacher and University Supervisor Evaluations
- \_\_\_\_\_ 1 point Midterm-Self Reflection Evaluation
- \_\_\_\_\_ 1 point Final Self Reflection Evaluation
- \_\_\_\_\_ 1 point LiveText Surveys (documentation sent on LiveText)

**Professionalism 30 points possible**

- \_\_\_\_\_ 15 points Attendance and Participation at Seminars
- \_\_\_\_\_ 5 points Professional Dress and Demeanor
- \_\_\_\_\_ 4 points Attendance at Internship with Plans Left for Substitute in Case of Absence
- \_\_\_\_\_ 3 points Organization (preparing teaching materials in advance)
- \_\_\_\_\_ 3 points Promptness (to placement, seminars, meeting deadlines)

**Professional Internship in Teaching 3 Hour Seminar Grade 200 points possible**

186-200 A	166-173 B	146-158 C	126-133 D
180-185 A-	160-165 B-	140-145 C-	120-125 D-
174-179 B+	145-159 C+	134-139 D+	119 and Below F

**Professional Internship Evaluation**  
**Evaluation #1 and #2 for Cooperating Teachers & University Site Supervisors**  
**The Patton College**  
*Ohio University*

Professional Intern \_\_\_\_\_ Campus ID \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ University Site Supervisor \_\_\_\_\_  
 School \_\_\_\_\_ Grade/Subject \_\_\_\_\_  
 Name of Evaluator \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Key: Expectations Exceeded=E Meets Expectations=√ Needs Improvement=I Selected for Focus=O Not Observed= N/O	Date	Date	Date
<b>UPHOLDING PROFESSIONAL STANDARDS</b>			
Fulfills obligations dependably and punctually.			
Communicates skillfully and respectfully with students, staff, parents/guardians.			
Uses reflection and constructive criticism to direct own learning and improve instruction.			
Demonstrates knowledge and commitment to all students.			
<b>TEACHING FOR STUDENT LEARNING</b>			
Clearly communicates learning goals and instructional procedures.			
Presents accurate content in a comprehensible manner.			
Monitors student understanding, providing feedback, and adjusting instruction as needed.			
Promotes creative, critical, and independent thinking about the content and its use.			
Uses instructional time effectively.			
<b>ORGANIZING FOR SUCCESSFUL TEACHING</b>			
Becomes familiar with students' background knowledge and experience.			
Demonstrates competence with short-term planning.			
Demonstrates competence with long-term planning			
Demonstrates competency with assessment.			
<b>CREATING AN ENVIRONMENT FOR STUDENT LEARNING</b>			
Creates an accepting, supportive, and fair classroom environment.			
Creates a physical environment that is safe and facilitates learning.			
Establishes clear procedures and behavioral expectations.			
Effectively monitors students and takes appropriate actions when necessary.			
<b>COMMENTS:</b>			

<b>Ohio Standards for the Teaching Profession (OSTP)</b> <b>S = Strength, E = Emerging, G = Area Needing Growth, N/O = Not Observed</b>	<b>S</b>	<b>E</b>	<b>G</b>	<b>N/O</b>
<b>Standard 1: Students</b> <b>Teachers understand student learning and development and respect the diversity of students they teach.</b>				
Displays knowledge of how students learn and of the developmental characteristics of age groups.				
Understands what students know and are able to do and uses this knowledge to meet the needs of all students.				
Expects that all students will achieve to their full potential.				
Models respect for students' diverse cultures, language skills and experiences.				
Recognizes characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate identification, instruction and intervention.				
<b>Standard 2: Content</b> <b>Teachers know and understand the content area for which they have instructional responsibility.</b>				
Knows the content taught and uses the knowledge of content specific concepts, assumptions, and skills to plan instruction.				
Understands and uses content specific instructional strategies to effectively teach the central concepts and skills of the discipline.				
Understands school and district curricula priorities and the Ohio academic content standards.				
Connects content to relative life experiences and career opportunities.				
<b>Standard 3: Assessment</b> <b>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b>				
Knows about assessment types, their purposes and the data they generate.				
Selects, develops and uses a variety of diagnostic formative and summative assessments.				
Analyzes data to monitor student progress and learning and uses data to plan, differentiate and modify instruction.				
Collaborates and communicates student progress with students, parents and colleagues.				
Involves learners in self-assessment and goal setting to address gaps between performance and potential.				
<b>Standard 4: Instruction</b> <b>Teachers plan and deliver instruction that advances the learning of each individual student.</b>				
Aligns instructional goals and activities with school and district priorities and the Ohio academic content standards.				
Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap.				
Communicates clear learning goals and explicitly links learning activities to				

those defined goals.				
	<b>S</b>	<b>E</b>	<b>G</b>	<b>N/O</b>
Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.				
Applies knowledge of how students think and learn to instructional design and delivery.				
Creates and selects activities that are designed to help students develop as independent learners and complex problem solvers.				
Uses resources effectively including technology to enhance student learning.				
<b>Standard 5: Learning Environment</b> <b>Teachers create environments that promote high levels of learning and achievement for all students.</b>				
Treats all students fairly and establishes an environment that is respectful, supportive and caring.				
Creates an environment that is physically and emotionally safe.				
Motivates students to work productively and assume responsibilities for their own learning.				
Creates learning situations in which students work independently, collaboratively, and/or as a whole class.				
Maintains an environment that is conducive to learning for all students.				
<b>Standard 6: Collaboration and Communication</b> <b>Teachers collaborate and communicate with students, parents, and other educators, administrators, and the community to support student learning.</b>				
Communicates clearly and effectively.				
Shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.				
Collaborates effectively with other teachers, administrators and school and district staff.				
Collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.				
<b>Standard 7: Professional Responsibility and Growth</b> <b>Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</b>				
Understands, upholds, and follows professional ethics, policies and legal codes of professional conduct.				
Takes responsibilities for engaging in continuous purposeful professional development.				
Becomes an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.				
<b>Comments:</b>				

## **Cooperating Teacher Mid-Term Assessment Evaluation #3**

**Professional Intern** \_\_\_\_\_

**Cooperating Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**List the Professional Intern's strengths:**

**Describe the extent to which the Professional Intern:  
Prepares written plans and collaborates with you:**

**Demonstrates the ability to implement effective classroom management:**

**Differentiates materials, instruction, activities, and assessments:**

**Plans and uses formative and summative assessments:**

**Describe the areas of growth needed for the Professional Intern:**

**Describe the observations, conferences, and/or collaborations you have had with the Professional Intern:**

**Additional Comments:**

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Intervention Specialist (Special Education)**

<b>Council for Exceptional Children (CEC) Standards</b>	<b>No Chance to Observe</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>
<b>Foundations:</b>				
1. Special educators understand the field as an evolving and changing discipline based on _____ that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.				
1a. Philosophies		Candidate is able to identify a few philosophical approaches	Candidate is able to identify several philosophical approaches and related practices	Candidate is able to articulate a personal philosophy and implication for practice
1b. Evidence-based principles and theories		Candidate can identify and/or describe some evidence-based practices	Candidate can identify and describe evidence-based practices	Candidate can identify evidence-based practices and explain their connection to theory
1c. Relevant laws and policies		Candidate can articulate key findings of only a few key laws/policies with some misconceptions	Candidate can describe many relevant laws and policies	Candidate can describe many relevant laws and policies and discuss their impact on current practice
1d. Diverse and historical points of view		Candidate is able to articulate a few important events or accomplishments in the field of special education	Candidate is able to articulate several important events or accomplishments in the field of special education	Candidate is able to articulate several important events or accomplishments in the field of special education and their impact on current practice
1e. Human issues		Candidate is able to identify a few human issues relevant to the study of special education	Candidate is able to identify and describe several human issues relevant to the study of special education	Candidate is able to identify and describe several human issues relevant to the study of special education and their impact on current practice

<b>Development and Characteristics of Learners:</b>				
2. Special Educators know and demonstrate respect for their students first as unique human beings.		Candidate is respectful of student(s) on most occasions	Candidate is always respectful of student(s) and uses person-first language on most occasions	Candidate is always respectful and always uses person-first language
3. Special educators understand the similarities and differences in human development.		Candidate is able to accurately identify students' developmental levels	Candidate is able to identify students' developmental levels and identify some developmentally appropriate services	Candidate is able to identify students' developmental levels and plan programming accordingly
4. Special educators understand the characteristics between and among individuals with and without exceptional learning needs (ELN).		Candidate makes appropriate accommodations based on individual student needs	Candidate makes limited or few accommodations for individual student needs	Candidate makes no accommodations for variation in students' needs
<b>Individual Learning Differences:</b>				
5. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.		Candidate is able to identify a few exceptional conditions and/or describe their impact on one or a few aspects of a student's life	Candidate is able to identify exceptional conditions and describe their impact on some aspects of a student's life	Candidate is able to identify many exceptional conditions and describe their impact on all aspects of a student's life
6. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.		Candidate has some (maybe stereotypical) understanding of the role of culture and/or its impact on disability	Candidate can describe the role of culture and its impact on disability	Candidate clearly articulates the role of culture and its impact on disability and demonstrates cultural sensitivity
<b>Instructional Strategies:</b>				
7. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.		Candidate can describe and/or implement some appropriate evidenced-based practices	Candidate can implement individualized evidence-based practices on most occasions	Candidate can implement appropriate individualized evidence-based practices and provide rationale for use

8. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula.		Candidate uses a small range of strategies and/or is unable to adapt them to meet specific student needs	Candidate is able to adapt a range of strategies to meet specific student needs on every	Candidate adapts strategies to meet specific student needs on every occasion and can explain rationale for use
9. Special educators appropriately modify learning environments for individuals with ELN.		Candidate makes very few or inappropriate modifications to the learning environment	Candidate makes several modifications to the learning environment	Candidate makes several modifications to the learning environment and is able to explain rationale for modifications
<b>Learning Environments and Social Interactions:</b>				
10. Special educators actively create learning environments for individuals with ELN that foster:				
10a. Cultural understanding		Candidate makes some/few accommodations for some types cultural diversity	Candidate makes some/few accommodations for some types cultural diversity	Candidate infuses cultural diversity into lesson content, environment, and daily practice on all occasions
10b. Safety and emotional well being		Candidate fails to maintain a safe environment on one occasion	Candidate maintains a safe environment on all occasions	Candidate actively promotes safety and student well being at every opportunity
10c. Positive social interactions		Candidate attends to negative social interaction on most occasions	Candidate intervenes in all instances of negative social interaction	Candidate has zero tolerance for negative social interaction and consistently promotes positive social interaction at all times
10d. Active engagement of individuals with ELN.		Candidate expects and/or provides opportunities for active engagement on several occasions	Candidate expects and provides opportunities for active engagement of learners on most occasions	Candidate expects and lobbies for active engagement of learners at all times and on all occasions
11. Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.		Candidate promotes some understanding of cultural differences and creates some opportunity for interaction with individuals from different cultures	Candidate promotes understanding of cultural differences and creates opportunity for students to interact with individuals from different cultures	Candidate promotes understanding of cultural differences and creates multiple opportunities for students to interact with individuals from a variety of cultures

12. Special Educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.		Candidate encourages student independence on some occasions	Candidate consistently encourages student independence on all occasions	Candidate encourages and creates opportunities for students to practice independence
<b>Language:</b>				
13. Special educators understand typical and atypical language development.		Candidate exhibits limited understanding of language development	Candidate is able to articulate the typical progression of language development and can describe a few deficits in language development	Candidate can identify specific language needs and can articulate necessary interventions
14. Special educators understand the ways in which exceptional conditions can interact with an individual's experience with and use of language		Candidate can identify a few areas impacted by language deficits	Candidate can identify language deficits and describe several areas of impact	Candidate can identify language deficits and describe all areas of relevant impact
15. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN		Candidate is able to identify most language deficits, and with assistance implement appropriate strategies to enhance communication skills	Candidate is able to identify most language deficits with assistance and carry out planned strategies designed to enhance communication skills	Candidate is unable to identify and/or implement specific strategies to enhance language development
16. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.		Candidate has knowledge of one or a few assistive technologies (AAC)	Candidate has experience with several AAC devices	Candidate has experience with many AAC devices and is able to plan for appropriate use in all situations
<b>Instructional Planning:</b>				
17. Individualized decision-making and instruction is at the center of special education practice.		Candidate makes instructional decisions based on individual needs on most occasions	Candidate makes some instructional decisions based on individual needs	Candidate does not make instructional decisions based on individual needs
18. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.		Candidate develops long-range plans based mostly in special curricula	Candidate plans instruction using a balance of general and special curricula on many occasions	Candidate plans instruction using a balance of general and special curricula on every occasions

19. Special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives.		Candidate is able to translate individualized plans into general instructional goals or objectives	Candidate is able to translate individualized plans into specific goals and objectives in several instances	Candidate is able to translate individualized plans into specific goals and objectives for all students
20. Special educators taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.		Candidate plans taking into account individualized needs, abilities, environment, cultural and linguistic factors on some occasions	Candidate plans taking into account individualized needs, abilities, environment, cultural and linguistic factors on most occasion	Candidate plans taking into account individualized needs, abilities, environment, cultural and linguistic factors on every occasion
21. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.		Candidate occasionally matches instruction to student level of understanding and learning level	Candidate plans appropriate instruction matched to student level of understanding and learning level on many occasions	Candidate plans appropriate instruction matched to student level of understanding and learning level on every occasion
<b>Assessment:</b>				
22. Special educators use multiple types of assessment information for a variety of educational decisions.		Candidate makes limited use of assessment data to inform instruction	Candidate consistently uses assessment data to inform instruction	Candidate uses several types of assessment data to inform instruction
23. Special educators use the results of assessments to help identify exceptional learning needs.		With assistance, candidate is able to interpret some assessment data used in the identification of ELN	Candidate uses assessment data to identify most ELN	Candidate consistently uses assessment data to identify all types of ELN
24. Special educators use the results of assessments to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.		Candidate rarely uses assessment data to guide instruction	Candidate occasionally uses assessment data to guide instruction	Candidate consistently uses assessment data for planning and instruction
25. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN.		Candidate can identify one or a few of the issues related to cultural differences and assessments	Candidate can articulate some of the issues related to cultural differences and assessments	Candidate understands the issues related to cultural differences and assessments and uses tools and data ethically on every occasion

<b>Professional and Ethical Practice:</b>				
27. Special educators are guided by the profession's ethical and professional practice standards.		Candidate can identify professional standards and applies them in some situations	Candidate can identify professional standards and apply them in most situations	Candidate's behavior is consistently guided by professional standards on every occasion
<b>Standards 10: Collaboration:</b>				
28. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.		Candidate identifies opportunities to effectively collaborates with families and colleagues on some occasions	Candidate identifies opportunities to effectively collaborates with families and colleagues on every occasion	Candidate seeks out and effectively and appropriately collaborates with families and colleagues on every occasion
29. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.		Candidate's collaboration sometimes takes into consideration the ELN of individuals	Candidate's collaboration takes into consideration the ELN of individuals on most occasions	Candidate's collaboration always takes into consideration the ELN of individuals
30. Special educators promote and advocate the learning and well being of individuals with ELN across a range of settings and range of different learning experiences.		Candidate promotes the learning and well being of students on some occasions	Candidate promotes the learning and well being of students on most occasions	Candidate seeks out opportunities and promotes the learning and well being of students at every opportunity

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Adolescent/Young Adult, English Language Arts Concentration**

<b>National Council of Teachers of English (NCTE) Standards</b>	<b>No Chance to Observe</b>	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectation</b>
1. Create an inclusive and supportive learning environment in which all students can engage in learning.				
2. Use ELA to help students become familiar with their own and others' cultures.				
3. Demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates [classmates].				

4. Use practices designed to assist students in developing habits of critical thinking and judgment.				
5. Make meaningful connections between the ELA curriculum and developments in culture, society, and education.				
6. Engage students in activities that demonstrate the role of arts/humanities in learning.				
7. Demonstrate knowledge of, and skills in the use of, the English language.				
8. Demonstrate knowledge of the practices of oral, visual, and written literacy.				
9. Demonstrate knowledge of reading processes and different composing processes.				
10. Demonstrate knowledge of, and uses for, an extensive range of literature.				
11. Demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.				
12. Demonstrate knowledge of research theory and findings in English language arts.				
13. Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.				
14. Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.				
15. Integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.				
16. Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.				
17. Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.				
18. Engage students in critical analysis of different media and communications technologies.				

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Adolescent/Young Adult, Math Concentration**

<b>National Council of Teachers of Mathematics (NCTM) Standards</b>	No Chance to Observe	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations

Candidate demonstrates the ability to increase students' knowledge of mathematics.		<ul style="list-style-type: none"> <li>• Candidate uses only one format to communicate mathematical knowledge to students.</li> <li>• Candidate increases few students' knowledge of mathematics on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses multiple strategies to develop students' mathematical knowledge.</li> <li>• Candidate analyzes and evaluates students' mathematical thinking and strategies.</li> <li>• Candidate provides evidence of increasing most students' knowledge of mathematics on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate regularly uses multiple strategies to develop students' mathematical knowledge and demonstrates exceptional ability to match strategy appropriately to the mathematics content.</li> <li>• Candidate analyzes and evaluates students' mathematical thinking and strategies.</li> <li>• Candidate consistently provides evidence of increasing all students' knowledge of mathematics.</li> </ul>
Candidate demonstrates the ability to lead classes in mathematical problem solving.		<ul style="list-style-type: none"> <li>• Candidate provides few or no opportunities for students to apply and adapt a variety of appropriate strategies to solve problems.</li> <li>• Candidate provides few or no opportunities to solve problems that arise in mathematics and those involving mathematics in other contexts.</li> <li>• Candidate provides few or no opportunities for students to build new mathematical knowledge through problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides some opportunities for students to apply and adapt a variety of appropriate strategies to solve problems.</li> <li>• Candidate provides some opportunities for students to solve problems that arise in mathematics and those involving mathematics in other contexts.</li> <li>• Candidate provides some opportunities for students to build new mathematical knowledge through problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently leads classes in mathematical problem solving.</li> <li>• Candidate consistently provides opportunities for students to solve problems that arise in mathematics and those involving mathematics in other contexts.</li> <li>• Candidate consistently provides opportunities for students to build new mathematical knowledge through problem solving.</li> <li>• Candidate provides opportunities for students to monitor and reflect on the process of mathematical problem solving.</li> </ul>
Candidate uses their knowledge of mathematics to select and use appropriate technological tools for teaching.		<ul style="list-style-type: none"> <li>• Candidate either doesn't incorporate available technology into lessons or does so in ways that don't support students' learning of mathematics.</li> <li>• Candidate demonstrates a strong need to improve technical abilities to use technologies to support mathematical learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate integrates some available technology into lessons.</li> <li>• Candidate's use of technology supports the learning of mathematics by most students.</li> <li>• Candidate demonstrates technical abilities to use some technologies to support mathematical learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate integrates a variety of available teaching tools including technology into lessons.</li> <li>• Candidate's use of technology supports the learning of mathematics by all students.</li> <li>• Candidate develops lessons that, to the extent made possible by local resources, encourage student use of technology to support construction of new mathematical knowledge.</li> <li>• Candidate consistently demonstrates technical expertise using a variety of</li> </ul>

				technologies to support mathematical learning.
Candidate makes pedagogical and curricular decisions that attend to the needs of all students in the class.		<ul style="list-style-type: none"> <li>• Candidate has not exhibited lesson planning decisions that meet the needs of all students in the class.</li> <li>• Candidate consistently has not met the needs of some students through differentiated lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate has planned at least one lesson exhibiting design decisions to meet the needs of all students in the class.</li> <li>• Candidate has differentiated mathematics instruction in according to the individual needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate's lessons are designed to meet the needs of all students in the class.</li> <li>• Candidate consistently demonstrates the ability to differentiate mathematics instruction in multiple ways according to the individual needs of students.</li> <li>• Candidate relies on knowledge of mathematics content to determine appropriate pedagogies to meet the needs of all students.</li> </ul>
Candidate uses varied representations of mathematical ideas to support and deepen students' mathematical understanding		<ul style="list-style-type: none"> <li>• Candidate does not use multiple representations to model and interpret physical, social, and mathematical phenomena.</li> <li>• Candidate does not create and/or uses multiple representations to organize, record, and communicate mathematical ideas.</li> <li>• Candidate does not select, apply, and/or translate among mathematical representations to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate sometimes uses multiple representations to model and interpret physical, social, and mathematical phenomena.</li> <li>• Candidate sometimes creates and uses multiple representations to organize, record, and communicate mathematical ideas.</li> <li>• Candidate sometimes selects, applies, and translates among mathematical representations to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently uses multiple representations to model and interpret physical, social, and mathematical phenomena.</li> <li>• Candidate consistently creates and uses multiple representations to organize, record, and communicate mathematical ideas.</li> <li>• Candidate consistently selects, applies, and translates among mathematical representations to solve problems.</li> </ul>
Candidate demonstrates the ability to help students develop and test generalizations, appreciate mathematical rigor and inquiry, and provide opportunities for his/her students to engage in reasoning and justification.		<ul style="list-style-type: none"> <li>• Candidate does not engage students in formulating and testing generalizations and conjectures through key examples and supporting/contradictory results.</li> <li>• Candidate does not integrate reasoning and justification as fundamental aspects of mathematics.</li> <li>• Candidate does not</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate includes formulating and testing generalizations and conjectures through key examples and supporting/contradictory results.</li> <li>• Candidate includes reasoning and justification as fundamental aspects of mathematics.</li> <li>• Candidate develops and evaluates mathematical arguments and justifications (or formal proofs where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently engages students in formulating and testing generalizations and conjectures through key examples and supporting/contradictory results.</li> <li>• Candidate integrates reasoning and justification as fundamental aspects of mathematics.</li> <li>• Candidate consistently develops and evaluates mathematical arguments and justifications (or formal proofs where appropriate).</li> </ul>

		develop and evaluate mathematical arguments and justifications (or formal proofs where appropriate).		
Candidate provides opportunities for students to communicate mathematically in pairs, small groups, or whole-class.		<ul style="list-style-type: none"> <li>• Candidate does not plan or has difficulty facilitating meaningful, communication.</li> <li>• Candidate relies primarily on mechanical exercises.</li> <li>• Candidate uses pair/group communicative activities minimally in class.</li> <li>• Candidate rarely implements activities that promote cooperation and interaction.</li> <li>• Directions given are often unclear or inappropriate.</li> <li>• Students are grouped inappropriately for the planned activity.</li> <li>• Group activities are not monitored appropriately, causing students to be off-task.</li> <li>• Candidate does not conduct appropriate follow-up tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate plans for and facilitates meaningful, communicative activities in the classroom.</li> <li>• Candidate knows the difference between mechanical and meaningful communicative exercises and usually uses them appropriately.</li> <li>• Candidate facilitates pair/group activities to maximize the time students have to use the target language.</li> <li>• Candidate implements activities that promote cooperation and interaction and maximizes the time students have to communicate mathematically.</li> <li>• Candidate provides clear directions and models for most activities.</li> <li>• Candidate groups students appropriately for the task and monitors group activities.</li> <li>• Candidate conducts appropriate, follow-up tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate plans for and facilitates a variety of meaningful, original communicative activities in the classroom.</li> <li>• Candidate knows the difference between mechanical and meaningful communicative exercises and uses them appropriately.</li> <li>• Candidate designs and implements activities that promote cooperation and interaction, and maximizes the time students have to communicate mathematically.</li> <li>• Candidate provides clear directions and models for all activities.</li> <li>• Candidate groups students using a variety of ways as appropriate for the task and monitors group activities.</li> <li>• Candidate conducts appropriate, engaging, and meaningful follow-up tasks.</li> </ul>

<p>Candidate attempts to link students' prior mathematics knowledge to the development of new knowledge.</p>		<ul style="list-style-type: none"> <li>• Candidate does not facilitate lessons that help students to see the logical dependence of mathematical concepts.</li> <li>• Candidate does not assess students' prior knowledge and uses the results to inform the design of lessons.</li> <li>• Candidate does not address student misconceptions in the context of a logical hierarchy of dependent concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate facilitates lessons that help students to see the logical dependence of mathematical concepts.</li> <li>• Candidate assesses students' prior knowledge and uses the results to inform the design of lessons.</li> <li>• Candidate addresses student misconceptions by analyzing the validity of students' mathematical ideas in the context of a logical hierarchy of dependent concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently facilitates lessons that help students to see the logical dependence of mathematical concepts.</li> <li>• Candidate uses multiple forms of assessment to determine students' prior knowledge and uses the results to inform the design of lessons.</li> <li>• Candidate consistently addresses student misconceptions by analyzing the validity of students' mathematical ideas in the context of a logical hierarchy of dependent concepts.</li> </ul>
<p>Candidate demonstrates the ability to communicate the value of mathematics to students' lives.</p>		<ul style="list-style-type: none"> <li>• Candidate's lessons do not demonstrate the usefulness of mathematics or its beauty.</li> <li>• Candidate makes no attempt to connect</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate's lessons promote the usefulness of mathematics or its inherent beauty.</li> <li>• Candidate attempts to connect mathematics to student experience.</li> <li>• Candidate attempts to connect mathematical knowledge and practice to</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate's lessons consistently promote mathematics' usefulness or inherent beauty.</li> <li>• Candidate consistently connects mathematics to student experience.</li> <li>• Candidate frequently connects mathematical knowledge and practice to other disciplines.</li> </ul>

		<p>mathematics to student experience.</p> <ul style="list-style-type: none"> <li>• Candidate makes no attempt to connect mathematical knowledge and practice to other disciplines.</li> <li>• Candidate does not communicate a commitment to helping students learn mathematics.</li> </ul>	<p>other disciplines.</p> <ul style="list-style-type: none"> <li>• Candidate demonstrates commitment to helping students learn mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate takes pleasure and pride in helping students to learn mathematics.</li> </ul>
<p>Candidate demonstrates the ability to engage student creativity effectively in learning mathematics.</p>		<ul style="list-style-type: none"> <li>• Candidate does not value or address students' suggestions, approaches, or input.</li> <li>• Candidate does not demonstrate the role of creativity in mathematical practice.</li> <li>• Candidate's classroom may discourage student participation or academic risk-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate acknowledges and sometimes addresses students' suggestions, approaches, and input.</li> <li>• Candidate demonstrates the importance of creativity to mathematical practice, as in problem solving.</li> <li>• Candidate fosters a classroom environment in which students feel comfortable participating constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate consistently values and addresses students' suggestions, approaches, and input, including those that may be incorrect in some way.</li> <li>• Candidate helps students to see creativity as fundamental to mathematical practice, as in problem solving.</li> <li>• Candidate creates a classroom environment that promotes student creativity.</li> <li>• Candidate encourages students to take risks and to recognize that failed attempts are often an important part of learning.</li> </ul>

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Adolescent/Young Adult, Science Concentration**

<b>National Science Teachers Association (NSTA) Standards</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>No Chance to Observe</b>
1. Understand and articulate the knowledge and practices of contemporary science.					
2. Interrelate and interpret important concepts, ideas, and applications in your field of licensure; and conduct scientific investigations.					
3. Engage students effectively in studies of the history, philosophy, and practice of science.					

4. 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.					
5. Engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry.					
6. 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.					
7. 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.					
8. 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.					
9. Create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning.					
10. Use and justify a variety of classroom arrangements, groupings, actions, strategies, and methodologies.					
11. Plan and implement an active, coherent, and effective curriculum consistent with the goals and recommendations of the National Science Education Standards.					
12. Begin with the end in mind and effectively incorporate contemporary practices and resources into planning and teaching.					
13. Relate your discipline to your local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in your teaching.					
14. Actively engage students in science-related studies or activities related to locally important issues.					
15. Construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development.					
16. Assess students fairly and equitably, and require that students engage in ongoing self-assessment.					
17. Organize safe and effective learning environments that promote the success of students and the welfare of all living things.					
18. 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.					
19. Strive continuously to grow and change, personally and professionally, to meet the diverse needs of students, school, community, and profession.					
10. Have a desire and disposition for growth and betterment.					

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Adolescent/Young Adult, Social Studies Concentration**

National Council of Social Studies (NCSS) Standards	Accomplishes with Confidence	Demonstrates Competence	Demonstrates Developing Skill	Demonstrates Little/No Evidence of Skill	No Chance to Observe
Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of					
1. Culture and Cultural Diversity					
2. Time, Continuity, and Change					
3. People, Places, and Environment					
4. Individual Development and Identity					
5. Individuals, Groups and Institutions					
6. Power, Authority, and Governance					
7. Production, Distribution, and Consumption					
8. Science, Technology, and Society					
9. Global Connections					
10. Civic Ideals and Practices					
Please evaluate knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for THIS CANDIDATE'S area(s) of licensure ONLY:					
1. History					
2. Geography					
3. Civics and Government					
4. Economics					
5. Psychology					

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Early Childhood Education**

National Association for the Education of Young Children (NAEYC) Standards	Accomplishes with Confidence	Demonstrates Competence	Demonstrates Developing Skill	Demonstrates Little/No Evi- dence of Skill	Little/No Chance to Observe
<b>Promoting Child Development and Learning:</b>					
1. Using your understanding of <i>young children's characteristics and needs</i> to create environments for all children that are					
1a. Healthy					
1b. Respectful					
1c. Supportive					
1d. Challenging					
2. Using your understanding of <i>multiple interacting influences on children's development and learning</i> to create environments for all children that are					
2a. Healthy					
2b. Respectful					
2c. Supportive					
2d. Challenging					
<b>Building Family and Community Relationships:</b>					
3. Knowing about, understanding, and valuing the importance and complex characteristics of children's families and communities.					
4. Using the understanding of characters of children's families and communities to create respectful, reciprocal relationships that support and empower families.					
5. Involving all families in their children's development and learning.					
<b>Observing, Documenting, and Assessing to Support Young Children and Families:</b>					
6. Knowing about and understanding the <i>goals</i> of assessment.					
7. Knowing about and understanding the <i>benefits</i> of assessment.					
8. Knowing about and understanding the <i>uses</i> of assessment.					
9. Knowing about and using <i>systematic observations</i> .					
10. Knowing about and using <i>documentation</i> .					
11. Knowing about and using other <i>effective assessment strategies</i> .					
12. Using systematic observations, documentation, and other effective assessment strategies <i>in a</i>					

<i>responsible way to positively influence children's development and learning for all children.</i>					
13. Using systematic observations, documentation, and other effective assessment strategies <i>in partnership with families and other professionals</i> , to positively influence children's development and learning for all children.					
<b>National Association for the Education of Young Children (NAEYC) Standards (cont.)</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>No Chance to Observe</b>
<b>Teaching and Learning:</b>					
14. Integrating an understanding of and relationships with children and families.					
15. Integrating an understanding of developmentally effective approaches to teaching and learning.					
16. Integrating knowledge of academic disciplines to <i>design</i> experiences that promote positive development and learning for all children.					
17. Integrating knowledge of academic disciplines to <i>implement</i> experiences that promote positive development and learning for all children.					
18. Integrating knowledge of academic disciplines to <i>evaluate</i> experiences that promote positive development and learning for all children.					
<b>Becoming a Professional:</b>					
19. Identifying and conducting myself as a member of the early childhood profession.					
20. Knowing and using ethical guidelines and other professional standards related to early childhood practice.					
21. Behaving as a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on my work.					
22. Making informed decisions that integrate knowledge from a variety of sources.					
23. Being an informed advocate for sound educational practices and policies.					

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Early Childhood Education – Intervention Specialist**

<b>National Association for the Education of Young Children (NAEYC) Standards</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>Little/No Chance to Observe</b>
<b>Promoting Child Development and Learning:</b>					

1. Using your understanding of <i>young children's characteristics and needs</i> to create environments for all children that are					
1a. Healthy					
1b. Respectful					
1c. Supportive					
1d. Challenging					
2. Using your understanding of <i>multiple interacting influences on children's development and learning</i> to create environments for all children that are					
2a. Healthy					
2b. Respectful					
2c. Supportive					
2d. Challenging					
<b>Building Family and Community Relationships:</b>					
3. Knowing about, understanding, and valuing the importance and complex characteristics of children's families and communities.					
4. Using the understanding of characters of children's families and communities to create respectful, reciprocal relationships that support and empower families.					
5. Involving all families in their children's development and learning.					
<b>Observing, Documenting, and Assessing to Support Young Children and Families:</b>					
6. Knowing about and understanding the <i>goals</i> of assessment.					
7. Knowing about and understanding the <i>benefits</i> of assessment.					
8. Knowing about and understanding the <i>uses</i> of assessment.					
9. Knowing about and using <i>systematic observations</i> .					
10. Knowing about and using <i>documentation</i> .					
11. Knowing about and using other <i>effective assessment strategies</i> .					
12. Using systematic observations, documentation, and other effective assessment strategies <i>in a responsible way</i> to positively influence children's development and learning for all children.					
13. Using systematic observations, documentation, and other effective assessment strategies <i>in partnership with families and other professionals</i> , to positively influence children's development and learning for all children.					
<b>National Association for the Education of Young Children (NAEYC) Standards (cont.)</b>					
	Accomplishes with Confidence	Demonstrates Competence	Demonstrates Developing Skill	Demonstrates Little/No Evidence of Skill	No Chance to Observe

<b>Teaching and Learning:</b>					
14. Integrating an understanding of and relationships with children and families.					
15. Integrating an understanding of developmentally effective approaches to teaching and learning.					
16. Integrating knowledge of academic disciplines to <i>design</i> experiences that promote positive development and learning for all children.					
17. Integrating knowledge of academic disciplines to <i>implement</i> experiences that promote positive development and learning for all children.					
18. Integrating knowledge of academic disciplines to <i>evaluate</i> experiences that promote positive development and learning for all children.					
<b>Becoming a Professional:</b>					
19. Identifying and conducting myself as a member of the early childhood profession.					
20. Knowing and using ethical guidelines and other professional standards related to early childhood practice.					
21. Behaving as a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on my work.					
22. Making informed decisions that integrate knowledge from a variety of sources.					
23. Being an informed advocate for sound educational practices and policies.					
<b>Council for Exceptional Children (CEC) Standards</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>Little/No Chance to Observe</b>
<b>Foundations:</b>					
1. Special educators understand the field as an evolving and changing discipline based on _____ that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.					
1a. Philosophies					
1b. Evidence-based principles and theories					
1c. Relevant laws and policies					
1d. Diverse and historical points of view					
1e. Human issues					
<b>Development and Characteristics of Learners:</b>					
2. Special Educators know and demonstrate respect for their students first as unique human beings.					
3. Special educators understand the similarities and differences in human development.					

4. Special educators understand the characteristics between and among individuals with and without exceptional learning needs (ELN).					
<b>Individual Learning Differences:</b>					
<b>Council for Exceptional Children (CEC) Standards (cont.)</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>No Chance to Observe</b>
6. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.					
<b>Instructional Strategies:</b>					
7. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.					
8. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula.					
9. Special educators appropriately modify learning environments for individuals with ELN.					
<b>Learning Environments and Social Interactions:</b>					
10. Special educators actively create learning environments for individuals with ELN that foster:					
10a. Cultural understanding					
10b. Safety and emotional well being					
10c. Positive social interactions					
10d. Active engagement of individuals with ELN.					
11. Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.					
12. Special Educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.					
<b>Language:</b>					
13. Special educators understand typical and atypical language development.					
14. Special educators understand the ways in which exceptional conditions can interact with an individual's experience with and use of language					
15. Special educators use individualized strategies to enhance language development and tech communication skills to individuals with ELN					
16. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.					
<b>Instructional Planning:</b>					
17. Individualized decision-making and instruction is at the center of special education practice.					
18. Special educators develop long-range individualized instructional plans anchored in both general and					

special curricula.					
19. Special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives.					
20. Special educators taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.					
21. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.					
<b>Assessment:</b>					
22. Special educators use multiple types of assessment information for a variety of educational decisions.					
23. Special educators use the results of assessments to help identify exceptional learning needs.					
24. Special educators use the results of assessments to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.					
25. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN.					
26. Special educators understand the legal policies and ethical principles of measurement and assessment for individuals from culturally and linguistically diverse backgrounds.					
<b>Professional and Ethical Practice:</b>					
27. Special educators are guided by the profession's ethical and professional practice standards.					
<b>Standards 10: Collaboration:</b>					
28. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.					
29. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.					
30. Special educators promote and advocate the learning and well being of individuals with ELN across a range of settings and range of different learning experiences.					

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Middle Childhood Education**

<b>National Middle School Association (NMSA) Standards</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>Little/No Chance to Observe</b>
<b>Young Adolescent Development:</b>					
1. Understand the major concepts, principles, theories, and research related to young adolescent development					
2. Provide opportunities that support student development and learning					

<b>Middle Level Philosophy and School Organization:</b>					
3. Understand the major concepts, principles, theories, standards, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools					
4. Work successfully within these organizational components					
<b>Middle Level Curriculum and Assessment:</b>					
5. Understand the major concepts, principles, theories, standards, and research related to middle level curriculum and use this knowledge in practice					
6. Understand the major concepts, principles, theories, standards, and research related to middle level assessment and use this knowledge in practice					
<b>Middle Level Teaching Fields:</b>					
7. Understand and use _____ in the chosen teaching fields					
7a. Central concepts					
7b. Tools of inquiry					
7c. Standards					
7d. Structures of content					
8. Create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills					
<b>Middle Level Instruction and Assessment:</b>					
9. Understand and use the major concepts, principles, theories, and research related to effective instruction and assessment					
10. Employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents					
<b>Family and Community Involvement:</b>					
11. Understand the major concepts, principles, theories, and research related to working collaboratively with family and community members					
12. Use that knowledge to maximize the learning of all young adolescents					
<b>Middle Level Professional Roles:</b>					
13. Understand the complexity of teach young adolescents					
14. Engage in practices and behaviors that develop competence as a professional					

**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Multi-Age, Modern Languages Concentration**

<b>American Council on the Teaching of Foreign Languages (ACTFL) Standards</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>No Chance to Observe</b>
1. Demonstrate a high level of proficiency in the target language, and seek opportunities to strengthen proficiency.					
2. Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in your own knowledge of the target language system by learning on your own.					
3. Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on your own.					
4. Demonstrate understanding of the connections among the perspectives of a culture and its practices and products, and integrate the cultural framework for foreign language standards into your instructional practices.					
5. Recognize the value and role of literary and cultural texts, and use them to interpret and reflect upon the perspectives of the target cultures over time.					
6. Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.					
7. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.					
8. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.					
9. Demonstrate an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and your state standards, and integrate these frameworks into curricular planning.					
10. Integrate the <i>Standards for Foreign Language Learning</i> and your state standards into language instruction.					
11. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources.					
12. Believe that assessment is ongoing, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.					
13. Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.					
14. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.					
15. Engage in professional development opportunities that strengthen your own linguistic and cultural competence and promote reflection on practice.					

16. Know the value of foreign language learning to the overall success of all students and understand that you will need to become an advocate with students, colleagues, and members of the community to promote the field.					
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**PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION:  
Multi-Age, Physical Education Concentration**

<b>Standards of The American Alliance for Health, Physical Education, Recreation, &amp; Dance/National Association for Sport and Physical Education (AAHPERD/NASPE)</b>	<b>Accomplishes with Confidence</b>	<b>Demonstrates Competence</b>	<b>Demonstrates Developing Skill</b>	<b>Demonstrates Little/No Evidence of Skill</b>	<b>No Chance to Observe</b>
1. <u>Content Knowledge</u> : understand physical education content and disciplinary concepts related to the development of a physically educated person					
2. <u>Growth and Development</u> : understand how individuals learn and develop and be able to provide opportunities that support their physical, cognitive, social, and emotional development					
3. <u>Diverse Students</u> : understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences					
4. <u>Management and Motivation</u> : use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation					
5. <u>Communication</u> : use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings					
6. <u>Planning and Instruction</u> : plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards					
7. <u>Student Assessment</u> : understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity					
8. <u>Reflection</u> : be a reflective practitioner who evaluates the effects of your actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally					
9. <u>Technology</u> : use information technology to enhance learning and to enhance personal					

and professional productivity					
10. <u>Collaboration</u> : foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being					

## PROFESSIONAL INTERNSHIP IN TEACHING FINAL EVALUATION

### Unit Standards

#### Unit for the Preparation of Education Professionals Standards

Leader – Educator and Practitioner:			
	Unacceptable	Acceptable	Target
LE 1.1 Demonstrate knowledge in content subject matter (e.g., math, science, special education)	Candidate does not demonstrate the appropriate content knowledge or they provide students with inaccurate information	Candidate uses multiple strategies to help students learn Candidate can demonstrate growth of student achievement	Candidate accurately and appropriately delivers content in a variety of ways and provides multiple real-world examples to increase student learning
LE 1.2 Use students' strengths to promote learning	Candidate cannot identify students' strengths and use this knowledge in the planning process	Candidate uses multiple methods and activities specifically targeted towards student learning styles	Candidate always/regularly uses multiple methods
LE 1.3 Engage in developmentally and exceptionally appropriate learning activities	Candidate does not demonstrate the ability to design and implement appropriate learning activities for all students	Candidate occasionally "TIERS" assignments/assessments to meet the needs of all students	Candidate regularly tiers assignments and assessments to accommodate the needs of all students
LE 1.4 Collaborate with other disciplines to better serve all students	Candidate does not collaborate with other disciplines or makes inappropriate connections	Candidate regularly assists students to make connections across content areas	Candidate collaborates with another discipline and can design an integrated curriculum/lesson plan
LE 1.5 Demonstrate knowledge of and use community resources that benefit students	Candidate either does not have the knowledge of or use community resources OR provide inaccurate information to students about the use of community resources	Candidate can imbed the use of community resources into course assignments and can articulate to students how and where to access these resources	Candidate regularly finds ways to integrate community resources into their assignments that benefit students' quality of work

LE 1.6 Communicate effectively with parents, colleagues, and community members	Candidate limits their communication to their cooperating teacher	Candidate -Attends parent-teacher conferences/meetings -Will communicate with parents via newsletters, emails, website, or other appropriate means -Attends all department meetings, faculty meetings -Makes connection with principal, counselor, and/or superintendent	Candidate actively seeks opportunities to engage with parents and colleagues -Candidate's demonstrate a sense of the community's role in education by integrating strategies to engage students with the community
LE 1.7 Include and use formative and summative assessment measures in teaching in a fair and equitable manner	Candidate does not use both formative and summative assessments OR use the assessments inappropriately	Based on the characteristics of their students Candidate chooses appropriate formative and summative assessments to ensure fair and equitable evaluations	Based on the characteristics of their students Candidate regularly uses multiple formats of formative and summative evaluation
<b>DIVERSITY:</b>			
D 2.1 Follow codes of ethical conduct including acting with integrity and fairness	Candidate does not act ethically, or treats students unfairly	Candidate verbalizes the importance of confidentiality, shows respect, and acts with integrity and fairness with all students	Candidate articulates and behaves in ways that demonstrate ethical conduct including confidentiality, showing respect, and acting with integrity and fairness with all students
D 2.2 Differentiate instruction to address students with diverse and special learning and/or behavioral needs	Candidate does not differentiate instruction and/or does not follow IEP accommodations	Candidate embraces classroom diversities by differentiating assignments/assessments based on the culture of their classroom and following IEP accommodations	Candidate regularly ties students interests and competencies into their planning and course delivery Follows all IEP accommodations and actively seeks out other professionals to help with differentiation
D 2.3 Demonstrate knowledge of the influence of context and culture on behavior	Candidate performance does not reflect knowledge of how context and culture influences behavior	Candidate demonstrates the knowledge of the make-up of their classroom (e.g., school report card) and how this may influence student learning	Candidate regularly embeds the context and culture of the classroom in their daily planning
D 2.4 Foster students' self-esteem, motivation, character, civic responsibility and respect for individual,	Candidate performance does not reflect knowledge of how to foster students' self-esteem, motivation, character, civic responsibility and	Candidate demonstrates this proficiency by providing timely positive feedback, student conferencing, differentiating instruction and incorporating diverse examples when	Candidate demonstrates this proficiency by providing timely positive feedback, regularly conferencing with students, differentiating instruction and

cultural, religious, class, and racial differences	respect for individual, cultural, religious, class, and racial differences	conveying a topic and a willingness to volunteer in the school community	incorporating multiple diverse examples when conveying a topic and the willingness to volunteer in the school community
<b>CHANGE AGENT:</b>			
CA 3.1 Advocate for the rights and belief that all students can learn	Candidate does not show an ability or disposition to advocate for the right that all students can learn	Candidate shows persistence in verbalizing ways to help all students learn	Candidate demonstrates multiple paths to helping all students learn
CA 3.2 Integrate technology into curricular experiences	Candidate either does not incorporate available technology into lessons or does so in ways that do not support student learning	Candidate regularly and appropriately uses available technology in the delivery of their instruction and attempts to have students use technology to assist their learning	Candidate integrates multiple technologies to support student learning and regularly engages students in the use of technology
CA 3.3 Demonstrate knowledge of the changing educational needs of our society	Candidate does not make societal connections to the content they teach or the students' roles in our society	Candidate is able to articulate to the students within the context of their content how society has changed and how this change influences the world	Candidate integrates multiple technologies to support student learning and regularly engages students in the use of technology
CA 3.4 Demonstrate knowledge of and uses research to inform practice in teaching and/or other professional endeavors	Candidate shows no evidence of the knowledge of best practices based on research	Candidate demonstrates the ability to integrate current best practices in their choices in methods and activities	Candidate identifies instructional and content issues and purposefully researches to positively inform their practice
<b>LIFE LONG LEARNING:</b>			
LL 4.1 Engage in ongoing self-assessment through critically reviewing and learning from experience	Candidate reflections do not demonstrate self-assessment and analysis	Candidate reflections demonstrate a willingness to self-evaluate and can identify strategies for ongoing learning experiences	Candidate reflections demonstrate their ability to identify strengths and weaknesses of the lesson and actively articulates how they might change a weaknesses to improve learning
LL 4.2 Commit to ongoing	Candidate does not attend	Candidate attends professional development	Candidate attends professional

professional development	professional development meetings or sessions when given the opportunity	meetings or sessions in their buildings and attends all required seminars	development meetings or sessions in their buildings and participates in professional organizations
LL 4.3 Interpret assessment data to improve teaching and student learning	Candidate cannot appropriately analyze assessment data to drive further instruction	Candidate reviews assessment data and determines the strengths and weaknesses of an assessment and possible intervention strategies	Candidate collects, interprets, and uses assessment data to articulate positives and negatives of the assessment and designs and follows through with multiple intervention strategies where appropriate

Candidate: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

**Rubric for Assessing Dispositions of Educational Professionals**

**Instructions:** Based on your work with the candidate and using this rubric, please assess the candidate's commitment to each of the four dispositions described on this form by placing a check mark next to the appropriate descriptor.

**Contextual Note:** If a rating of "unacceptable" is given, the candidate will be made aware of the rating, and faculty associated with the Unit of Education will design a plan of action, in consultation with the assessor, to address the problem area with appropriate intervention and remediation as needed.

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>No Opportunity to Observe</b>	<b>Explanation</b>
<b>Disposition Assessment Outcomes:</b>	Candidate is not familiar with professional dispositions delineated in professional, state, and institutional standards. He/she does not model these dispositions in work with students, families, peers, colleagues, and communities.	Candidate is familiar with the dispositions expected of professionals. His/her work with students, families, peers, colleagues, and communities reflect the dispositions delineated in professional, state, and institutional standards.		If unacceptable, please provide documentation or evidence in the area below or as an attachment.
<b>Commitment to Professional Competence and Ongoing Professional Development/*Leader Educators/Practitioners /*Lifelong Learning *Change Agents</b>  The Candidate:	Unacceptable  (The candidate does not model this disposition.)	Acceptable  (The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation  (If unacceptable)
Uses written and oral communication to make decisions, solve problems, inform, and educate self and others; to respond to collaborative and professional service to society; to think critically and develop self-awareness relating to intra/interpersonal functioning	Candidate models only one of these behaviors or rarely, inappropriately, or inconsistently models 2/3 of these behaviors	Candidate models these behaviors consistently and at appropriate times.		

Uses written and oral communication relative to content and pedagogy to gain expertise on professional practice	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Arrives prepared and on time to various obligations and commitments	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Attends professional meetings and events that promote collaboration and education (e.g. seminars, meetings, conventions)	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
<b>Commitment to Social Justice/*Diversity . *Change Agents (i.e. ideal of fairness and the belief that all students can learn)</b> The Candidate:	Unacceptable  (The candidate does not model this disposition.)	Acceptable  (The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation  (If unacceptable)
Uses oral and written communication to accommodate multicultural and international perspectives (e.g. uses differentiated instruction to benefit the variety of human expression and promotes social equity and justice); to attend to issues of social, economic, and political equity Individuals and groups that differ by gender, race, social class, disability, and sexual orientation; that promotes high expectations of different individuals and groups through the use of multiple student-centered approaches (e.g. uses multiple approaches of inquiry through the proactive use of inquiry)	Candidate models only one of these behaviors or rarely, inappropriately, or inconsistently models 2/3 of these behaviors	Candidate models these behaviors consistently and at appropriate times.		
Speaks tactfully to others to uphold the dignity of all stakeholders in the education environment (e.g. words used show appreciation of the variety of human expression)	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		

<b>Commitment to Ethics/*Diversity</b>  The Candidate:	Unacceptable  (The candidate does not model this disposition.)	Acceptable  (The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation  (If unacceptable)
Orally states and uses the code of ethical conduct relevant to respective education specialties	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Is honest and reflective in relation to personal growth and principled behavior	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Uses strategies of instruction and behavior management that adhere to the code of ethical conduct and promote social equity and justice	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Uses written or oral communication to express respect for human dignity of all members of the school and community by adhering to confidentiality	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
<b>Commitment to Well-being of students, families, peer and community/*Diversity/*Lifelong Learning/</b>  The Candidate:	Unacceptable  (The candidate does not model this disposition.)	Acceptable  (The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation  (If unacceptable)
Uses written and oral communication to promote the development and welfare of all students by expressing appreciation for others' values, beliefs, and opinions	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		

Initiates conversation and speaks with other peer candidates, students, families, communities and colleagues to promote social equity and justice	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Gathers and uses resources to ensure the health and safety of students	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Uses written and oral communication to promote productive relationships with others for continued personal growth and social equity and justice	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		

## Teacher Work Sample Assignment

### Teacher Work Sample: Assessment of Impact on Student Learning



Dear Professional Intern,

You are now teaching in an era of accountability. During the first years of your employment in the public schools, you need to become an expert in the art of data collection and analysis. The Patton College of Education and Human Services and the Unit for the Preparation of Education Professionals (UPEP) are striving to adapt to the changes in the public schools to ensure that its candidates are well prepared to meet the current challenges of teaching. In fact, preparing you to be a successful teacher is the most important job we do!

A large part of the responsibility of the college and UPEP is to provide you with a thorough education in your chosen field. In evaluating the effectiveness of our programs, we must not only gauge our effectiveness by your growth but also by the gains of the students you are teaching.

As a result, part of the requirement of your Professional Internship is to complete the *Teacher Work Sample*. The focus of this project is to collect data on the impact your teaching has on the students in your Professional Internship classroom and to use that data to not only inform your teaching but modify your instruction to move all students forward.

In conjunction with your cooperating teacher, identify a specific unit that you plan to teach at some point during your Professional Internship.

There are five sections of the *Teacher Work Sample*:

- **Contextual Factors**: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- **Learning Goals**: The teacher candidate sets significant, challenging, varied and appropriate learning goals.
- **Assessment Plan/ Design for Instruction**: The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. Based on the assessment data, the teacher candidate designs appropriate instruction.
- **Instructional Decision-Making and Analysis of Student Learning**: The teacher candidate uses ongoing analysis of student learning to make instructional decisions as well as uses assessment data to profile student learning.
- **Reflection and Self-Evaluation**: The teacher candidate reflects on his or her instruction and student learning in order to improve teaching practice.

Included you will find a rubric that corresponds to each section. The rubrics describe the indicators and the characteristics of the four levels of achievement for this project: indicator not met; indicator partially met; indicator met; and indicator exceeded.

We hope to gain insight into the strengths and weaknesses of our teacher preparation programs. We also hope that you will gain insight into your strengths as a novice professional and that you will use this information to grow professionally. As you prepare your résumé, be sure to record your participation in this project in your professional portfolio. As you learn more effective ways to assess and document student learning, you will become a more valuable asset to any school district. Best wishes for continued success in education.

### **Teacher Work Sample Assessment**

In an effort to streamline the Teacher Work Sample, the assessment has been reduced from seven sections to five sections. First is an overview of the assessment, followed by instructions for each section and the associated rubric.

<b><i>Teaching Processes, TWS Standards, and Indicators</i></b>
<p><b>Contextual Factors</b> The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</p> <ul style="list-style-type: none"> <li>• Knowledge of community, school, and classroom factors</li> <li>• Knowledge of characteristics of students</li> <li>• Knowledge of students' varied approaches to learning</li> <li>• Implications for instructional planning and assessment</li> </ul>
<p><b>Learning Goals</b> The teacher sets significant, challenging, varied and appropriate learning goals.</p> <ul style="list-style-type: none"> <li>• Significance, Challenge and Variety</li> <li>• Clarity</li> <li>• Appropriateness for students</li> <li>• Alignment with national, state or local standards</li> </ul>
<p><b>Assessment Plan/Design for Instruction</b> The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction to design instruction. Based on the assessment data, the teacher designs appropriate instruction.</p> <ul style="list-style-type: none"> <li>• Adaptations based on the individual needs of students</li> <li>• Clarity of criteria and standards for performance</li> <li>• Use of contextual information and data to select appropriate and relevant activities, assignments and resources</li> <li>• Alignment with learning goals and instruction</li> <li>• Multiple modes and approaches</li> <li>• Use of a variety of instruction, activities, assignments and resources</li> <li>• Use of technology</li> </ul>
<p><b>Instructional Decision-Making/ Analysis of Student Learning</b> The teacher uses ongoing analysis of student learning to make instructional decisions as well as uses assessment data to profile student learning.</p> <ul style="list-style-type: none"> <li>• Sound professional practice</li> <li>• Modifications based on analysis of student learning</li> <li>• Interpretation of data</li> <li>• Evidence of impact on student learning</li> </ul>
<p><b>Reflection and Self-Evaluation</b> The teacher reflects on his or her instruction and student learning in order to improve teaching practice.</p> <ul style="list-style-type: none"> <li>• Insights on effective instruction and assessment</li> <li>• Implications for future teaching</li> <li>• Implications for professional development</li> </ul>

## Contextual Factors

*The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

### Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

### Prompt

In your discussion, include:

- **Community factors.** Address the geographic location, the socio-economic profile and racial/ethnic composition of the community in which your school/program is located. You might also address such things as stability of the community, its political climate, and level of support for education, as well as other relevant environmental factors.
- **School district factors.** Address the geographic location of the school district in which your school/program is located, the district's school/program population, its socio-economic profile, and racial/ethnic composition. You should address the district's school/program report card and analyze the data for major trends.
- **School building factors.** Address geographic location of the school/program, its student population, the students' socio-economic and racial/ethnic backgrounds. You should address the school local report card and analyze the data for major trends. You might also address such things as the physical condition/layout of the building, as well as the availability of school/program support personnel such as administrators, school counselors, psychologists, school nurses, etc.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

### Contextual Factors Rubric

Rating → Indicator ↓	<b>1</b> <b>Indicator Not Met</b>	<b>2</b> <b>Indicator Partially Met</b>	<b>3</b> <b>Indicator Met</b>	<b>4</b> <b>Indicator Exceeded</b>
<b>Knowledge of Community, School and Classroom Factors</b>	Teacher displays <i>minimal, irrelevant, or biased</i> knowledge of the characteristics of the community, school, and classroom.	Teacher displays <i>some</i> knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays an <i>adequate</i> understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a <i>comprehensive</i> understanding of the characteristics of the community, school, and classroom that may affect learning.
<b>Knowledge of Characteristics of Students</b> (e.g. development, interests, culture, abilities/disabilities).	Teacher displays <i>minimal, stereotypical, or irrelevant</i> knowledge of student differences that may affect learning.	Teacher displays <i>general knowledge</i> of student differences that may affect learning.	Teacher displays <i>general &amp; specific understanding</i> of student differences that may affect learning.	Teacher displays an <i>excellent understanding</i> of the general and specific characteristics of student differences that may affect learning.
<b>Knowledge of Students' Varied Approaches to Learning &amp; Prior Skills</b> (e.g., learning styles, learning modalities)	Teacher displays <i>minimal, stereotypical, or irrelevant</i> knowledge about the different ways students learn that may affect learning and connects students' skills and prior learning.	Teacher displays <i>general knowledge</i> about the different ways students learn that may affect learning and connects students' skills and prior learning.	Teacher displays <i>general &amp; specific understanding</i> of the different ways students learn that may affect learning and connects students' skills and prior learning.	Teacher displays an <i>excellent understanding</i> of the general and specific characteristics of student differences, connects students' skills prior learning and discusses how that may influence instruction.
<b>Implications for Instructional Planning and Assessment</b>	Teacher does not provide implications for instruction and assessment based on contextual factors OR provides inappropriate implications.	Teacher provides <i>general</i> implications for instruction and assessment based on contextual factors.	Teacher provides <i>specific</i> implications for instruction and assessment based on contextual factors.	Teacher provides <i>comprehensive and specific</i> implications for instruction and assessment based on contextual characteristics.

## Learning Goals

*The teacher candidate sets significant, challenging, varied and appropriate learning goals.*

### Task

Provide and justify the learning goals for the unit.

### Prompt

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. Make sure the goals are written in an observable and measurable form. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with state or national standards.** (State the source of the standards).
- **Describe the types and levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills, and experiences; and other student needs.**

## Learning Goals Rubric

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Exceeded
<b>Significance, Challenge and Variety</b>	Goals do not reflect type of level of learning.	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.
<b>Clarity</b>	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	All of the goals are clearly stated as learning outcomes.
<b>Appropriateness For Students</b>	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	All goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.
<b>Alignment with Curriculum Standards</b>	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are aligned with national, state or local standards.	All of the goals are explicitly aligned with national, state or local standards.

## Assessment Plan/ Design for Instruction

*The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. Based on the assessment data, the teacher candidate designs appropriate instruction.*

### Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches (e.g., performance-based tasks, paper-pencil tasks, personal communication) aligned with learning goals to assess student learning before, during, and after instruction and describe why your assessments are appropriate for measuring learning. Based on the assessment plan, describe how you will design your instruction to meet your unit goals.

### Prompt Part I:

- **Provide an overview of the assessment plan.** Based on the pre-assessment and contextual factors, discuss how your assessments will measure student performance as well as describe the format of each assessment and any adaptations that may need to be made for the individual needs of students. You may use a visual organizer such as a table, outline or other means to make your plan clear. (see below)
- **Describe and include a copy of the pre- and post-assessments that are aligned with your learning goals.**
  - Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Discuss the importance of collecting formative data. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
  - After administering the pre-assessment, analyze student performance relative to the learning goals. You may use a table, graph, or chart to depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Discuss the pattern(s) you find.

### Prompt Part II:

- **Unit overview:** Use a visual organizer such as a block plan or outline to provide an overview of your unit. Include the subject or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal. Highlight at least three activities that reflect a variety of instructional strategies/techniques and explain the following for each activity:
  - how the content relates to your instructional goal(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

**Example of Assessment Plan Table: Kindergarten**

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1  Example:  The student will link wild animals with their habitats.	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A.
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	

**Assessment Plan/Design for Instruction  
Rubric**

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Exceeded
<b>Adaptations Based on the Individual Needs of Students</b>	Teacher does not list assessments that can meet the individual needs of students or these assessments are inappropriate.	Teacher lists adaptations to assessments that can meet the individual needs of some students.	Teacher lists and makes adaptations to assessments that are appropriate to meet the individual needs of most students.	Teacher lists and makes adaptations to assessments that are appropriate to meet the individual needs of all students.
<b>Clarity of Criteria and Standards for Performance</b>	The assessments are not valid and contain no clear criteria for measuring student performance.	Assessment criteria have been developed, but they are not clear, not explicitly linked to the learning goals, and only demonstrate one mode of assessment (i.e., they are not performance assessments).	Assessment criteria are clear, some connections are made to the learning goals, and multiple assessment modes are used to assess student performance throughout the instructional sequence.	Assessment criteria are clear and explicitly linked to the learning goals. Multiple modes of assessment are used that require the integration of knowledge, skills, and reasoning ability.
<b>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</b>	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	All instruction has been designed with reference to contextual factors and pre-assessment data. All activities and assignments appear to be productive and appropriate for each student.

<b>Alignment with Learning Goals</b>	Lessons, learning activities, assignments and resources are not explicitly linked to learning goals. Learning goals are not covered in the design.	A few lessons, learning activities, assignments and resources are explicitly linked to learning goals. A few learning goals are covered in the design.	Most lessons, learning activities, assignments and resources are explicitly linked to learning goals. Most learning goals are covered in the design.	All lessons, learning activities, assignments and resources are explicitly linked to learning goals. All learning goals are covered in the design.
<b>Accurate Representation of Content</b>	The content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	The content appears to be partially accurate and begins to show some awareness of the big ideas or conceptual structure of the discipline.	The content appears to be mostly accurate and there is congruence with the big ideas or conceptual structure of the discipline.	The content appears to be accurate and congruent with the big ideas or conceptual structure of the discipline.
<b>Use of a Variety of Instruction, Activities, Assignments and Resources</b>	The teacher does not use a variety of instruction, activities, assignments, and resources; Heavy reliance on textbook or single resource (e.g., work sheets).	The teacher uses little variety of instruction, activities, assignments, and resources; Little contribution to learning.	The teacher uses some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	The teacher uses a significant variety across instruction, activities, assignments, and/or resources that make a clear contribution to learning.
<b>Use of Technology</b>	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates technology that makes a contribution to teaching and learning OR provides a strong rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.

## Instructional Decision-Making/ Analysis of Student Learning

*The teacher candidate uses on-going analysis of student learning to make instructional decisions and uses data to profile student learning, progress and achievement.*

### Tasks

Provide two examples of instructional decision-making based on students' learning or responses. Analyze your assessment data to determine student progress toward the unit learning goals.

### Prompt I:

- Describe a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Describe what you did and explain why you thought this would improve student progress. (Cite specific evidence to support your answers to the following). Describe another time when another student's learning or response caused you to modify a different portion of your original design for instruction.
- Analyze data to explain the progress and achievement of learning goals demonstrated by your whole class, subgroups of students, and individual students.
  - Whole Class: Create a table that shows pre- and post assessment data on every student on every learning goal. Then create a graphic summary that shows the extent of student progress toward each learning goal (as described in the Assessment Plan section). Discuss what the graph tells you about your students' learning.
  - Subgroups: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
  - Individuals: Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

*Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."*

### Instructional Decision-Making/Analysis of Student Learning Rubric

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Exceeded
<b>Sound Professional Practice for Example One</b>	Many instructional decisions are inappropriate and are not pedagogically sound.	Sometimes instructional decisions are appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are appropriate and pedagogically sound (i.e., they are likely to lead to student learning).	All instructional decisions are appropriate and pedagogically sound (i.e., they are likely to lead to student learning).
<b>Sound Professional Practice for Example Two</b>	Many instructional decisions are inappropriate and are not pedagogically sound.	Sometimes instructional decisions are appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are appropriate and pedagogically sound (i.e., they are likely to lead to student learning).	All instructional decisions are appropriate and pedagogically sound (i.e., they are likely to lead to student learning).
<b>Modifications Based on Analysis of Student Learning for Example One</b>	Teacher treats class as “one plan fits all” with no modifications.	Minor modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Most modifications of the instructional plan are appropriate to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors.	All modifications of the instructional plan are appropriate to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Explanation of why the modifications would improve student progress is included.
<b>Modifications Based on Analysis of Student Learning for Example Two</b>	Teacher treats class as “one plan fits all” with no modifications.	Minor modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Most modifications of the instructional plan are appropriate to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors.	Modifications of the instructional plan are appropriate to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Explanation of why the modifications would improve student progress is included.

<b>Interpretation of Data</b>	Interpretation is inaccurate, unclear and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or are unclear.	Interpretation is accurate and clear and appropriate conclusions are drawn from the data.	Interpretation is clear, insightful and meaningful. Appropriate and relevant conclusions are drawn from the data.
<b>Evidence of Impact on Student Learning</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning is provided for each group and includes preliminary evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning goal.	Analysis of student learning is provided for each group and includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

## Reflection and Self-Evaluation

*The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

### Task

Reflect on your performance as a teacher candidate and link your performance to student learning results. Evaluate your performance and outline future actions for improved practice and professional growth.

### Prompt

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success using theory or research. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. List two specific steps you will take to improve your performance in the critical area(s) you outlined.

### Reflection and Self-Evaluation Rubric

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 Indicator Exceeded
<b>Insights on Effective Instruction and Assessment</b>	Provides no rationale for why some activities or assessments were more successful than others.	Lists successful and unsuccessful activities or assessments.	Lists successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Lists successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
<b>Implications for Future Teaching</b>	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Lists a few ideas for redesigning goals, instructions, OR assessment.	Lists ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Lists ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
<b>Implications for Professional Development</b>	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and presents a vague plan for	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	Presents various professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.

		meeting the goals.		
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## Teacher Licensure

Applications are available to download at the Ohio Department of Education's website at [www.ode.state.oh.us](http://www.ode.state.oh.us)