
“Preparing Caring Professionals Who Teach For Understanding In Communities of Learning”

Revised: Spring 2016

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# Elementary Teacher Education

**Revised: Spring 2016**

Lewiston, Idaho 83501

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A hundred years from now
it will not matter
the sort of house
I lived in,
what my bank account
was or what kind of
car I drove,
but the world may be
different because
I was important
in the life of a child.

—Author Unknown
General Information

Purpose of the Handbook

This handbook has been prepared by the Elementary Education Program team in the Division of Education as a guide to the professional internship semesters for elementary education majors in the Teacher Education Program at Lewis-Clark State College. This handbook is intended to:

- Offer a brief description of the Elementary Teacher Education Program.
- Provide information about the internship experience for teacher candidates (interns), on-site teacher educators (school mentors), college faculty supervisors (college mentors), and school administrators.
- Describe the qualifications, roles, and responsibilities of teacher interns, on-site teacher educators, college faculty supervisors, and school principals.
- Explain the policies, procedures, and criteria for successful completion of internship.
- Provide samples of different forms used during the internship experience.

Quality field experiences are the cornerstone of LCSC's Elementary Teacher Education Program. Teacher candidates participate in multiple school-based experiences with teachers who demonstrate “best practices.” Field experiences begin with a short practicum during the entry-level course, ED 214 Principles of Education, and culminate with a year-long internship. These experiences provide teacher candidates with opportunities to explore the connection between theory and practice and to work with students from exceptional and culturally diverse populations. Students gain confidence through reflective practice and competence through frequent interaction with a community of skilled practitioners. Candidates are expected to provide evidence through performances that they have developed into dedicated and knowledgeable professionals who understand and embrace the ideals of cultural consciousness, equity and human dignity, content specialists, competent educational designers, capable educational facilitators, insightful educational evaluators, and reflective professionals before being recommended for teacher certification.
The Conceptual Framework for Teacher Education

The Conceptual Framework is a construct that systematically relates how the physical, natural, social, and human realities of the Teacher Education Program are aligned into a coherent whole. The Conceptual Framework reflects current research about individual development, cognition, and best practice that meets the anticipated needs of the 21st Century.

The framework’s goal is "Preparing caring professionals who teach for understanding in communities of learning." This means that we attempt to prepare individuals who care deeply about children and youth. We seek to develop professionals — individuals who have mastered a body of specialized knowledge and skills and who adhere to a professional code of ethics. We strive to provide instruction that results in teachers and learners who operate at higher levels in the cognitive, affective, and psychomotor domains. We acknowledge the social dimension of teaching and learning and value opportunities to collaborate in ever expanding environments that value learning.

To prepare effective teachers requires that we address fundamental objectives organized around knowledge, skill, and dispositions. The successful teacher must possess general as well as pedagogical knowledge, the skills to apply this knowledge effectively, and the dedication to care for the well-being of students, to maintain professional standards, and to work diligently to help students achieve educational goals.

Our integrative themes include technology, diversity, and alternative pathways. We integrate technology throughout our program. We model for our candidates and, in turn, encourage them to value and respond appropriately to intellectual, physical, and ethno-cultural diversity.

The Elementary PACE (Pathways to Accelerated Certification and Endorsement) program has been designed as an alternative pathway to elementary teacher certification or endorsement. Candidates who have had significant experience working in elementary schools, such as being a teacher aide or substitute, may qualify for entrance into the PACE program where a significant amount of the coursework can be completed on-line and during two subsequent summer sessions.

The Elementary Teacher Education Program is performance-based. Candidates must demonstrate through course work, products, performances, portfolios, and formal program interviews the knowledge, skills, and dispositions specified in the eight program standards. Our evaluation model operates throughout the four phases of teacher education at the course, program, and division levels. See the Appendix for a graphical summary of the Conceptual Framework including the Teacher Education Program Standards.
The Four Phases of the Elementary Teacher Education Program

The program of studies in Elementary Teacher Education (grades K-8) is organized into four phases of course work and field experiences.

<table>
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<tr>
<th>Program Phases</th>
<th>Elementary Candidates</th>
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<td>Phase III: Professional Internship</td>
<td>First semester of internship with both elementary classroom</td>
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<td>and campus experiences and learning opportunities.</td>
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<tr>
<td>Phase IV: Professional Internship</td>
<td>Second semester of internship which is primarily in</td>
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<td>elementary classroom settings.</td>
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Admission Requirements to Enter Phase II

COURSEWORK REQUIRED:
- Complete the LCSC General Education Core Classes. NOTE: students with up to 6 credits of core lacking will be considered for provisional admission by the faculty.
- Professional Foundations coursework --
  - ED 214 - Principles of Education & Field Experience
  - ED 216 - Physical Education for Elementary Teachers
  - HLTH 215 - Elementary Health Science Methods
  - RE 217 - Children’s Literature & Storytelling
  - MATH 157 - Math for Elementary Teachers

OTHER KEY ASSESSMENTS AND QUALIFICATIONS:
- Cumulative GPA of 3.0 or better
- Grade of "C-" or better in all required Professional Foundations coursework
- Grade of "B-" or better in all Minor Endorsement Area coursework or a cumulative GPA in the minor endorsement courses of 3.0 or higher.
- Proficient performance in the Phase I practicum experience
- Application to the Teacher Education Program, including passing score(s) on one of 4 entrance exam options (ACT/SAT/Compass/Praxis II Series 5001
- Entrance interview
- Evidence of the appropriate dispositions of a teacher
- Complete preliminary background check
- Submit the application and proof of fee payment prior to the deadline.
- Provide transcripts from all higher education institutions attended other than LCSC.

After consideration of your ability to meet admission requirements, the Division may grant full admission, provisional admission, or may deny admission. You may appeal the Division’s decision First, to the Division faculty during a regularly scheduled meeting, and second to the Division Chair.

Admission to the Elementary Teacher Education Program is based on a predetermined number of available, quality internship sites. If the number of applicants exceeds the number of
available sites, students will be admitted on the basis of their total admission point score ranking. Students who cannot be accommodated will be placed into the pool of applicants for the subsequent semester. Students will be admitted for enrollment in the Elementary Teacher Education Program with a specific starting date. Failure to successfully progress in the courses during the semesters for which you were admitted may jeopardize your place in the program, and you may be required to reapply.

Students who manifest deficiencies may be scheduled to meet with the Director of Field Experience or the Elementary Program Coordinator to develop a plan for rectifying deficiencies.

**Admission Requirements to Enter Phase III (Professional Internship in Education Part 1)**

**COURSEWORK REQUIRED:**
- Full completion of LCSC Core Requirements

**Professional Studies coursework (required):**
- ED/PSYC 318 - Assessment of Learning
- ED/PSYC 321 - Educational Psychology
- ED 323 - Professional Strategies for Teaching, K-8
- ED 328 - Methods of Teaching Math
- RE/SE 319 - Field Experience in Education I
- RE/SE 320 - Understanding the Literacy Process
- RE/SE 324 - Assessment of Literacy Development
- RE/SE 325 - Field Experience in Education II
- ED 345 - Culturally Relevant Teaching
- RE 401 - Phonemic Awareness
- SE 322 - Inclusionary Strategies
- Completion of all Minor Endorsement Area required classes

**OTHER KEY ASSESSMENTS AND QUALIFICATIONS:**
- Cumulative GPA of 3.0 or better
- Grade of "B-" or better in all Professional Studies coursework
- Grade of "B-" or better in all Minor Endorsement Area coursework or a cumulative GPA in the minor endorsement courses of 3.0 or higher
- Proficient professional performances in authentic settings
- Review of the progress in Phase II objectives/requirements
- Evidence of the appropriate dispositions of a teacher
- Review of performance in Phase II
- Passing scores on all subtests of Praxis II (5001 series) NOTE: Exams must be taken and passed the semester prior to entering Phase III and before Oct. 31 should that semester be in fall or prior to March 31st should it be a spring semester. This is necessary to allow time for placement in Phase III. See www.ets.org for details.
Admission Requirements to Enter Phase IV (Professional Internship in Education Part 2)

COURSEWORK REQUIRED:
- Internship in Instructional Design, Facilitation, and Evaluation coursework (required)
- ED 426 - Professional Internship in Education I, K-8
- ED 427 - Professional Seminar in Education I, K-8
- SE 428 - Adaptive Teaching I, K-8

OTHER KEY ASSESSMENTS AND QUALIFICATIONS:
- Cumulative GPA of 3.0 or better
- Grade of "B-" or better in all Minor Endorsement Area coursework or a cumulative GPA in the minor endorsement courses of 3.0 or higher
- Grade of "B-" or better in all Internship coursework
- Proficient professional performances in authentic settings
- Successful maintenance of a reflective, professional journal
- Proficient achievement on the Idaho Comprehensive Literacy Assessment (ICLA)
- Requisite progress on the Professional Portfolio
- Passing Score on pertinent Praxis II Minor Endorsement Area exam. NOTE: the exam must be taken and passed prior to Oct. 31st for Fall Semesters/March 31st for Spring Semesters in order to allow time for placement in Phase IV. See www.ets.org for details.
- Evidence of the appropriate dispositions of a teacher
- Review of progress in Phase III objectives/requirements
- Pass the required Idaho State Background Check
- Complete and submit Graduation Application

Requirements to Complete Phase IV (Professional Internship in Education Part 2)

COURSEWORK REQUIRED:
- Internship in Instructional Design, Facilitation, and Evaluation coursework (required)
- ED 429 - Professional Internship in Education II, K-8
- ED 430 - Professional Seminar in Education II, K-8
- SE 431 - Adaptive Teaching II, K-8

OTHER KEY ASSESSMENTS AND QUALIFICATIONS:
- Cumulative GPA of 3.0 or better
- Grade of "B-" or better in all Professional Studies coursework
- Grade of "B-" or better in all Minor Endorsement coursework or cumulative GPA in the minor endorsement courses of 3.0 or higher
- Proficient professional performances in authentic settings
- Evidence of the appropriate dispositions of a teacher
- Completion of the Professional Portfolio
- Passage of the exit interview
• Review of all LCSC requirements for graduation
• Review of all Idaho requirements for certification including documentation from the Idaho Common Summative Assessment and the Individual Professional Improvement Plan IPLP.
Technology Requirements

Required Technologies for All Students in Teacher Education Programs of Study

Technologies are important as both academic tools and professional subjects of study in teacher education programs at Lewis-Clark State College. As academic tools, technologies serve learning and communication functions to help students to perform well in coursework. And, as important tools for the teaching profession, technologies are also the focus of instruction in program coursework. Therefore, to be both a successful student and teacher candidate, full access to certain technologies is essential.

In order to be successful in meeting course and program requirements in the LCSC Elementary and Secondary Teacher Education programs, all students are required to have full access to the following hardware, software, and services.

Each student is responsible for attaining the following specified hardware, software, and services by the time she/he starts any of the courses of the teacher education programs of study. The absence of required technology is not an acceptable reason for the inability of a candidate to obtain, complete, and submit assignments and/or meet program or course requirements.

Beginning Fall 2016, LCSC will no longer loan computer equipment to students outside of the classroom environment. Students will be required to provide their own equipment and it must meet the following specifications:

Hardware:

Students should have continual/regular access* to the following hardware:

♦ Portable, personal computer with a minimum:
  ♦ 2.0 GHz processor (faster is always better)
  ♦ 4 GB of RAM (more is always better)
  ♦ 100 GB hard drive (with at least 20 GB free space)
  ♦ USB connectivity
  ♦ A web camera and microphone
  ♦ High speed, WiFi Internet access capability
  ♦ Optical CD/DVD drive, recommended, but not required
  ♦ CD/DVD burner, recommended, but not required
  ♦ Printer (or a means to print any document upon the instructor’s request)
  ♦ Digital still image camera (or a means to shoot and save photographs; does not need to be a dedicated, single function device)
  ♦ Digital video recording device (video camcorder) (or a means to shoot and save digital videos; does not need to be a dedicated, single function device)
♦ A web camera with proper connectivity to the computer (if not built into the computer)
♦ Headphones or earphones (for private listening of audio).

*Teacher candidates may be expected to bring their computer to class meetings and field experience sites in order to perform many of the required tasks of a course. Therefore, the computer described here should be a portable (notebook, laptop, or tablet) computer. While some individuals do not find using a tablet computer as effective as using a notebook computer, some do and may consider the tablet computer as a substitute for all necessary course tasks. As both a learning tool and the object of study, the iPad tablet computer is a required device once a student is formally admitted into the teacher education program and begins ED323, Professional Strategies for Teaching, K-8, or ED453, Media & Technologies for Teaching, 6-12, or ED411, Digital Citizenship. Details of this requirement are provided below in the section, Required Technologies for Students Admitted to Teacher Education Programs of Study.

Software:

Students should have one of the software titles from each of the following categories. Please note that versions listed below represent the minimum acceptable version.
Computer operating system:

♦ MacOS X 10.7.5® or newer, OR
• Windows 7 ® or newer, OR
• iOS 8 or newer.

Video conferencing software:

◦ The Adobe Connect 9 Meeting Add-in or App
◦ Skype™
◦ http://www.Skype.com
◦ FaceTime

Productivity software (one or more titles from each of the following categories):

◦ Word processing software: Microsoft® Word® or Apple® Pages®
[Note: Word processed assignments should be submitted in .doc, .docx, .pages, or .rtf format, as specified by the instructor.]
• Spreadsheet software: Microsoft® Excel® or Apple® Numbers®
• Presentation/slide software: Microsoft® PowerPoint® or Apple® Keynote®
• Graphic/image editing software (e.g., Adobe Photoshop Elements) will be helpful but not required.
[Note: The Microsoft Office suite is available to students at a discount; now $79.99; http://office.microsoft.com/en-us/university]
Video editing software (one or more of the following):
- iMovie for MacOS X, OR
- Movie Maker for Windows

Internet browser software (one or more of the following; all freeware):
- Mozilla Firefox®, OR
- Apple Safari™, OR
- Google Chrome
[Note: Microsoft Windows® Internet Explorer 8® is not recommended. Microsoft no longer supports Internet Explorer.]

PDF (Portable Document Format) software:
1. Adobe® Acrobat® Reader to read PDF files
2. Primopdf® (freeware) to create PDF files in Windows® operating systems

QuickTime® Player

Internet Access:
- High speed Internet access (Cable, DSL, or better) with minimum download and upload speeds of 5mps (the higher, the better.)
[Note: Internet connection speed can be tested at http://www.speakeasy.net/speedtest. Click on "SEATTLE, WA" to begin the test.]

E-mail:
All LCSC students are required to utilize their LCMail E-mail account (e.g., user@lcmail.lcsc.edu), assigned upon enrollment at LCSC, for all LCSC electronic correspondence. This is the ONLY APPROVED e-mail communication method. Please make it a habit of checking your LCSC E-Mail Account regularly.

[Note: Faculty email addresses are different from student email addresses, e.g. faculty@lcsc.edu vs. student@lcmail.lcsc.edu.]

If you have questions about any of the required specifications shown here, please contact the Technologies for Teaching & Learning (TT&L) staff of the LCSC Division of Education & Kinesiology.

Note: To remain current with the most appropriate instructional technologies (and their support systems), these specifications may change with each catalog year but will not be modified for a student once the student is formally admitted into a teacher education program.
Required Technologies for Students Admitted to Teacher Education Programs of Study

In addition to serving as valuable learning and communication tools to help students perform well in coursework, technologies are also the focus of instruction in the professional studies phase of the teacher education programs. Therefore, certain technologies and services are required to facilitate special course objectives and resources.

Once formally admitted into a teacher education program and by the start of enrollment in ED323, Professional Strategies for Teaching, K-8, or ED453, Media & Technologies for Teaching, 6-12, all students are required to have full access to the following hardware, software, and services. This requirement is also in effect for students who pursue the teaching endorsement (and minor) for Instructional Technologies & Online Teaching by the start of enrollment in ED411, Digital Citizenship. Beginning Fall 2016, LCSC will no longer loan computer equipment to students outside of the classroom environment. Students will be required to provide their own equipment and it must meet the following specifications:

**Hardware:**

Students should have continual/regular access to the following hardware:

- An Apple iPad Air, Air2, or mini (or newer model) tablet computer:
  - Capable of running iOS 8 or newer
  - 16 GB storage capacity or more (the larger the better)
  - High speed, WiFi Internet access capability
  - Headphones or earphones (for private listening of audio).

**Software:**

Students should have software (apps) from each of the following categories. Productivity software (one or more titles from each of the following categories):

- Word processing software: Apple® Pages® or Microsoft® Word®
  [Note: Word processed assignments should be submitted in .doc, .docx, .pages, or .rtf format, as specified by the instructor.]
- Spreadsheet software: Apple® Numbers® or Microsoft® Excel®
- Presentation/slide software: Apple® Keynote® or Microsoft® PowerPoint®

**Video editing software (one or more of the following):**

- iMovie

Other software applications (free of charge to the student) will be specified in each course by the instructor.
Internet Access:

◦ High speed, wireless Internet access (Cable, DSL, or better) with minimum download and upload speeds of 5mps (the higher, the better.)

[Note: Internet connection speed can be tested at http://www.speakeasy.net/speedtest. Click on "SEATTLE, WA" to begin the test.]

Apple ID:

◦ An active Apple ID account for acquiring software in the Apple App Store

E-mail:

All LCSC students are required to utilize their LCMail E-mail account (e.g., user@lcmail.lcsc.edu), assigned upon enrollment at LCSC, for all LCSC electronic correspondence. This is the ONLY APPROVED e-mail communication method. Please make it a habit of checking your LCSC E-Mail Account regularly. [Note: Faculty email addresses are different from student email addresses, e.g. faculty@lcsc.edu vs. student@lcmail.lcsc.edu.] Web page authoring software, for example:
The Internship Experience(s)

A Model That Emphasizes Collaboration and Teaming

The Professional Internship—Phase III of the program—consists of the final two semesters of the teacher education program.

The internship replaces the more traditional field experience models of practicum and student teaching. We recognize that you, in your last year of pre-service teaching, bring to K-8 classrooms essentially the knowledge and skills of a college graduate. Some of these knowledge and skills are pedagogical and will be enhanced and refined further by coursework and from the practical experiences you will gain from working as an intern with an experienced and dedicated teacher. We also recognize the value of the mentoring role that the classroom teacher can serve in helping to prepare a future teacher. Generally speaking, LCSC teacher candidates experience two different placements during their internship in order to expose them to a variety of school settings.

This approach to the final field experience attempts to better link theory and practice. You will learn about the theory and then be given the opportunity to apply the theory in the classroom. Elementary students benefit from the presence of more than one adult in the classroom. As the internship progresses, you and the classroom teacher will form an instructional team, with the classroom teacher serving as the lead on most occasions, but with ample opportunities for you to assume instructional leadership.

Internship should benefit you, the on-site teacher educator, and the students with whom you work. Over the course of the two semesters you will engage in field-based opportunities to apply the knowledge, skills, and dispositions developed in your college course work. The internship provides you with mentored experiences in all areas of teacher performance. Should there be evidence that the elementary students, you, or the on-site teacher educator are not benefiting from the arrangement, you may be assigned to another site.

Many professional educators believe that field experience is the most important element in professional education. The only realistic laboratories for the translation of theory into practice are the elementary and secondary school settings. Internship is a transitional experience aimed at developing initial teaching competence. It provides you with opportunities to observe and teach in a realistic yet supportive environment.

Internship is demanding and it is important that teacher candidates can fully concentrate on the many demands placed upon them. It is therefore important that important

Professional Development Cadres

Division of Education college faculty work with Professional Development Cadres. Cadres consist of one or more teams of interns and their on-site teacher educators. These cadres may be organized around grade levels or subject areas and can be located entirely within one school or among several schools. Some schools might be located in cities and others in rural areas; some may exist for special purposes (i.e. special education or the provision of distant-site, alternative internship experiences). While the precise details of the cadres vary, on-site teacher educators in the cadres all share in common their commitment to:
♦ Improving classroom instruction
♦ Demonstrating “best practices”
♦ Career-long professional growth and development
♦ Maintaining high ethical standards
♦ Working with and mentoring teacher interns
♦ Collaborating on policies and methods for improving teacher education

No two cadres are exactly alike. Each develops in response to its own particular set of circumstances.

Cadres exist as part of larger learning communities. Learning communities can include formal and informal collaborative teams of teachers, administrators, and school support personnel, liberal arts and science college faculty, students, parents, and other members of the neighborhood, town or region that the school serves.

Division of Education college faculty intern supervisors work with a professional development cadre that includes on-site teacher educators and interns as well as other members of the learning community.

When possible and practical, a minimum of two interns will be assigned to a single site or learning community to enhance opportunities for support, reinforcement, and reflection.

**Alternative Pathways: PACE**

An elementary PACE (Pathways to Accelerated Certification and Endorsement) program has been established as an alternative pathway to teacher certification. The PACE program is designed for students who have completed the majority of their core requirements. Education program coursework consists of numerous on-line courses, two subsequent summers of on-campus experiences, and one semester of internship at a candidate’s home site. Students who are admitted into the elementary PACE program are required to have had significant, successful work-related experiences with children. Those interested in the PACE program should schedule a meeting with the Elementary PACE Coordinator to determine if it is an appropriate option for them to pursue.

**Distant Site Internship**

While the present internship is designed to be delivered primarily in the immediate LCSC area, it is possible to complete the second semester of internship at a distant site outside the LCSC service region.

Requests for college and school supervision at distant internship sites must be made in writing during the semester prior to the Internship II experience. All PRAXIS tests must have been passed, as well as passing all three standards of the ICLA and the required state background check, before any request for a distant site internship will be considered by the elementary education program team. The rationale for desiring a distant site experience for Internship II must be compelling to be approved by the elementary education program team. Candidates will be assessed a fee to pay for the added expense of supervision at a distant internship site. This fee will vary depending on the school district site, availability of supervisors, and other factors. The fee will range from a minimum of $400 and can increase from that dollar amount, depending upon the site location. This fee should be part of your decision before
requesting a distant site placement. **Requesting** a distant site internship is **no** guarantee that permission will be granted.

**Criteria for distant site placements for Internship II:**

Placement of an intern in a distant site may be offered **only at the discretion of the Faculty of the Elementary Teacher Education Program.**

To be **considered** for placement in a distant site for Internship II, the intern must meet **all** of the following criteria (# 1 – 9):

The intern is deemed to be in exceptional standing through Internship I if he/she has:

1. Has passing scores on all 3 Standards of the ICLA*
2. Has met the cut score on both the Multiple Subjects Praxis and on the Praxis appropriate for the student’s second content area*
3. Has shown exceptional success at the field placement (Consistent positive evaluations)
4. Has shown exceptional success in college coursework (GPA of 3.0 or better, with no grade below C- in Core and B - in Program required courses)
5. Has demonstrated sufficient, meaningful progress toward professional standards
6. Has shown successful transition to the roles and responsibilities of a teacher
7. A qualified site and a qualified OSTE can be identified and are available.
8. A qualified supervisor can be identified and is available.
9. All fees and costs associated with a distant site placement are borne by the intern. For example: The cost of the supervisor’s honoraria, faculty travel costs if necessary, etc.

AND

**One or more** of the following circumstances:

- Exceptional financial burden
- Occupational relocation of partner
- Necessity to seek special medical services for intern or family member
- Intent to establish connection/introduction/familiarity with a particular district. (presumably to enhance potential for future employment)

* There will be no exceptions to the requirements outlined in # 1 & #2 above
The Teacher Intern

- Note: Participation in the internship is dependent upon reaching an agreement with an on-site teacher educator who agrees to work with you. After two unsuccessful placement attempts, you will meet with the Field Experience Committee to discuss the nature of the difficulty and whether or not you should continue in the Teacher Education Program. You may appeal the decision of the Field Experience Committee to the Division chair. The candidate may appeal the decision of the chair to the Division faculty.

Responsibilities of the Intern

As you move from the first to the second semester of internship, you will be expected to become a valued member of the teaching team. At times, following the lead of the on-site teacher educator and for several extended periods during the second semester, you will assume the lead role in planning, organizing, managing, teaching, and evaluating instruction. You are encouraged to participate in faculty professional and social functions.

On-site teacher educators have a right to expect interns who are enthusiastic, responsive, and well prepared. You should remember that it is a privilege extended by the teacher and the school to serve as an intern. Throughout internship you will have the responsibility to:

♦ Comply with school district requirements for criminal background checks and/or fingerprinting.
♦ Dress in a professional manner and maintain good personal hygiene (jeans and sweatshirt/tee-shirt are not considered professional attire).
♦ Report absences to your on-site teacher educator, to college supervisors and Elementary Team Coordinator prior to the absence; failure to report an absence may be sufficient cause for removal from the internship.
♦ Keep at least the same hours as the on-site teacher educators.
♦ Conference with the on-site teacher educator on a regular basis.
♦ As directed by the on-site teacher educator, assist in classroom functions and routine procedures, including grading papers, constructing bulletin boards and other resources, tutoring individuals and small groups, mirror teaching, team teaching, delivering micro-teaching lessons, and attending meetings and conferences.
♦ Acquire pertinent information about students and keep it confidential.
♦ Take initiative in seeking help from the on-site teacher educators.
♦ Become acquainted with school personnel and their functions (communications disorder specialist, resource room teacher, social worker, school psychologist, etc.).
♦ Learn and carry out school policies and procedures (see district handbook for employees).
♦ Keep outside involvement to a minimum.
♦ Develop professional relationships.
♦ Behave in an ethical manner.

During the internship, you are expected to fulfill responsibilities both on campus and at your assigned school site. You are to complete college course assignments as well as duties assigned at your school. You should perform professionally according to public school policies and procedures. Failure to successfully progress through the internship may result in an extended internship, inability to continue the internship, or withdrawal from the Teacher
Education Program. Internship involves a total commitment for the entire two semesters. For this reason, only under extreme circumstances will additional course work other than Professional Seminar and Adaptive Teaching be approved by the Field Experience Committee. Outside employment during internship is strongly discouraged.

Expectations During the First Internship Semester

The following activities are required for interns during the first semester of internship.

1. Maintain a lucid and thoughtful reflective journal about the internship and associated course work with no less than two entries per week.
2. Work with the OSTE and college mentor to plan appropriate teaching opportunities.
3. Be formally and informally observed and evaluated during participation in classroom activities.
4. Be evaluated during the semester.
   - College mentors will complete a minimum of four formal evaluations during the semester using the Danielson V2 form.
   - On site teacher educators (OSTEs) will complete at least two formal evaluations using the Danielson V2 form during the semester.
   - You and your OSTE will complete an evaluation entitled, “Dispositions for Teaching.”
   - You, your mentor, and your OSTE shall each complete an evaluation entitled, "Standards based Review" near mid-term of the semester.
   - You, your mentor, and your OSTE shall each complete a second “Standards Based Review” near the end of the semester. You must receive successful evaluations from the school and the college mentor.
5. Compile evidence of attainment of program performance objectives for use in the portfolio. At the conclusion of the semester, you will be expected to have your introductory page, your belief statement, your resume, and at least 5 out of the 16 required events finished including artifacts on your google sites online portfolio.
6. Design and deliver fully planned mini-units in Fine Arts, Social Studies/Language Arts, and Science.
7. Develop and present cooperative units that meet all specifications for that content and include emphasis on providing for multicultural teaching/learning.
8. Compile evidence using the Competencies Performance Record of ability to meet program performance standards for knowledge, skills, and dispositions.
9. Successfully complete an end-of-the semester conference at which your progress in academic work and internship as well as in gathering evidence for the portfolio will be discussed.
10. Complete all other college course work assignments, activities, and projects as assigned by faculty and mentors.
11. Be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform you and your on-site teacher educator of such obligations as far in advance as possible. A tentative calendar will be available at the beginning of the semester to assist in planning.
12. Pass all required exams and clear background check prior to beginning Internship II.
Required Activities During the Second Internship Semester

The following activities are required for interns during the second semester of internship.

1. Maintain a lucid and thoughtful reflective journal about the internship and associated course work with no less than two entries per week.
2. Gradually take over responsibilities for planning, delivering, and evaluating instruction with the OSTE acting as support. While team teaching will continue to benefit the students in the classroom, you will provide the instruction on your own for a minimum of two weeks during the semester.
3. Be evaluated during the semester.
   - College mentors will complete a minimum of six formal evaluations during the semester using the Danielson V2 form.
   - On site teacher educators (OSTEs) will complete at least two formal evaluations using the Danielson V2 form during the semester.
   - You and your OSTE will complete an evaluation entitled, “Dispositions for Teaching.”
   - You, your mentor, and your OSTE shall each complete an evaluation entitled, “Standards based Review” near mid-term of the semester.
   - You, your mentor, and your OSTE shall each complete a second “Standards Based Review” near the end of the semester. You must receive successful evaluations from the school and the college mentor.
4. Complete and present a portfolio. At the conclusion of the semester, you will be expected to have no less than two illustrated events complete with artifacts for each of the eight program standard categories. See the section of this handbook that deals with the portfolio.
5. Successfully complete an end-of-the semester exit conference that includes you, the on-site teacher educator, the college faculty supervisor, and one other representative from the Division of Education, and your Special Education OSTE if appropriate.
6. Complete all college course work assignments, activities, and projects as assigned by faculty and mentors.
7. Be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform you and your on-site teacher educator of such obligation as far in advance as possible. A tentative calendar will be available at the beginning of the semester to assist in planning.

Minimum Hours Required For Internship

The minimum total hours of internship for elementary candidates during the first semester is no less than 300 hours; during the second semester, no less than 16 weeks.

You may be absent no more than three days each semester of internship, and will be required to extend internship for any missed days beyond the three days.¹ You must secure permission in advance from your school and college mentors to be absent from internship to attend job fairs or other professional activities.

When the first semester of internship begins in the fall, you are expected to begin internship on the first day that the school is open regardless of whether or not the college is in session.

¹ Reasons for absences must be reported to your college mentor and any professionals expecting to see you that day (OSTE, college faculty, etc.) as well as the Elementary Team Coordinator. A phone call is expected before the absence occurs.
will conclude the internship according to the college calendar, i.e. by final exam week. This will most likely occur before the school begins winter break. You will begin the second semester of internship on the first day that the school is open after winter break regardless of whether or not the college is in session. You will observe the spring holidays of the school, not the college. You will conclude your internship by the college graduation date in May unless an extension is deemed necessary by the college mentor and the Director of Field Experience.

Difficulties During the Internship

One of the major functions of the internship is to ascertain whether or not an intern is suited by temperament, education, and experience to a career in teaching. If school and college mentors believe that you demonstrate serious deficiencies that raise the question about your suitability to enter the teaching profession, they will inform the Elementary Program coordinator or the Director of Field Experience. A meeting will be scheduled with you, your school and college mentors, and possibly other educators. The committee will discuss the deficiencies with you and suggest possible remedies. The nature of the problem and suggested solutions will be communicated to you in writing, and a specific time frame identified during which you should attempt to overcome the deficiencies. Additional teachers, administrators and college supervisors may be asked to observe you. If the deficiency is not resolved by the end of the time frame, the Elementary Program Coordinator or the Director of Field Experience will reconvene the group and discuss possible actions to be taken. These include extending the internship, placement at another site, removal from internship to give you the opportunity to remedy the deficiencies, or permanent removal from internship and advising you about alternative career choices. If you are removed from internship, you must wait at least one full semester before applying for another internship placement. In the event that irreconcilable difficulties arise during the second placement, you will not be assigned to a third internship. Before assignment to a second internship, you must demonstrate to the satisfaction of the Field Experience Committee that all deficiencies have been removed. Appeal of the committee’s decision may be made first to the Division chair and secondly to the Division at a regularly scheduled meeting.

Teacher Candidate Grievances
Should a teacher candidate feel he/she has been wronged or treated unjustly he/she should seek to remedy the problem in a mature and professional manner using the following protocol until the situation is resolved:

- A meeting with the faculty member or individual with whom the complaint is addressed.
- A meeting with the Elementary Education Coordinator.
- A meeting with the Division Chair. If the teacher candidate is still dissatisfied, he/she may file a formal grievance with the Student Hearing Board as described in the LCSC General Catalog.

Professionalism: Etiquette and Ethics

Interns are expected to be on time and positive and productive in both on-campus and classroom settings. Observe the same attendance requirements (for sick, personal, bereavement, and emergency leave) that cooperating teachers observe. Stay for the duration of both on-campus and at-school days.
Give respectful attention to speakers and professors at LCSC. Engage in all activities, taking notes and asking questions whenever appropriate. Be sensitive to cooperating teachers’ needs, both for assistance with all duties related to teaching and for “space” to think and work without having to attend to interns at all times.

Develop positive relationships with peers, cooperating teachers, and LCSC faculty members. Holding conversations about others to a minimum and keeping the tone of them positive is very important. If, in the course of working together, difficulties or irritations arise, handle them professionally as outlined below.

Before taking any action regarding the behavior of another, ask the following questions:

1. Are children being harmed?
2. Am I being kept from performing my own duties?

If the answer to both of these questions is negative, the best course of action would be to ignore the situation unless your feelings are so strong that you deem it necessary to speak directly to the other person her/himself. In any case, civility and kindness are absolutely necessary.

If the answer to at least one of these questions is yes, you will need to talk with your LCSC cadre leader as soon as is possible. If the situation isn’t resolved (meaning that either children are continuing to be harmed or you are still being prevented from performing your duties), you will need to speak to your mentor a second time before going to the person serving in the role of Elementary Coordinator. It is important to remember that your mentor or program coordinator is likely to have access to information which s/he cannot share with you, but influences her/his problem-solving ability.

Professional educators, as do people in many other fields, operate under the assumption that there is an appropriate “chain of command.” If, after speaking with the Elementary Coordinator, the problem persists – you should make an appointment to speak with the Division Chair. The importance of making certain that the situation warrants these actions cannot be overstated. Calling your own professionalism into question is the likely result of questioning the professionalism of another without substantial reason. Differences in philosophy or perceptions about fairness do not qualify as substantial reasons.

The goal of the internship is to prepare professional future teachers by providing appropriate experiences and support for each LCSC intern. Experiences will differ for each intern and cadre.
On-Site Teacher Educators: The School Mentors

Model and Mentor

The on-site teacher educator is both model and mentor to the intern. As a model, the experienced teacher displays those teaching behaviors that demonstrate to the intern effective ways of interacting with pupils. As a mentor, the OSTE will take personal responsibility for the intern’s success, acting as guide, facilitator, and encourager. On-site teacher educators influence the teaching confidence of the interns they supervise, and gaining confidence is a prerequisite for a successful internship experience, according to Cruickshank and Kennedy (1977).

A broad definition of the on-site teacher educator's job, suggested by Copas (1984) states, “The job of (the on-site teacher educator) is to help the intern develop a deep and meaningful concept of teaching, to help the intern analyze the many facets of teaching, to provide the intern with sources and resources, and to encourage the intern's unique teaching behavior.”

Selection

Careful consideration is given to the selection of on-site teacher educators. Qualified, capable teachers who wish to assume the responsibilities of guiding an intern are selected based on recommendations from peers and Education Division faculty in consultation with school principals.

To qualify you must meet the following criteria:

1. Have at least 3 years of successful teaching experience, be up-to-date in your teaching field and committed to career-long professional development.
2. Be recognized as an exceptional teacher who demonstrates “best practices” and can serve as a role model for dealing with content and students.
3. Show concern, care, and enthusiasm for working with K-8 students.
4. Be interested in working with an individual intern and with the college's Teacher Education Program, seeing it as another arena for teaching.
5. Have the interpersonal skills to communicate effectively with interns and college supervisors in offering evaluation and support.
6. Be willing to share information and materials, to team-teach, and to allow the intern to assume the role of lead teacher for a minimum of two weeks during the second internship semester.
7. Be interested in collaborating with other educators as a member of a professional development cadre and agree to meet as necessary for effective cadre functioning.
8. Have sufficient time to address your intern’s questions, provide needed guidance, and complete and share formal and informal assessments with her/him.

Working With Interns

You should orient and prepare your students for the intern’s arrival. The intern will need a desk or workspace equipped with appropriate curriculum guides, materials and supplies, as well as information on the community, staff and students. You should discuss with her/him access to
cumulative records and other student data, and introduce her/him to other faculty and building personnel. Faculty meetings, P.T.A. functions, parent conferences and inservice events can be scheduled into her/his calendar. At the beginning of each semester a calendar outlining the intern’s LCSC commitments will be available to assist in planning schedules. Please remain flexible and recognize that unavoidable changes in the calendar often occur.

By approaching the internship experience as a team-teaching effort, you can minimize the stress of transition to classroom life. An intern is meant to be an asset; your students should benefit from having two adults in the classroom. For instance, the intern can free you to work with smaller groups or to give more individualized instruction. S/he can tutor students, grade and record assignments, help to develop instructional materials, mirror teach, team teach, and provide instruction for small and large groups.

Planning should be a cooperative venture. Initially you will share plans, pointing out the sequences of instruction and given routines for each day and week. Your intern will teach more often as the internship progresses, perhaps one or two lessons a week during Internship I and then daily lessons during Internship II. S/he should be a team member who knows how to follow and how to lead when asked. S/he should always discuss her/his plans well in advance, and react positively to your suggestions and advice. You have a right to expect detailed lesson planning from the intern. All plans should be submitted to you at least one day in advance of teaching. Though this format is not required, a recommended lesson plan format can be found in Appendix B.

You should acquaint the intern with yearly plans, reviewing material presented prior to her/his internship as well as projecting units to be developed after s/he leaves. By the second semester of internship, the weekly plan book should be a cooperative planning activity. You will give the intern the responsibility of planning, developing, delivering, and evaluating instruction for several weeks during her/his internship.

There are several weeks that interns will be required to present planned units in your classroom. These units will include Fine Arts, a combined unit in Social Studies and Language Arts and Science. Check the calendar to be aware of the designated weeks that each unit is to be delivered.

When should the intern assume responsibility in the classroom? These guidelines should provide suggestions that remain adaptable enough to accommodate individual differences. The Teacher Education Program is flexible and encourages diversity and adaptation relative to the unique experience and situation of each intern.

The intern should start assuming some responsibilities as soon as possible. However, s/he should be given responsibilities only when you are convinced that s/he is ready. Giving an intern total responsibility when he or she lacks the skills necessary for success may lead to problems. Internship is meant to be a cooperative team effort; the "sink or swim" theory does not apply.

Suggestions for an Elementary Teacher Intern

The following are suggestions on how to involve the intern in the classroom. These are only suggestions. Each intern will differ in her/his confidence, abilities, and knowledge. You, the intern, and the college mentor will work together to provide an experience that will benefit the children in the classroom, assist you, and support the development of the intern.
First Semester of Internship

Weeks 1 - 2

Familiarize the intern with the school, its policies, and procedures. Introduce her/him to your students, other faculty members, the principal, the librarian and the counselors. The intern will learn about curriculum and available materials for classes to be taught, assist by grading papers, preparing materials, and making displays, posters, and bulletin boards. S/he observes as you and other teachers teach. The intern and you begin short- and long-term planning. S/he gets acquainted with students and learns names, attends school functions, participates in school activities and school meetings.

Weeks 3 - 6

The intern begins to assume limited instructional responsibilities in the classroom, such as coordinating the opening exercises, reading aloud, giving spelling tests, and providing individualized assistance to students. When children are completing assignments, s/he will assist you in providing support for learners. As soon as all parties feel comfortable intern 1s should be teaching some small groups throughout the week. They will be expected to handle the whole class during their fine arts unit that usually happens around week 5 of the semester.

Weeks 7 - 11

The intern continues to assume more instructional responsibilities by planning, delivering, and assessing lessons following your models. S/he continues to provide individualized assistance to students and may take on responsibilities for a group of children in one content area. You and s/he continue to plan for her/his future involvement. You and the college mentor should share oral and written feedback with the intern on a regular basis. Their second mini unit usually takes place during weeks 9-11.

Weeks 10 - 16

The intern continues to assume more instructional responsibilities in the classroom. S/he may take on the responsibilities of one content area, or for a certain amount of classroom time, on a regular basis. You will support and assist her/him so that a team-teaching environment is evident. You and the college mentor will provide her/him with appropriate oral and written feedback. Please remember that an intern’s classroom responsibility should allow her/him sufficient time to successfully complete on-campus commitments. The last mini unit takes place during week 13 or 14.

Second Semester of Internship

Weeks 1 - 4

The intern adds instructional responsibilities to her/his workload. S/he will be responsible for planning, delivering and assessing two content areas for an extended block of time in classrooms with more integrated instruction. The team-teaching approach continues as s/he takes on more responsibility for planning. S/he will have considerably fewer on-campus commitments during this semester.
Weeks 5 - 8

The intern takes the lead in planning, delivering, and assessing instruction for the entire day. While s/he is taking over responsibility for classroom instruction, you will act as a team member in the classroom. The intern will plan and teach the unit s/he has developed under your guidance.

Weeks 9 - 16

While team-teaching for the benefit of students is a major objective of the internship, the intern should be allowed some time as the sole instructor in the classroom during the final phase of the experience. In most situations, the goal is two weeks as the sole teacher in the environment. After the solo experience, you will return and team-teaching will continue. You will begin to take on the responsibilities for planning, delivering, and assessing in the classroom. The intern will evaluate both you and the college supervisor, and submit her/his portfolio for examination. During the final weeks of the experience, as you resume responsibility, the intern may wish to observe in other classrooms.

Assessment

During the entire experience you will give the intern continuous informal oral and written feedback, and will complete two or three formal evaluations each semester. The intern will complete at least two self-evaluations each semester. S/he will continue to keep a journal and develop his/her portfolio. An exit conference will be scheduled during the final week of the semester, which will conclude her/his internship experience. It is expected that you will participate in the exit interview.

Sample Plan for a Special Education Intern

Special education internship is a seven to eight week field experience. In some cases, it may be extended throughout the sixteen weeks as part of the intern’s overall teaching responsibilities.

Week 1

Familiarization with the school and room - Together, you and the intern will put together a tentative schedule. S/he will observe lessons being taught, read the Individualized Education Plan (IEP) of each student, and learn names. S/he will begin working with students individually or in small groups using materials prepared by you. The intern will meet with the college supervisor, explore any individual objectives specific to the particular intern.

Week 2

The intern assists in planning work for individual students in compliance with IEP, and works with individual students.

Week 3
Drawing from IEP information, the intern will assist in planning work for all students who come to the Resource Room. S/he will visit regular classrooms to observe students’ functioning in that setting. The intern will make note of any suggestions for helping the regular classroom teacher, and share those suggestions with the on-site special education teacher educator before discussing them with the regular teacher.

Weeks 4 - 5

The intern will be involved in planning and teaching lessons for all students. S/he will sit in on any parent conferences possible, and will sit in on building referral meetings as appropriate. S/he will plan special remedial games or activities to meet needs of individual students and discuss her/his ideas with the on-site special education teacher educator before implementing them.

Week 6

The Intern will continue planning lessons and teaching as many of the students as possible, individually or in groups. Plan evaluation procedures with the on-site special education teacher educator to determine intern teaching effectiveness of methods being used. Assume total program responsibility with on-site special education teacher educator as observer, or with the on-site special education teacher educator carrying out individual plans designed by the intern. The intern may be left alone for significant periods of time. The intern is to be in firm control of lessons and classroom behavior.

Weeks 7 – 8

The intern will begin to return responsibilities to on-site special education teacher educator.

**Evaluvative Conferences**

Evaluvative feedback should be continuous, specific, and cover all performance areas. The on-site teacher educator should schedule a formal conference weekly for the purpose of providing specific information about progress and needed change. These suggestions should also be communicated to the college mentor.

The conference provides the opportunity for dialogue and analysis of the complex nature of teaching. The absence of conferences could result in no real reflection on teaching and a lack of direction. Often conferences will be spontaneous, occurring briefly for a few minutes after a lesson. On other occasions the school mentor will offer a written analysis of instruction and management to be presented at a pre-arranged time.

Formal evaluations are the basis for the midterm/final conference between the intern, school and college mentors. The midterm/final evaluation also may include a separate written recommendation for the intern’s placement file. Two or three formal written evaluations each semester are expected from the OSTE.
General Suggestions for On-Site Teacher Educators

During the first week, the intern needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, for example: where to park, where to eat lunch, which rest room teachers use, where to make copies, location of books and supplies, etc.

1. While the intern is observing at the beginning, focus the observation (i.e. "I want you to look for . . ."). New interns may look without seeing; it helps to know what to look for.
2. Have the intern work with individual students (help during lessons, one-to-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).
3. It is suggested that the intern have several "one-shot" lesson experiences before being given the responsibility for a class or subject.
4. Prior to the intern's teaching a lesson:
   - Have him or her observe you teaching a lesson.
   - Discuss what you did and why.
   - Plan a lesson together and have the intern teach it.
   - Have him or her plan and teach a lesson. Review her/his plan prior to teaching.

5. It is important not to make too many assumptions regarding the intern's beginning level. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. You will find yourself adjusting to their different needs and abilities just as you do to the students in your classes. If, however, the intern is not taking hold as you think s/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the three of you so they can be identified, worked on and improved.

6. The college supervisor is the third member of your team and is as supportive of the intern as you are. S/he serves as a facilitator and a second source of evaluation for the intern, so please do not hesitate to call the supervisor between visits if necessary. The supervisor will do frequent observations and conferences during the internship. However, it is your feedback that is going to be most important to the intern because you represent "the real world." Interns need praise when they deserve it, just as they need clear discussion and suggestion in areas in which they need to improve.

7. We believe that the longer an intern is able to operate as a full time member of the teaching team, the better. As a rule of thumb, we like our interns to have full responsibility for a minimum of two weeks during the semester for all classes and/or subjects.

8. The overall goal of Lewis-Clark State College's Internship Program is to provide a chance for the intern to observe, practice, and finally to demonstrate the role of an effective beginning classroom teacher.
The College Supervisors: College Mentors

College faculty supervisors (college mentors) are faculty members of the Lewis-Clark State College Division of Education. In some cases, the Division will contract with qualified individuals to supervise candidates at distant internship sites.

Qualifications

College supervisors have:

1. At least a Master's Degree;
2. At least three years’ experience in the elementary or secondary schools as a certified teacher, and course work or experience in instructional supervision.

Responsibilities

You are responsible to the intern and on-site teacher educator in facilitating the internship experience. You are an advocate for the intern and a resource for both the intern and the on-site teacher educator. It is possible that you will occasionally teach a lesson; work with a small group of students, or act in some other capacity as a resource during the internship.

- Prior to the internship experience, you will meet with the intern and on-site teacher educator to review the responsibilities of the team. The internship will be reviewed at this time.

- You will contact the interns on a weekly basis for formal and informal assessment. You will complete a minimum of four formal written evaluations for each intern during the first semester of internship, and a minimum of six formal written evaluations during the second semester of internship, in addition to the informal assessments provided on a continual basis.

- You will be available to the intern and on-site teacher educator should problems in communication or instruction occurs. You should also communicate weekly with the on-site teacher educator.

- Problems with placement or progress in the internship experience that become insurmountable by you and on-site teacher educator will be referred to the appropriate program coordinator and Director of Field Experience for action.

- Continuous dialogue among the intern, OSTE and faculty mentor needs to take place during the year.
The Director of Field Experience

The Director of Field Experience assists faculty and program coordinators in recruiting field sites; establishing and maintaining the internship program; serves as a depository for field experience and internship evaluations; collects, analyzes, and reports evaluative data; and arranges distant site internship experiences. The director chairs the Field Experience Committee and functions as a liaison between the college and the school districts and officially interprets the field experience programs.

Responsibilities

It is the responsibility of the Director of Field Experience to accomplish the following duties:

- In consultation with program coordinators, request placements for candidates in various districts, providing appropriate background information.
- Coordinate program admission and exit interviews.
- Intervene in specific placements when problems occur that cannot be resolved by the college supervisor, on-site teacher educator, or intern.
- Provide necessary materials and support for college supervisors to carry out their responsibilities.
- Coordinate Professional Seminar for candidates at distant internship sites.
- Evaluate the program and work toward its continual improvement.
- Assist with exit interviews for distant-site interns.
The Principal

The principal or administrator in the building where interns are assigned to work plays a vital role in orienting candidates to the profession. A sense of awe for the "administrative role" is still pervasive in the attitudes of interns. The awareness that interns are accepted as professionals reinforces the maturity and responsibility necessary to perform in the school.

Responsibilities

An adequate orientation to the building and district would include informing the intern about school routines, requirements, faculty meetings, support services for students, and extracurricular involvements. Copies of building and district handbooks are helpful in orienting the intern to the school environment.

Observing the intern on both a formal and informal basis is helpful to the candidate, especially since constructive feedback helps the intern progress. If several interns are placed in the same building, occasional meetings with the group are helpful for purposes of morale building and sharing of mutual concerns. Principals are perceived as being crucial to the intern’s success, and a word of encouragement from this influential observer is highly prized. Often, interns will request formal written recommendations by the principal for the placement file. The principal communicates his or her perception of the intern’s progress to the on-site teacher educator on an as-needed basis. Problems should be reported to the college supervisor immediately.
Directions Concerning Internship Activities

Observation

The primary purpose of observation is to improve the intern’s instructional capacities. Observation and analysis of the on-site teacher educator’s techniques as well as other school faculty are critical if the intern is to develop a basis for his or her own teaching strategies. Another purpose for observation is to discern the varying forms of student behaviors, when they occur, and how they enhance or distract learning (i.e. when students get restless, tired, active, etc.). Individual students may be studied for their reactions and responses.

Interns can learn a great deal from watching an experienced teacher work. The following questions will help put the interns’ observations into sharper focus, so that the intern can profit from this valuable opportunity:

The Purpose of the Lesson

- Is the purpose of the lesson clear to the intern and/or students?
- What is the teacher attempting to accomplish?
- Can the intern discriminate between activity descriptions and learning objectives?
- Are lesson objectives connected to the state standards?

Review

- In what way did the teacher find out what the students already knew?

Motivation

- What was the motivation for the lesson?
- Did it really challenge the students? In what way?

Questioning

- What were some examples of questions that elicited information from the students, made them think through a problem or question, see a relationship?

Problem-Solving/Constructivist Approach

Where in the lesson was/were:

- Problem-solving/constructivist approach(es) utilized?
- A problem or question raised?
- A hypothesis offered?
- Facts collected to support a hypothesis or answer a question?
- Summaries provided?
- An application of what was learned?
- Information told to students that could have been elicited from them by asking good questions (helping them to recall what they already knew or had experienced)?
Media/Technology

- Was use made of media or technology?
- In what way were they effective teaching aids?

Rapport

- What evidence was there that the teacher was really communicating with the students?

Summary

- Was there a good summary of what students had learned at the end of the lesson?
- Did the teacher attempt to determine, with the students’ input, what they still did not understand?

Lead-On/Follow-Up/Closure

- What did the teacher give the students to anticipate in the next lesson?
- Did s/he suggest any follow-up activities?

Evaluation

- Had the intern taught this lesson, would s/he have felt satisfied or dissatisfied? Why?
- What might have been done more effectively? How?

This outline could also be used by the intern in evaluating her/his own teaching.

Planning

On-site teacher educators can expect the intern to plan both long-range goals and daily lesson plans.

Adequate planning is essential if teaching time is to be maximized. Each activity and instructional segment for which the intern is responsible must be based on a formal, intentionally prepared plan. While the Education Division does not subscribe to any one specific plan format, its faculty does believe that all lesson plans will connect to the standards and include objectives, appropriate activities for teacher and student, materials, evaluation, and reflection. Specific requirements may vary, as they will reflect the individual needs of the intern, on-site teacher educator, and college mentor/supervisor. For example, some teachers or college mentors may require detailed lesson plans one week in advance while others may not. No instruction should be permitted for which adequate pre-planning is not in evident. A lesson plan format is available in Appendix B.

Interns require appropriate input from their on-site teacher educators for advance planning to be comprehensive. Interns need to know when they are expected to teach specific lessons and also must be informed about the content to be addressed. It is helpful to the intern if s/he has been made aware of the resources available in the school and community to enrich the learning experiences. Interns can then be expected to take initiative in planning creative lessons for their classes.

Effective planning will be:
- Purposeful rather than incidental
- Pre-planned rather than last minute
- Cognizant of instructional and safety interests
- A basis for analysis and evaluation of instruction
- Consistent with the intern’s philosophy of learning

**Professional Seminars**

All interns are required to attend the regularly scheduled on-campus seminars. Activities include discussion of problems encountered in the intern role, review of management strategies, discussion of current issues in education, and reflection on educational practices in general.

Interns at distant sites will arrange with the Director of Field Experiences to achieve seminar objectives through alternative delivery methods and activities.
The Portfolio

Purpose

The portfolio is a form of performance assessment that requires teacher candidates to demonstrate that they have the knowledge, skills, and dispositions needed to be effective classroom teachers. Development of the portfolio is a year-long endeavor. Approximately one-half of the portfolio will be completed by the end of the first semester of Internship. In this portfolio teacher candidates collect and display evidence that they are able to meet the standards required for completion of the Lewis-Clark State College Teacher Education Program. The eight principles of professional competence are titled:

♦ Dedicated Professional  ♦ Educational Facilitator
♦ Culturally Responsive Educator  ♦ Educational Evaluator
♦ Knowledgeable Professional  ♦ Reflective Professional
♦ Content Specialist
♦ Educational Designer

Procedure

Interns will divide their portfolios into the following sections:

1. Cover sheet with intern’s name and photo
2. Résumé
3. Philosophy statement describing thoughts about education and how children learn
4. Technology Integration Portfolio
5. Separate labeled sections for each of the eight principles
   • Provide the definition for each standard
   • Provide two pieces of evidence for each principle, of which one piece of evidence may come from the first semester of internship. For each piece of evidence, the intern will provide an explanation about why s/he believes that the evidence demonstrates his/her ability to meet that principle.
5. All formal evaluations gathered from Internship I and II
6. Appendix

Items that the intern would like to use for evidence should be placed into the appropriate section for each principle. Other items that may be of value should be placed into the appendix.
Evaluation of the Portfolio

The intern’s portfolio will be assessed by the college mentor and at least one other Education Division faculty member before being approved by the Education Division. After the portfolio has been approved by the Division of Education, interns will present them at their exit conference interviews at which they will share the highlights of their internship experience.

To be considered acceptable, the items should be complete, professional in appearance, and free of errors. If these items do not meet the acceptable criteria, the portfolio will be returned to the intern. Each piece of evidence for a principle will be assessed using the following rating scale:

- 4 = exemplary evidence of accomplishment
- 3 = evidence of proficient competence
- 2 = evidence of competence is developing
- 1 = unacceptable

A rating of “1” or “2” is unacceptable and cause for the portfolio to be returned to the intern for revision. Interns may appeal the portfolio rating first to the Division Chair and second to the entire Division at a regularly scheduled meeting.
Exit Exams from LCSC

Idaho Comprehensive Literacy Assessment

The state of Idaho mandates a reading assessment for pre-service teachers. It is required for elementary teacher certification.

PRAXIS

Education majors are required to pass the required PRAXISII (5001 series) exams in their major area prior to being admitted to the Phase III of the Program and the required PRAXIS exam in their endorsement area prior to beginning Phase IV. (Please speak with your advisor or intern faculty mentor concerning which PRAXIS is required for you.) To pass the Elementary Education 5001 series you must receive a passing score on each subtest. You must take the full test on your initial attempt. If, after your first attempt, you did not pass one of the individual subtests, you may take just that subtest again for a reduced fee. NOTE: Praxis II (5001 series) exams must be taken and passed the semester prior to entering Phase III and before Oct. 31 should that semester be in fall or prior to March 31st should it be a spring semester. This is necessary to allow time for placement in Phase III. See www.ets.org for details. Furthermore, Praxis endorsement area tests must be passed no later than the semester prior to entering phase IV and before Oct. 31 should that semester be in fall or prior to March 31 should that semester be in spring.

Most Important:

Lewis-Clark State College

LCSC needs to have an official copy of your Praxis Scores on Record. This information has to be sent to the State of Idaho by LCSC’s Education Division in order for Teacher Certification to be Reviewed and Granted.

The Praxis Codes for Lewis-Clark State College are as follows:

The Code needs to be written on your application for test results distribution to LCSC:

Forwarding of Results Code: 4385

Preparing for the PRAXIS: Tips and Strategies for Success

Preparing for success on the PRAXIS is a multi-tiered process, one predicated on the belief that you, the teacher candidate, need to take the initiative to ensure your own success. Your academic programs have been carefully designed to help you attain a well-rounded education. Invest in your coursework. Discuss study strategies with your faculty mentor and/or faculty content specialist. They’re an excellent resource and wish for you to achieve success. Utilize free and competitively priced resources.
available on the ETS website to help you study. In addition, check out copies of preparation guides in the Education Division office. If you don’t pass the exam(s), utilize the online resources through the ETS website to help you prepare and meet with your faculty mentor and/or faculty content specialist to discuss strategies for success. If you’re experiencing test anxiety, consider contacting Student Services about strategies and techniques to reduce anxiety (http://www.lcsc.edu/osl/) at 208-792-2218 or 800-933-5272. If, after repeating the exam(s) a second time, you do not achieve a passing score, meet with your faculty mentor and/or faculty content specialist to develop an individualized action plan before taking the exam for a third time. If, after repeating the exam(s) a third time, you do not achieve a passing score, meet with Dr. Wareham to identify areas for improvement within your PRAXIS results.

CLEARED BACKGROUND CHECK

Before beginning Internship II, all education majors are required to clear a background check based on State mandated fingerprinting.

Exit Interview

A formal exit interview is required of all interns at the completion of their program. Teams consisting of an LCSC Education Division faculty member, the intern’s faculty supervisor, and an on-site teacher educator will participate in these exit interviews. The college faculty mentor/supervisor is the chair of the exit interview team. Approximately four weeks before the end of the internship experience, if both the college supervisor and on-site teacher educator agree that the intern is demonstrating the competencies expected for certification, the exit interview process will proceed in the following manner:

• The intern will submit a completed portfolio to the college mentor/supervisor.
• When the portfolio has been accepted according to the procedures outlined previously, your college mentor will appoint a second faculty member to participate in the exit interview.
• The intern and college mentor will work together to ensure that a mutually acceptable place and time for the exit interview is arranged.
• Exit interview questions will relate to the internship experience, the content of the portfolio, general questions about theorists and methods, and typical job interview questions.
• The intern will present himself or herself for the exit interview at the time and place agreed upon, answer questions honestly and to the best of his/her ability, and then be excused from the interview room for a short period. The interview team members will review the intern’s responses and vote on whether or not the intern has been successful in the interview demonstrating the ability to meet program standard knowledge, skills, and dispositions.
• The intern will be invited to return to the room and informed of the team’s decision. The intern will then receive a critique by team members to assist the intern in future exit or job interviews.
• The interview team may vote to pass or fail the intern, or to extend or reschedule the interview. The team’s decision to fail the intern may be appealed first to the Division chair and second to the entire Division at a regularly scheduled meeting.
Study Guide For The Exit Interview

Goals of the Exit Interview

♦ To evaluate the intern's ability to meet the eight standards of the Teacher Education Program.
♦ To provide the intern with experience in responding to questions that are typically asked during job interviews.

Examples of Exit Interview Questions

• What program standard caused you the most difficulty in obtaining evidence and why?
• What is the section or item in your portfolio about which you are proudest and why? Please share that selection.
• Explain why the evidence in this section of your portfolio demonstrates your ability to meet the particular program standard.
• What was the highlight of your internship experience? Why?
• What caused you greatest concern during the internship? Why?
• What one or two students with whom you worked as an intern stand out in your memory? Why?
• Can you describe an instance in which you effectively dealt with multiculturalism or individual diversity during the internship? Explain.
• With the experience gained from your internship, do you still want to be a teacher and why?
• Explain your philosophy about classroom management and effective teaching.
• Explain your philosophy about what is most important for students to know and be able to do.
• What qualities do you possess that help make you an effective teacher?
• Discuss a highly successful instance in which you collaborated with your on-site teacher educator to provide your students with an effective learning experience.
• Aside from your classroom teaching responsibilities, in what other ways might you be able to contribute to our school if you were hired?
• What technological skills will you be able to bring to this school?
• How are you prepared to be a caring professional who teaches for understanding in communities of learning?
• Describe several constructivist methods or strategies you might use in your teaching.
• Explain why the following individual(s) is/are important in the field of education.

Benjamin Bloom  Robert Gagne  Nel Noddings
Jerome Bruner  Howard Gardner  Jean Piaget
John Dewey  Kenneth & Yetta Goodman  B.F. Skinner
Erik Erikson  Lawrence Kohlberg  Lev Vygotsky
Idaho Teacher Certification

Candidates who satisfactorily complete a Teacher Education program at Lewis-Clark State College are eligible to apply for one of the following State of Idaho teaching certificates: (1) Standard Elementary K-8; or (2) Standard Secondary 6-12. These certificates are issued by the State of Idaho Department of Education and are recognized in 34 member states of the Interstate Certification Compact. Teacher certification requirements vary among all states and applicants should address any questions concerning teacher certification requirements to state teacher certification agencies.

Application for teacher certification is the sole responsibility of the graduate. Idaho certification procedures and forms will be provided following internship. To obtain an official LCSC Institutional Recommendation for the State of Idaho indicating completion of an approved Teacher Education Program, the graduate must submit the following to the LCSC Education Division after all requirements/courses are completed:

- A completed “Application for an Idaho Professional Education Credential” form
- Official transcripts from ALL higher education institutions attended except LCSC
- Evidence of passing required PRAXIS exams
- Evidence of passing the ICLA
- A check or money order for the appropriate State of Idaho application fee
- Completed State of Idaho fingerprint cards
- Any additional documents required by the Idaho State Department of Education Teacher Certification Office

Note: Official LCSC Institutional Recommendations are available for other states. Please follow that state certification agency’s procedures.

The Education Division will process, endorse, and mail to the Idaho State Board of Education Teacher Certification Office completed applications only. Incomplete applications will be returned to the student.

The applicant must supply all data requested on the application form(s).
Interns should meet with a Career Development Services Professional during their internship experience. At that time, strategies for a successful job search will be explained including credential files, resume writing, and interviewing. Even so, it is beneficial to understand the meaning of a credential file now and to begin thinking about how the intern will develop their file.

What is a Credential File?

A Credential File (or Placement File) is a file maintained by Career Development Services that contains letters of recommendation from intern supervisors, on-site teacher educators, faculty, former employers, and other relevant references. At the intern’s written request, it can be copied and provided to potential employers or graduate/professional schools.

Who May Establish a File?

Persons who hold a degree conferred by LCSC, current LCSC students, and students pursuing Idaho teaching certification through the LCSC Division of Education may establish a file.

What Does a File Contain?

The file contains a Candidate Information Form completed and updated by the intern. This form provides LCSC (and potential employers/graduate schools) with current information about the intern and their references. It also contains recommendations. Interns are allowed up to five at any one time. Note: Transcripts and resumes are not part of your Credential File.

Why Do Interns Need a File?

Many employers (& virtually all school districts) require a file containing current reference letters as part of the application process. This is a convenient manner in which to submit letters without having to ask references to write new recommendations for every application.

Where Can Interns Send Their Files?

Files can be sent to any bona fide employer as part of the employment application process and may also be used in applying for admission to graduate school.

For more process and policy details regarding credential files at Lewis-Clark State College, please visit the following web address: http://www.lcsc.edu/cds/jsearch.htm
Directory

Education Division, Ms. Wendy Casner, Administrative Assistant .......... 208-792-2260
FAX ......................................................................................................................... 208-799-2820
Web Site .................................................................................................................. www.lcsc.edu/Education
Division Chair, Dr. Heather VanMullem ............................................................. 208-792-2260
.................................................................................................................. hivanmullem@lcsc.edu
Division Program Assistant, Ms. Lori Ruddell .................................................... 208-792-2849
.................................................................................................................. lruddell@lcsc.edu
Director of Field Experience, Mr. Bill Hayne ...................................................... 208-792-2089
.................................................................................................................. bhayne@lcsc.edu
Coordinator: Elementary Teacher Education, Dr. Cliff Matousek ............................ 208-792-2836
.................................................................................................................. clmatousek@lcsc.edu
Coordinator: Secondary Teacher Education, Dr. Amy Page .................................. 208-792-2093
.................................................................................................................. ahpage@lcsc.edu
Coordinator: Elementary/Secondary PACE, Dr. David Massaro ............................ 208-792-2730
.................................................................................................................. damassaro@lcsc.edu
LCSC Career Development ...................................................................................... 208-792-2313
FAX ......................................................................................................................... 208-792-2298

Lewis-Clark State College
Division of Education
500 8th Avenue
Lewiston, ID 83501
Appendix A – Standards and Indicators

Contents:

Philosophy
Professional Standards
Indicators
GOAL: The goal of the Teacher Education programs is to prepare caring professionals who teach for understanding in communities of learning.

PHILOSOPHY: The philosophy embodied by the Teacher Education programs, while sufficiently robust to include eclectic elements that, at once, reflect both the diversity and the combined wisdom of the faculty, is essentially grounded in a Pragmatic approach to metaphysical, epistemological, and axiological systems, a Progressive orientation to education, and a child-centered, Constructivist approach to teaching and learning.

OBJECTIVES: Each teacher candidate will demonstrate:

Knowledge
• Of the Nature of Learning
• Of Effective Ways of Teaching
• Of All Subjects Taught

Skill
• As an Educational Designer
• As an Educational Facilitator
• As an Educational Evaluator

Dedication
• To the Well-Being of Children
• To the Profession of Education
• To Individual Differences & Special Needs
• To Diversity
• To Reflective Practice

Integrative Themes: Diversity Technology Alternative Pathways

PERFORMANCE STANDARDS: In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher performs a variety of roles. In serving these roles, teachers demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence.

Successful teachers consistently exhibit:

Appropriate conduct as a professional who
  o Has knowledge of the foundations of the profession,
  o Understands and embraces the ideals of cultural consciousness, equity and human dignity
  o Expertise in all subjects taught
  o Skills as an educational designer,
Skills as an educational facilitator,
Skills as an educational evaluator, and
Capacity for reflective practice.

The Dedicated Professional
The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.

The Knowledgeable Professional
The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

The Culturally Responsive Educator
The successful teacher candidate is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences.

The Content Specialist
The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

The Educational Designer
The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.

The Educational Facilitator
The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.

The Educational Evaluator
The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.

The Reflective Professional
The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.
Principles and Standards for the LCSC Teacher Education Program

Professional Principles & Standards
For the K-12 Teacher

Lewis-Clark State College, Division of Education, Lewiston, Idaho

STANDARDS AS INDICATORS OF PROFESSIONAL COMPETENCE

In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher performs a variety of roles. In serving these roles, teachers demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence.

Successful teachers consistently exhibit:

• Appropriate conduct as a professional,
• Knowledge of the foundations of the profession,
• An understanding of and embraces the ideals of cultural consciousness, equity and human dignity,
• Expertise in all subjects taught,
• Skills as an educational designer,
• Skills as an educational facilitator,
• Skills as an educational evaluator, and
• Capacity for reflective practice.

Through participation in each of the teacher education programs at Lewis-Clark State College, teacher candidates have opportunities to develop their professional competence in each of these areas. Activities within the programs support development, nurture, and successful demonstration of all of the indicators that support each of the eight standards.

STANDARD A. APPROPRIATE CONDUCT AS A PROFESSIONAL

The Dedicated Professional: The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.

Indicators of The Dedicated Professional:
1. The teacher conducts herself/himself in a manner that shows care and concern for children and learning.
2. The teacher conducts herself/himself in a manner that shows commitment to the profession of education.
3. The teacher exhibits high ethical and professional standards.
4. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

STANDARD B. KNOWLEDGE OF THE FOUNDATIONS OF THE PROFESSION

The Knowledgeable Professional: The successful teacher candidate is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

Indicators of The Knowledgeable Professional:
1. The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
2. The teacher understands a variety of instructional strategies to create learning opportunities that
   • Support the intellectual, social, and personal development of learners,
   • Encourage positive social interaction, active engagement in learning, and self-motivation, and
   • Encourage students' development of critical thinking, problem solving, and performance skills.
3. The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
4. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

STANDARD C. THE CULTURALLY RESPONSIVE EDUCATOR

The Culturally Responsive Educator: The successful teacher candidate is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences. The teacher candidate values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice (a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all.)

Indicators of The Culturally Responsive Educator:
1. The culturally responsive educator is aware of and understands his/her own bias and prejudices. He/She is actively engaged in personal examination to confront her/his limitations and transform himself/herself in the interest of social justice within her/his classroom, school and community.
2. The culturally responsive educator promotes cultural understanding within his/her students and colleagues.
3. The culturally responsive educator incorporates local/regional ways of knowing and teaching in her/his work and values various ways of demonstrating knowledge.
4. The culturally responsive educator participates in community events and activities in an appropriate and supportive way.
5. The culturally responsive educator works closely with parents, family and community members to achieve a high level of complimentary educational expectations between home and school.

STANDARD D. EXPERTISE IN SUBJECT(S) TAUGHT

*The Content Specialist:* The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

*Indicators of The Content Specialist:*
1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches.
2. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

STANDARD E. SKILLS AS AN EDUCATIONAL DESIGNER

*The Educational Designer:* The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.

*Indicators of The Educational Designer:*
1. The teacher plans and creates effective learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
2. The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.
3. The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.

STANDARD F. SKILLS AS AN EDUCATIONAL FACILITATOR

*The Educational Facilitator:* The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.

*Indicators of The Educational Facilitator:*
1. The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

2. The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

3. The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD G. SKILLS AS AN EDUCATIONAL EVALUATOR

The Educational Evaluator: The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.

Indicators of The Educational Evaluator:
1. The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
2. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
3. The teacher adjusts and refines instruction based upon informed analysis.

STANDARD H. CAPACITY FOR REFLECTIVE PRACTICE

The Reflective Professional: The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

Indicators of The Reflective Professional:
1. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
2. The teacher actively seeks out opportunities to grow professionally.
Exhibiting Appropriate Conduct as a Professional:

THE DEDICATED PROFESSIONAL

The Principle

The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.

Key Attribute

The teacher conducts herself/himself in a manner that shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Indicators of Performance

1. The teacher conducts herself/himself in a manner that shows care and concern for children and learning.

   - The teacher demonstrates care and concern for children and acts as an advocate for students. (D, S)
   - The teacher believes that all children can learn at high levels and persists in helping all children achieve success. (D, K)
   - The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. (D, K)
   - The teacher is committed to helping students develop self-confidence and competence. (D, S)
   - The teacher respects students as individuals with differing backgrounds, skills, talents, and interests and creates a learning community in which individual differences are respected and valued. (D, K, S)
   - The teacher persists in helping all students achieve success. (D, S)
   - The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress). (D, K, S)

2. The teacher conducts herself/himself in a manner that shows commitment to the profession of education.

   - The teacher can list the advantages and disadvantages of the teaching profession as a life-long career and engages in personal discovery and transition toward professionalism. (K, D)
   - The teacher shows a commitment to the profession. (D)
   - The teacher has enthusiasm for learning and the discipline taught. (D, K)
   - The teacher maintains her/his own well-being by practicing behaviors of mental and physical health. (D, S)
   - The teacher demonstrates insight into his/her individual personality characteristics and is aware of the personal characteristics associated with successful teachers. (D, K, S)
   - The teacher exercises appropriate etiquette and decorum and exhibits a positive work ethic (e.g., punctuality, grooming, etc.) (K, S)

3. The teacher exhibits high ethical and professional standards.
• The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources into instruction. (D, K, S)

• The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings. (K, S)

• The teacher respects the privacy of students and confidentiality of information. (D, K)

• The teacher recognizes the importance of the relationship between school and community. (K, D)

• The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (D, K, S)

• The teacher is sensitive to issues of diversity and multiculturalism and acts in a reasonable manner in situations regarding these issues. (K, S, D)

• The teacher encourages students to see, question, and interpret ideas from diverse perspectives. (S, K)

• The teacher knows and practices The Code of Ethics of the Idaho Teaching Profession. (K, D)

4. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

• The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations. (K, S)

• The teacher effectively uses communication techniques (reads, writes, listens, speaks) with parents, colleagues, and other professional and community partners. (K, S)

• The teacher consults with other adults regarding the education and well-being of his/her students and works with other professionals to improve the overall learning environment for students. (K, S, D)

• The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being. (K, S, D)

• The teacher uses information about students and links with community resources to meet student needs. (K, S)

• The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning. (K, S)

Knowledgeable of the Foundations of the Profession:

THE KNOWLEDGEABLE PROFESSIONAL

The Principle

The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

Key Attribute

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal
development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

**Indicators of Performance:**

1. The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.

   - The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning through different learning styles, multiple intelligences, and performance modes. (K, S)
   - The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others. (K, S)
   - The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. (K, S)
   - The teacher understands how individual experiences, talents, and prior learning, as well as language, culture and community values, influence students’ learning. (K, S, D)
   - The teacher understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students’ life and learning. (D, K)
   - The teacher understands communication theory, language development, and the role of language in learning as well as recognizes the importance of nonverbal as well as verbal communication. (K, S, D)
   - The teacher understands how diversity affects communication in the classroom. (K, D)
   - The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. (K, S, D)
   - The teacher understands how students’ conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning. (K)
   - The teacher recognizes his or her responsibility in ensuring that all students learn and is open to expertise that supports student learning (e.g., the school counselor and community professionals). (K, S, D)
   - The teacher recognizes that teacher expectations influence student learning. (K, D)

2. The teacher understands a variety of instructional strategies to create learning opportunities that: support the intellectual, social, and personal development of learners, encourage positive social interaction with active engagement in learning and self-motivation, and encourage students' development of critical thinking, problem solving, and performance skills.

   - The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English). (K, S)
• The teacher knows how to help people work productively and cooperatively with each other in complex social settings and values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning. (K, S, D)

• The teacher understands the principles of effective classroom management to promote positive relationships, cooperation, and purposeful learning in the classroom as part of best practices for effective instruction. (K, S, D)

• The teacher understands basic technology operations and concepts.

• The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology. (K, S)

• The teacher recognizes the value of intrinsic motivation to students’ life-long growth and learning. (D, K)

3. The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.

• The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (K)

• The teacher appreciates individual variation within each domain of development. (K, D)

• The teacher respects the diverse talents of students. (D)

THE CULTURALLY RESPONSIVE EDUCATOR

The Principle: The successful teacher candidate is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences. The teacher candidate values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice (a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all).

Key Attributes: The teacher candidate is knowledgeable of how culture and diverse experience impact student learning and behavior, family and community dynamics, and the mission of social justice. The culturally responsive educator (candidate) understands and embraces this mission while seeking to become more culturally conscious in meeting the needs of all students.

1: The culturally responsive educator is aware of and understands his/her own bias and prejudices. He/She is actively engaged in personal examination to confront her/his limitations and transform himself/herself in the interest of social justice within her/his classroom, school and community.

Related Competencies--The teacher candidate consistently:
• Demonstrates a willingness to actively engage in reflective self-examination and discovery of his/her own areas of bias, prejudice and limited knowledge with regard to people and groups of differing backgrounds. (S, D)
• Acknowledges that social justice and democratic ideals are often times overwhelmed by prejudice and discriminatory practices in schools and accepts his/her role as a social change agent. (K, S, D)
• Actively seeks out opportunities to move beyond cultural tolerance to culturally consciousness and understands the value of becoming a cultural broker or resource for students. (K, S, D)
• Provides opportunity for students to engage in self-examination and discovery to promote social justice and understanding of democratic ideals. (S, D)
• Develops a clearer sense of her/his own cultural and ethnic identities (S, D)

2: The culturally responsive educator promotes cultural understanding within his/her students and colleagues.

Related Competencies--The teacher candidate consistently:
• Demonstrates a recognition of cultural differences as positive attributes around which to build appropriate educational experiences (K)
• Provides learning opportunities that help students recognize the integrity of the knowledge they bring with them and uses that knowledge as a springboard to new understandings (K, S, D)
• Reinforces the students’ sense of cultural identity and place in the world (S, D)
• Acquaints students with the world beyond their home community in ways that expand their horizons while strengthening their own identities. (K, S, D)
• Demonstrates the recognition for the need of all people to understand the importance of learning about other ethnicities/cultures and appreciating what each has to offer. (K, S, D)
• Demonstrates a recognition that not everyone within a culture has had the same experiences and that those individual differences strengthen cultural identity. (K, D)

3: The culturally responsive educator incorporates local/regional ways of knowing and teaching in her/his work and values various ways of demonstrating knowledge

Related Competencies--The teacher candidate consistently:
• Engages students in appropriate projects and experiential learning activities in the surrounding environment
• Provides integrated learning activities organized around themes of related diverse groups, places and events. (K, S, D)
• Demonstrates knowledge in areas of diverse groups and experiences related to that which is traditional, historical and/or contemporary and how they apply in the classroom. (K, S)
• Seeks to ground teaching in a constructive process built upon the background of his/her students. (K, S, D)

4: The culturally responsive educator participates in community events and activities in an appropriate and supportive way.

Related Competencies--The teacher candidate consistently:
• Participates as an active member of the diverse community in which she/he teaches and makes positive and culturally appropriate contribution to the well-being of that community. (K, S, D)
• Exercises professional responsibilities in the context of the community’s traditions. (K, D)
• Maintains a close working relationship with and makes appropriate use of the ethnic and professional expertise of his/her co-workers from the local community. (K, S, D)
• Evaluates and understands the needs of the community he/she serves and the impact of his/her involvement from the community’s perspective. (K, S, D)
5: The culturally responsive educator works closely with parents, family and community members to achieve a high level of complimentary educational expectations between home and school.

Related Competencies--The teacher candidate consistently:

- Promotes extensive parental interaction and involvement in her/his children’s education. (S, D)
- Seeks to continually learn about and build upon the diverse experiences and knowledge that students bring with them from their homes and community. (K, D)
- Seeks to learn other languages demonstrated within the community and to promote their use in instruction. (K, D)

Possible Definitions:

"Culture" is defined as the belief systems and value orientations that influence customs, norms, practices, lifestyles and social institutions, including psychological processes (language, caretaking practices, media, educational systems) and organizations (media, educational systems; Fiske, Kitayama, Markus, & Nisbett, 1998). Inherent in this definition is the acknowledgement that all individuals are cultural beings and have a cultural, ethnic, familial, spiritual and racial heritage. It also encompasses a way of living informed by the historical, economic, ecological, and political forces on a group. These definitions suggest that culture is fluid and dynamic, and that there are both cultural universal phenomena as well as culturally specific or relative constructs. (American Psychology Association)

Culture is defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions and beliefs that characterize a particular group of people at a particular time. Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world and it influences how we process learning, solve problems, and teach. (NWREL)

Exhibiting Expertise in Subject(s) Taught:
THE CONTENT SPECIALIST

The Principle

The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

Key Attribute

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

Indicators of Performance

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

   - The teacher understands and is skilled in the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (K, S)
Elementary Teacher Education Internship Handbook

- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. (K, S)
- The teacher is knowledgeable in content related to the health, safety, and well-being of children. (K)
- The teacher understands the role of the discipline in preparing students for the global community of the future. (K, D)
- The teacher understands the relationship of disciplinary knowledge to other subject areas, recognizes the interconnectedness of the disciplines, and sees connections to everyday life. (K, S, D)
- The teacher has enthusiasm for the discipline(s) s/he teaches and realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving. (K, D)
- The teacher is skilled in the tools of inquiry for each discipline of the content area(s) that she/he teaches. (K, S)
- The teacher uses differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter to present information that is accurate and relevant. (K, S)
- The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts. (K, S)
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. (K, S)

2. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. (D, K)
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline. (D, K)
- The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field. (D, K)

**Demonstrating Skills as an Educational Designer:**

**THE EDUCATIONAL DESIGNER**

**The Principle:**

The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.

**Key Attribute:**

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.
1. The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals and the continuous development of individual students’ abilities. (K, D)
- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. (K, S)
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in both long term and short term planning instruction that creates an effective bridge between curriculum goals and students’ experiences. (K, S, D)
- The teacher knows how to plan and design effective learning environments and experiences supported by technology. (K, S)
- The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning. (K, S, D)
- The teacher values planning as a collegial activity. (D)
- The teacher recognizes the importance of the development of students’ critical and creative thinking, problem solving, and performance capabilities. (D, K)
- The teacher implements flexibility and reciprocity in the teaching process as necessary for adapting and modifying instruction to student responses, ideas, and needs. (K, S, D)
- The teacher identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, needs and background. (K, S)
- The teacher seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures). (K, S, D)
- The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives. (K, S)
- The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate, choosing teaching strategies, materials, and technologies to meet instructional purposes and student needs. (K, S)
- The teacher designs activities that promote a positive classroom climate of openness, mutual respect, support, and inquiry. (K, S)
- The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs. (K, S)

2. The teacher designs and develops learning opportunities, which utilize well-selected instructional strategies and learning resources.

- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources). (K, S)
- The teacher understands and knows how to identify differences in approaches to learning and performance (e.g., learning styles, multiple intelligences, and
performance modes) and designs instruction that helps use students’ strengths as a basis for growth. (K, S)

- The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning. (K, S)
- The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors. (K, S)
- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking. (K, S)
- The teacher evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (K, S)
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals. (K, S, D)

3. The teacher designs and develops learning opportunities, which are appropriately adapted to diverse learners.

- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners, making adaptations and/or modifications as necessary to help each progress. (S, K)
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. (K, S)
- The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities. (K, S, D)

**Demonstrating Skills as an Educational Facilitator:**

**THE EDUCATIONAL FACILITATOR**

**The Principle:**

The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.

**Key Attribute:**

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective, classroom organization skills, and effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Indicators of Performance**
1. The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

- The teacher knows how to use technology to enhance productivity and professionalism and implements curriculum plans that include those methods and strategies to maximize student learning. (K, S)
- The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities. (K, S, D)
- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings and is adept at “thinking on her/his feet” (i.e., capable of making necessary adjustments to the planned learning experience). (K, S)
- The teacher can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts. (K, S)
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. (K, S)
- The teacher constantly monitors and adjusts strategies in response to learner feedback using multiple teaching and learning strategies to engage students in active learning. (K, S)
- The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing and uses a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities. (K, S)
- The teacher integrates multiple perspectives into discussions of subject matter, including attention to students’ personal, family, and community experiences and cultural norms. (K, S, D)
- The teacher helps students assume responsibility for identifying and using learning resources. (K, S)

2. The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

- The teacher understands and exhibits the principles of effective classroom management and strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning. (K, S)
- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole. (K, S)
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs while creating a positive learning environment where students develop self-worth. (K, S, D)
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. (K, S)
- The teacher maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives. (K, S)
3. The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.

- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques and tools including audio-visual technology, computers, and the Internet, to enrich learning opportunities. (K, S)
- The teacher is a thoughtful and responsive listener. (K, S, D)
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. (K, D)
- The teacher appreciates the ways in which people seek to communicate and recognizes the power of language for fostering self-expression, identity development, and learning. (K, D)
- The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. (K, S)
- The teacher effectively uses verbal (reads, writes, listens, speaks), nonverbal, and media communication techniques with students to foster active inquiry, collaboration, and supportive interaction in the classroom. (K, S)
- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received). (K, S)
- The teacher supports and expands learner expression in speaking, writing, and other media. (K, S, D)
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. (K, S)

4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

- The teacher understands how participation, structure, and leadership promote democratic values in the classroom and understands strategies that make students feel valued in the classroom and the community. (K, S)
- The teacher understands how social groups function and influence individuals, and how individuals influence groups. (K, S)
- The teacher understands the principles of human motivation and behavior, both extrinsic and intrinsic and recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. (K, S, D)
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. (D)
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other. (K, S, D)
- The teacher recognizes the importance of leadership and understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. (K, S, D)
- The teacher recognizes the value of intrinsic motivation to students’ lifelong growth and learning and is committed to the continuous development of individual students’ abilities and considers how different strategies encourage self-motivation. (K, S, D)
• The teacher recognizes that plans must always be open to adjustment and revision based on student needs and changing circumstances. (K, D)
• The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. (K, S, D)
• The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them. (K, S)
• The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. (K, S)
• The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry. (K, S, D)
• The teacher uses a range of effective classroom management strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. (K, S, D)
• The teacher exhibits a respectful regard for the needs and success of each student and acts as an advocate for students. (K, S, D)
• The teacher maintains a caring and supportive relationship with students with objectivity, fairness, and respect. (K, S, D)
• The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole. (K, S, D)

**Demonstrating Skills as an Educational Facilitator: THE EDUCATIONAL EVALUATOR**

**The Principle:**

The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.

**Key Attributes:**

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

**Indicators of Performance:**

1. The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

   • The teacher understands the characteristics, design, purposes, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. (K)
   • The teacher knows how to select, construct and uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized
tests) appropriate to the learning outcomes and to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies. (K, S)

- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring. (K)
- The teacher understands the purposes of formative and summative assessment and evaluation. (K)
- The teacher realizes the need to use multiple strategies to assess individual student progress. (K, D)
- The teacher understands the role of assessment in designing and modifying instruction and the need for ongoing assessment as essential to the instructional process. (K, S)
- The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others. (K, S)
- The teacher understands and applies technology to facilitate effective assessment and evaluation strategies. (K, S)
- The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning and is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities. (K, S, D)
- The teacher respects the ethical issues related to assessment (e.g., confidentiality, labeling, and use of assessment results). (K, D)
- The teacher appreciates input from parents/guardians and others knowledgeable about the student. (D)
- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves. (S)
- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. (K, S)
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. (K, S)
- The teacher assesses the capabilities and performance of individuals and groups in order to inform the design of instruction that meets all students' needs (cognitive, social, emotional, moral, and physical). (K, S)
- The teacher establishes student assessments that align with curriculum goals and objectives and adjusts instructional plans to improve student learning. (K)
- The teacher uses multiple assessment strategies to determine students' entry skills and establish appropriate curriculum goals and objectives in order to design instruction that meets learners' current needs in each domain and that leads to the next level of development. (K, S)
- The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
- The teacher uses a variety of sources for evaluating teaching and learning outcomes (e.g., classroom observation, information from parents and students, and research). (S)

2. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests). (K, S)
- The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies. (K, S, D)
• The teacher monitors his or her own teaching strategies and behavior in relation to student success, adapting and modifying plans and instructional approaches accordingly. (K, S, D)

3. The teacher adjusts and refines instruction based upon informed analysis.

• The teacher continually monitors and knows when and how to adjust plans based on student responses and other contingencies. (K, S)

• The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (K, S, D)

• The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning. (K, S)

• The teacher and adjusts strategies in response to student feedback. (K, S, D)

**Demonstrating Capacity for Reflective Practice:**

**THE REFLECTIVE PROFESSIONAL**

**The Principle:**

The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

**Key Attribute:**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

**Indicators of Performance**

1. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).

• The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them. (K)

• The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching and is committed to reflection, assessment, and learning as an ongoing process. (K, S, D)

• The teacher is aware of the personal biases that affect teaching and values critical thinking and self-directed learning as habits of mind. (K, D)

• The teacher engages in professional discourse about subject matter knowledge and pedagogy and is committed to seeking out, developing, and continually refining practices that address the individual needs of students. (K, S, D)

• The teacher recognizes the importance of working with professionals, drawing upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. (K, S, D)
• The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (K, S)
• The teacher maintains her/his own well-being in the context of her/his professional life. (K, S)
• The teacher understands and uses self-reflection as a means of improving instruction. (K, S, D)

2. The teacher actively seeks out opportunities to grow professionally.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities) and stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher (K, S)
• The teacher knows where to find and how to access professional resources on teaching and subject matter and actively participates in professional research and dissemination activities. (K, S)
• The teacher understands and recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues as well as the need for professional activity and collaboration beyond the school. (K, D)
• The teacher embraces lifelong learning. (D)
Appendix B – Evaluation and Report Forms

Contents:

Assessment of Performance Rubric

LCSC Education Website Evaluation Forms and Login Procedures for Interns

Evaluation of Intern by On-Site Teacher

Evaluation of Teaching

Internship Reflective Journal Assessment

Portfolio Evaluation Form

Exit Interview

Intern Evaluation of Internship and On-Site Teacher Educator

Intern Evaluation of Internship and LCSC Mentor

On-Site Teacher Educator Evaluation of College Supervisor

Sample Lesson Plan Format

Code of Ethics for the State of Idaho
A Rubric for the Assessment of Performance by the Teacher Candidate
Adopted 10/13/00, LCSC Teacher Education Faculty

Performance, as used below, is defined as any demonstration of knowledge, skill, or disposition made by the teacher candidate. This includes, but is not limited to, course assignments, papers, tests, projects, and field-based activities in which the candidate exhibits her/his level of competence in one or more specified criteria associated with the standards of teaching.

Performances by the candidate, with relation to specific criteria, will be evaluated using the following scale:

4 – Exceptional or Innovative Performance: Beyond that which was required by specifications; Shows extraordinarily effective or innovative application of the knowledge, skills, or dispositions related to the performance

3 – Proficient Performance: Completed to specifications; Shows successful application of the knowledge, skills, or dispositions related to the performance

2 – Developing Performance: Needs further development to meet all specifications at a proficient level; Shows emerging or developing (but not yet proficient) application of the knowledge, skills, or dispositions related to the performance

1 - Inadequate Performance: Shows little or no application of the knowledge, skills, or dispositions related to the performance

O – Performance not made: Work not submitted or failure to make performance

For assessment instruments used for multiple levels of performance, all criteria may be listed. Therefore, it may be necessary to include an option for:

NA – Not Applicable: Criterion not relevant to performance at this time; Performance does not require evaluation on this criterion

At the discretion of an instructor, the scale above may be expanded (e.g., go from 0 to 100 instead of 0 to 4) for the purposes of meeting specific evaluation strategies for a particular course. In this event, it is recommended that the instructor provide a means for the candidate to translate her/his expanded score to the range of categories listed here.
Elementary School Teacher Education
Candidate Evaluation Forms Designated by Program Phases

Phase I

ED214:
- Evaluation of the Candidate’s Performance in a Practicum Experience, [#8] .......................... 2X
ED214 (or ED310, ED316, HLTH215, and RE217):
  - Evaluation of the Candidate’s Dispositions for Teaching, [#7] (Week14) .......................... 4X
- Application to the Teacher Education Program: http://education.lcsc.edu/ed_app/
- Evaluation of the Candidate’s Performance in the Entrance Interview, [#2] .......................... 1X
- Special Notice of Dispositions of the Teacher Candidate, [#11] (if necessary)

Phase II

RE319, SE322, RE325, & ED328
- Evaluation of the Candidate’s Performance in a Practicum Experience, [#8] .......................... 4X
ED/PSYC318, ED/PSYC321, ED323:
  - Evaluation of the Candidate’s Dispositions for Teaching, [#7] .......................... 3X
  - Evaluation of the Candidate’s Progress & Qualifications – Phase II, [#3] (Week10) .......................... 1X
  - Special Notice of Dispositions of the Teacher Candidate, [#11] (if necessary)

Phase III

ED426
- Evaluation of the Candidate’s Dispositions for Teaching, [#7] (Week 8, OSTE) .......................... 1X
  (4X: Mentor; 2X: OSTE)
  (2X: Mentor; 2X: OSTE; 2X: Candidate)
- Evaluation of the Candidate’s Progress & Qualifications – Phase III, [#5] .......................... 1X
ED427:
- Evaluation of the Candidate’s Dispositions for Teaching, [#7] .......................... 1X
- Special Notice of Dispositions of the Teacher Candidate, [#11] (if necessary)

Phase IV

ED429:
- Evaluation of the Candidate’s Dispositions for Teaching, [#7] .......................... 2X
- Evaluation of a Candidate Work Sample, [#16] .......................... 1X
- Evaluation of the Professional Portfolio, [#17] .......................... 1X
- Evaluation of the Exit Interview, [#18] .......................... 1X
- Special Notice of Dispositions of the Teacher Candidate, [#11] (if necessary)

ED427:
- Evaluation of the Candidate’s Dispositions for Teaching, [#7] .......................... 1X
- Special Notice of Dispositions of the Teacher Candidate, [#11] (if necessary)
LCSC Education Website
Evaluation Forms
Login Procedures for Interns

Step 1: Go to the following URL

URL:  https://education.lcsc.edu/info_portal  (Suggestion: Save URL as favorite)

Step 2: It will ask for a name and password. This is a group password into the website.

   User Name:  intern
   Password:  lcns1896  (Lewis-Clark Normal School founded in 1896)

Step 3: Once you are in the portal, you will be give the option of selecting Student, OSTE, Supervisor, or Faculty, you will click on the Student link. This will bring up another request for a user name and password. The first time you enter the following

   User name: This is the first part of your lcmail email address (if your email is fmlast@lcmail.lcsc.edu, you would enter: fmlast)

   Password: Your pin number from the online application to the Education Division

   *If you can’t remember your pin number call Danielle, 208-792-2869, or Dick, 208-792-2081.

Step 4: You should see your information at the top of the screen.

Step 5: Form Name (New Form links in the left column)

   All these are fill and Submit once.

   Dispositions
   Intern will complete 1 each semester, at middle of semester.

   Standards Based
   Intern will complete 2 each semester, early on and one at the end.

   (Please note: if you click on one New Forms links, it creates a record for that form. If you do this and don’t mean to create that form just leave it blank. We delete all the blank records periodically. Your comments and choices are saved when you click the button at the bottom of the form)

   The system will automatically email a notification of the completion of each form to your OSTE and Supervisor with a link to that form.
When your OSTE or Supervisor fills out a form, the system will email you a link to that form. Click on the link. Sign into the website. At the bottom of the form you will find the following:

- Checking the box below reflects that you have reviewed this evaluation form and not necessarily agreement with the response on the form.
- I have reviewed this evaluation.

After you review the online form, mark that you have reviewed it. The system will then email a notification to your OSTE and Supervisor that you have reviewed the form on that date when you click the button at the bottom of the form.

If you have any questions please e-mail (dshed@lcsc.edu) or dsdice@lcsc.edu

**Please Note**

This handbook includes samples of all the forms found on the LCSC Education Website’s Info-portal. The information is the same but the display will be different because it is in a website format.
EVALUATION OF THE TEACHER CANDIDATE: DISPOSITIONS FOR TEACHING

Candidate's Name ___________________________  School Site ___________________________
Evaluator ___________________________  Date ___________________________

Scale: 4—Exceptional or Innovative; 3—Proficient 2—Developing 1—Inadequate 0—Not Observed

A. Positive and Productive Work Habits

1. Is punctual and regular in attendance ................................................................. 4 3 2 1 0
2. Works efficiently and manages time well ............................................................. 4 3 2 1 0
3. Consistently submits work in a timely fashion .................................................... 4 3 2 1 0
4. Puts forth the necessary effort to succeed ............................................................ 4 3 2 1 0
5. Works carefully and professionally ..................................................................... 4 3 2 1 0
6. Accepts responsibility ......................................................................................... 4 3 2 1 0
7. Demonstrates initiative and independence .......................................................... 4 3 2 1 0
8. Displays appearance, attire, and habits appropriate to the professional environment ................................................................. 4 3 2 1 0

B. Proper Interpersonal Skills

1. Is respectful of the needs, ideas, and opinions of others ....................................... 4 3 2 1 0
2. Develops a positive working relationship with others ........................................... 4 3 2 1 0
3. Seeks opportunities to work with young people and regards students in a positive light ................................................................. 4 3 2 1 0
4. Is open to and responds positively to suggestions/criticism/directions .................... 4 3 2 1 0

C. Professionalism and Integrity

1. Displays enthusiasm for her/his content area and teaching .................................... 4 3 2 1 0
2. Maintains proper confidentiality ............................................................................ 4 3 2 1 0
3. Demonstrates honesty, integrity and ethical behavior ........................................... 4 3 2 1 0
4. Fulfills the Code of Ethics for Idaho Professional Educators ................................. 4 3 2 1 0

For any item rated at 1 or 2, please comment:

In what ways has the classroom environment benefitted from this candidate's participation?

Do you recommend that this candidate continue in the program? .................................... ☐ Yes ☐ No

Signature of Evaluator ___________________________  Evaluator's Title/Position ___________________________  Date ___________________________

Evaluation of the Candidate's Professional Conduct - Page 1 of 1 (v 2012a)  ☐ ELEM ☐ SEC ☐ PACE
Special Notice of Dispositions of the Teacher Candidate

A teacher candidate’s potential for success as both a student and a teacher is reflected in the dispositions displayed throughout coursework, field experiences, and other interactions at LCSC. This evaluation is intended to call attention to observed instances and patterns of behaviors that raise a concern about the candidate’s potential for success. This evaluation is meant to initiate appropriate, collaborative, and constructive actions to shape more effective performance.

Candidate Name: _____________________________________________ Date: ____________________

Setting (course, practicum, internship, etc.): _________________________ Semester/Year: _______________

Items marked below indicate observed dispositions that are of concern.

Observations, comments, and recommendations follow below (and on attached pages, if necessary).

Positive and Productive Work Habits

☐ 1. Is punctual and regular in attendance
☐ 2. Works efficiently and manages time well
☐ 3. Consistently submits work in a timely fashion
☐ 4. Puts forth the necessary effort to succeed
☐ 5. Works carefully and professionally
☐ 6. Accepts responsibility
☐ 7. Demonstrates initiative and independence
☐ 8. Displays appearance, attire, and habits appropriate to the professional environment
☐ 9. Other _________________________________________________________________________________

Proper Interpersonal Skills

☐ 1. Is respectful of the needs, ideas, and opinions of others
☐ 2. Develops a positive working relationship with others
☐ 3. Seeks opportunities to work with young people and regards them in a positive light
☐ 4. Is open to and responds positively to suggestions/criticism/directions
☐ 5. Other _________________________________________________________________________________

Professionalism and Integrity

☐ 1. Displays enthusiasm for her/his content area and teaching
☐ 2. Maintains proper confidentiality
☐ 3. Demonstrates honesty, integrity and ethical behavior
☐ 4. Fulfills the Code of Ethics for Idaho Professional Educators
☐ 5. Other _________________________________________________________________________________

Observations, comments, and recommendations:
_____________________________________________________________________________________________

_____________________________________________________________________________________________

Signature of Teacher Candidate Date
[Note: Signature of the candidate reflects receipt of this form and not necessarily agreement with the assessments made.]

Signature of Observer Observer’s Title/Position Date

Follow up; current status (report of actions taken and progress made):

Name_________________________________________Title/Position________Date_________________________
## EVALUATION OF INTERNSHIP PERFORMANCE

### TEACHING A LESSON

**Scoring explanation:** Within each green box below, teacher candidates receive an overall score that indicates the level at which they performed on each of the rubrics below. Check marks within the rubric indicate the justification for that score. Check marks at levels other than that indicated by the overall score reveal traits that were observed but not with sufficient strength to alter the overall score.

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand.</td>
</tr>
<tr>
<td>Basic</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only &quot;going through the motions,&quot; students indicate that they are interested in the completion of a task rather than the quality of the work.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language!</td>
</tr>
</tbody>
</table>

**Danielson 2a. Creating an Environment of Respect and Rapport**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Teacher-student interactions are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
</tr>
<tr>
<td>Basic</td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</td>
</tr>
</tbody>
</table>

**Danielson 2b. Establishing a Culture for Learning**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
</tr>
<tr>
<td>Basic</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only &quot;going through the motions,&quot; students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
</tr>
<tr>
<td>Proficient</td>
<td>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language!</td>
</tr>
</tbody>
</table>
2c. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL FACILITATOR (Danielson 2c: Managing Classroom Procedures)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

- ☐ Much instructional time is lost due to inefficient classroom routines and procedures.
- ☐ There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively.
- ☐ There is little evidence that students know or follow established routines.

- ☐ Some instructional time is lost due to partially effective classroom routines and procedures.
- ☐ The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.
- ☐ With regular guidance and prompting, students follow established routines.

- ☐ There is little loss of instructional time due to effective classroom routines and procedures.
- ☐ The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.
- ☐ With minimal guidance and prompting, students follow established classroom routines.

2d. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL FACILITATOR, CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL (Danielson 2d: Managing Student Behavior)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

- ☐ There appear to be no established standards of conduct, or students challenge them.
- ☐ There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

- ☐ Standards of conduct appear to have been established, but their implementation is inconsistent.
- ☐ The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.
- ☐ Student behavior is generally appropriate.

- ☐ Student behavior is generally appropriate.
- ☐ The teacher monitors student behavior against established standards of conduct.
- ☐ Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

2e. KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR (Danielson 2e: Organizing Physical Space)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

- ☐ The classroom environment is unsafe, or learning is not accessible to many.
- ☐ There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

- ☐ The classroom is safe, and essential learning is accessible to most students.
- ☐ The teacher makes modest use of physical resources, including computer technology.
- ☐ The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

- ☐ The classroom is safe, and students have equal access to learning activities.
- ☐ The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.
### 3a: CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL (Danielson 3a. Communicating with Students)

<table>
<thead>
<tr>
<th>Level</th>
<th>Condition</th>
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<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
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<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

- ☐ a. The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.
- ☐ b. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.
- ☐ c. The teacher's spoken or written language contains errors of grammar or syntax.
- ☐ d. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

### 3b: KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR (Danielson 3b. Using Questioning and Discussion Techniques)

<table>
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<tr>
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<th>Condition</th>
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</thead>
<tbody>
<tr>
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<td>Unsatisfactory</td>
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<tr>
<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

- ☐ a. The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.
- ☐ b. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.
- ☐ c. Only a few students participate in the discussion.

### 3c: CONTENT SPECIALIST, KNOWLEDGEABLE PROFESSIONAL, EDUCATIONAL DESIGNER, EDUCATIONAL FACILITATOR, EDUCATIONAL EVALUATOR, CULTURALLY RESPONSIVE EDUCATOR, REFLECTIVE PROFESSIONAL

- ☐ a. The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.
- ☐ b. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
### Level 1: Fluency

- The teacher makes a minimal or ineffective assessment of the lesson in response to students' questions and interest.
- If impromptu measures are needed, the teacher makes them.
- No attempt to adjust the lesson even when students don't understand the content.
- Teacher feedback does not engage in self-reflection or peer assessment.
- Students assess their own work.

### Level 2: Proficiency

- The teacher accepts responsibility for the lesson.
- Students do not engage in self-reflection or peer assessment.
- Teacher feedback monitors the content.
- Students assess their own work, but the feedback is minimal or ineffective.

### Level 3: Proficiency

- The teacher makes an adjustment of the lesson in response to students' questions and interest.
- If impromptu measures are needed, the teacher makes them.
- No attempt to adjust the lesson even when students don't understand the content.
- Teacher feedback monitors the content and supports student engagement.
- Students assess their own work, and the feedback is regularly used.

### Level 3: Proficiency

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Students appear to be partially aware</td>
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<tr>
<td></td>
<td>Students appear to be aware</td>
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<td></td>
<td>Students do not engage in self-reflection or peer assessment</td>
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<td></td>
<td>Students assess their own work</td>
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<td></td>
<td>Teacher feedback monitors the content</td>
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<td>Students assess their own work, but the feedback is minimal or ineffective</td>
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<tr>
<td></td>
<td>Students assess their own work, and the feedback is regularly used</td>
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<tr>
<td></td>
<td>Teacher feedback seldom monitors the content</td>
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<tr>
<td></td>
<td>Students assess their own work, and the feedback is rarely used</td>
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<tr>
<td></td>
<td>Teacher feedback monitors the content</td>
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</table>

**Using Assessment in Instruction**

Using assessment to measure learning and interaction with students is a critical component of effective teaching. Assessment can inform instruction, guide student learning, and enhance classroom management. Effective assessment practices can also help teachers identify students' needs and adjust their instruction accordingly. Assessment is an essential tool for improving student achievement and ensuring that all students are engaged in the learning process.

**Engaging Students in Learning**

Engaging students in learning requires active participation and interaction. By involving students in the learning process, teachers can help students develop critical thinking skills, improve their understanding of the material, and build confidence. Effective engagement strategies can include group work, discussions, and other interactive activities that encourage students to think, learn, and apply what they have learned.

**Elementary Teacher Education Internship Handbook**

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some awareness

The teacher displays

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The teacher displays

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little

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and is aware of how students learn and of their varied
levels of development for groups of students.
Educational Designer, Educational Facilitator, Educational Evaluator, Reflective Professional.

(Continued on following pages)
EVALUATION OF THE TEACHER CANDIDATE: GENERAL PERFORMANCE BASED ON PROFESSIONAL STANDARDS

Candidate's Name ___________________________ School Site ________________
Evaluator ___________________________ Date ____________

Scale: 4—Exceptional or Innovative; 3—Proficient 2—Developing 1—Inadequate 0—Not Observed

The Dedicated Professional shows care and concern for students and learning; demonstrates commitment to the professional and enthusiasm for teaching and learning; exhibits high ethical and professional standards; fosters appropriate relationships; engages in professional collaboration; demonstrates a proper professional demeanor and displays personal appearance appropriate to the situation; acts in accordance with established school and classroom policies and procedures.

The Knowledgeable Professional understands how students learn, develop, behave, and are motivated to learn; understands how students differ in their approaches to learning; knowledgeable of laws and norms related to educational systems and students’ rights.

The Content Specialist demonstrates sufficient mastery of the content and discipline to offer effective instruction; maintains currency in knowledge of the content area(s).

The Educational Designer selects content appropriate to the students and in accord with the district’s curriculum goals; selects method(s) appropriate to the objectives and students; selects and/or develops a variety of learning resources and strategies appropriate to the content and students; produces thorough lesson plans with proper objectives; recognizes and plans adaptations for the diversity of learners.

The Educational Facilitator communicates clearly with appropriate grammar and vocabulary; displays relaxed confidence; interacts well with students; knows and uses students’ names; effectively motivates students to tasks; demonstrates effective classroom management; stimulates a high level of participation; initiates lessons effectively; effectively communicates learning objectives to students; successfully implements the planned activities; demonstrates effective use of media and technology; accommodates the special needs of students; provides effective and timely feedback to students; provides effective transitions between activities; closes lessons effectively; maintains a positive, supportive, classroom environment for learning.

The Educational Evaluator utilizes appropriate formal and informal techniques to determine the degree of student learning for specified objectives; monitors the effectiveness of the instruction; adjusts and refines instruction based upon informed analysis.

The Culturally-Responsive Educator is knowledgeable of how culture and diverse experience impact student learning and behavior, family and community dynamics, and the mission of social justice. The culturally responsive educator (candidate) understands and embraces this mission while seeking to become more culturally conscious in meeting the needs of all students.

The Reflective Professional continually evaluates the effects of own choices and actions; objectively critiques own performance; reacts positively to constructive criticism; appropriately revises and adapts actions; actively seeks opportunities to grow professionally; maintains own well-being.

Comments:

Signature of Evaluator ___________________________ Evaluator's Title/Position __________________ Date ____________

130) Evaluation of Candidate's Performance by Prof. Standards - Page 1 of 1 (v 2012c) ☑ELEM ☑SEC ☑PACE
Evaluation of the Intern's Progress & Qualifications

Phase III

Intern: ____________________________ Date: _______________________

LCSC Supervisor: ____________________________ Semester/Year: _______________

+ indicates successful completion or adequate fulfillment  ~ indicates revision is needed or task not completed
Required:

☐ Review of the internship environment: First Days of School assignment (from the Wong & Wong text)
☐ Minimum of 250 hours of field experience accumulated
☐ Evidence of Professional Competence document
☐ Journal of Professional Reflections, including Wellness Activities
☐ Assessments of performance from mentor
☐ Assessments of performance from on-site teacher educator
☐ Self assessments - minimum of two
☐ Professional Portfolio (partial development, as assigned)
☐ Candidate Work Sample (group project presented in college setting)
☐ Adaptive Instruction I project
☐ PRAXIS II passed
☐ Motivation and commitment to teaching
☐ Positive reactions to constructive feedback

Professional Development Expectations:

☐ Participation in diversity experiences (as assigned)
☐ Other professional participations (please specify)

Recommendation for Phase IV (continuation of internship):  ☐ Yes  ☐ No

Please attach additional comments as needed.

Signature of Intern: ____________________________________________ Date: ______________

Signature of LCSC Supervisor: ____________________________ Date: ______________

[Note: Signature of the intern reflects receipt of this evaluation form and not necessarily agreement with the responses on the form.]
EVALUATION OF THE INTERN’S REFLECTIVE JOURNAL

Candidate Name: ___________________________ Date: ___________________________

Setting (course, practicum, internship, etc.): ___________________________ Semester/Year: ___________

Directions: Rate the reflective journal for each of the following four categories.

I.  Reflection vs. Reporting
It is understood that interns’ journals will contain a blend of reflection and narrative in connection with important learning issues for themselves and their students. It is also recognized that the proportion of reflection (i.e., serious questions, meaningful conclusions, etc.) to reporting (i.e., descriptions of people, events, activities, etc.) will be elevated in the journals of highest quality.

☐ 4:  Clearly more reflection than reporting
☐ 3:  Approximately equal proportion of reflection and reporting
☐ 2:  More reporting than reflection
☐ 1:  Predominantly reporting, minimal or no reflection

II.  Frequency and Fluency
It is understood that increased frequency (how often) and fluency (how much) contribute to more meaningful, personal discovery and clarification of thought.

☐ 4:  Equivalent of four (4) page-long (8.5”X11” Letter, handwritten) entries or more per week
☐ 3:  Equivalent of three (3) entries per week
☐ 2:  Equivalent of two (2) entries per week
☐ 1:  Equivalent of one (1) or no entries per week

III.  Attention to the Recognized Professional Standards
It is expected that teacher candidates at LCSC actively strive to meet the set of Professional Standards and, further, that interns take responsibility for helping to determine when their experiences provide proof that standards are met.

☐ 4:  Regular goal setting (at least once per week) and reflective documentation with regard to selected professional standards (Standards may be selected by self, supervisor, on-site teacher educator, other college faculty, etc.)
☐ 3:  Frequent goal setting and reference to standards (at least three times per month)
☐ 2:  Semi-regular goal setting and reference to standards (about twice per month)
☐ 1:  Infrequent goal setting and reference to standards (about once per month)

IV.  Attention to Wellness Issues
It is readily apparent that habits of body and mind are important factors in achieving and maintaining overall wellness and that overall wellness is an important factor in exemplary teaching. Interns are expected to list a minimum of four wellness activities per week plus:

☐ 4:  Regular reflection (at least once per week) and/or goal setting with regard to one or more of the following areas as they pertain to teaching: diet, exercise, sleep, substance use/abuse, recreation, spiritual considerations, relationships, etc.
☐ 3:  Frequent reflection and/or goal setting about wellness (at least three times per month)
☐ 2:  Semi-regular reflection and/or goal setting about wellness (about twice per month)
☐ 1:  Infrequent reflection and/or goal setting about wellness (about once per month)
**Evaluation of the Teacher Candidate: Professional Portfolio**

Candidate's Name ______________________________  Date ____________
Evaluator ____________________________________  Semester ____________

The portfolio of professional experience should include evidence that the teacher candidate demonstrates knowledge, dispositions, and skills for each of seven main principles of teaching, in accordance with national, state, and local standards.

This form has been developed to ensure that the portfolio contains sufficient evidence of proficiency in each of these principles. A four-point scale will be used in assessing the evidence provided.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceptional</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Inadequate</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence is both well-described and well-chosen.</td>
<td>Evidence is well-described (i.e. it clearly communicates information sufficient to allow the evaluator to understand the context of the evidence.)</td>
<td>Evidence is well-chosen (i.e. it clearly establishes that the principle is supported by this evidence).</td>
<td>Evidence is neither well-described nor well-chosen.</td>
<td></td>
</tr>
<tr>
<td>Evidence is well-represented (i.e. includes multiple artifacts to support each piece of evidence).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Overall Presentation and Content of the Portfolio:**

- Title page with photo of candidate.................................................................................................................................................................................. ☐ Yes ☐ No
- Table of contents.................................................................................................................................................................................................................................................. ☐ Yes ☐ No
- Résumé................................................................................................................................................................................................................................................................. ☐ Yes ☐ No
- Technology Integration Portfolio................................................................................................................................................................................................. ☐ Yes ☐ No
- Appendix of formal evaluations and other competencies................................................................................................................................................................................................. ☐ Yes ☐ No
- Philosophy/belief statement of learning and teaching................................................................. 1 2 3 4
- Appropriate writing mechanics and spelling................................................................................................................................. 1 2 3 4
- Presentation: organized, neat, interesting, easy to read.................................................................................................................................................................................................
Exhibition of appropriate conduct as a professional: **Dedicated Professional**

The candidate provides clear and convincing evidence that she/he:
- Conducts herself/himself in a manner which show care and concern for children and learning.
- Conducts herself/himself in a manner which shows commitment to the profession of education.
- Exhibits high ethical and professional standards.
- Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

4 3 2 1 Comments:

---

**Knowledge of the foundations of the professions: Knowledgeable Professional**

The candidate provides clear and convincing evidence that she/he:
- The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
- The teacher understands a variety of instructional strategies to create learning opportunities that
  - Support the intellectual, social, and personal development of learners,
  - Encourage positive social interaction, active engagement in learning, and self-motivation, and
  - Encourage students’ development of critical thinking, problem solving, and performance skills.
- The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
- The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

4 3 2 1 Comments:

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**Exhibition of expertise in subject(s) taught: Content Specialist**

The candidate provides clear and convincing evidence that she/he:
- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
- The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

4 3 2 1 Comments:

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**Demonstration of skills as an Educational Designer**

The candidate provides clear and convincing evidence that she/he:
- The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
- The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.
- The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.

4 3 2 1 Comments:
Demonstration of skills as an Educational Facilitator

The candidate provides clear and convincing evidence that she/he:

- The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.

4 3 2 1 Comments:

Demonstration of skills as an Educational Evaluator

The candidate provides clear and convincing evidence that she/he:

- The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
- The teacher adjusts and refines instruction based upon informed analysis.

4 3 2 1 Comments:

Demonstration of skills as a Culturally Responsive Educator

The candidate provides clear and convincing evidence that she/he:

- The teacher demonstrates a willingness to actively engage in reflective self-examination and discovery of his/her own areas of bias, prejudice and limited knowledge with regard to people and groups of differing backgrounds.
- The teacher acknowledges that social justice and democratic ideals are often times overwhelmed by prejudice and discriminatory practices in schools and accepts his/her role as a social change agent.
- The teacher actively seeks out opportunities to move beyond cultural tolerance to cultural consciousness and understands the value of becoming a cultural broker or resource for students.
- The teacher continues to develop a clearer sense of her/his own cultural and ethnic identities.

4 3 2 1 Comments:

Demonstration of reflective practice: Reflective Professional

The candidate provides clear and convincing evidence that she/he:

- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
- The teacher actively seeks out opportunities to grow professionally.

4 3 2 1 Comments
EVALUATION OF THE TEACHER CANDIDATE: EXIT INTERVIEW

Candidate's Name _______________ Date _______________

As a final evaluation of the teacher candidate's professional competencies and as preparation for employment interviews, the candidate will exhibit the oral communication skills and the reflection processes appropriate for an entry level professional.

PROFESSIONAL STANDARDS
Please determine if, during the interview, the candidate accomplished the following as they relate to the standards.

Dedicated Professional: The candidate provided evidence that there was care and concern for learning, commitment to the profession, high ethical and professional standards and relations with school colleagues, parents, and other agencies that support the learning and well-being of all students.

4_____ Exceptional  3_____ Proficient  2_____ Developing  1_____ Inadequate

Comments:

Knowledgeable Professional: The candidate provided evidence that s/he comprehends how both individuals and groups learn, develop, and behave. Motivation and a variety of instructional approaches, including appropriate instructional adaptations, were apparent.

4_____ Exceptional  3_____ Proficient  2_____ Developing  1_____ Inadequate

Comments:

Content Specialist: The candidate provided evidence of sufficient knowledge of the content s/he teaches and a willingness to pursue professional development.

4_____ Exceptional  3_____ Proficient  2_____ Developing  1_____ Inadequate

Comments:

Educational Designer: The candidate provided evidence of the ability to plan effective instructional opportunities for all learners.

4_____ Exceptional  3_____ Proficient  2_____ Developing  1_____ Inadequate

Comments:

Educational Facilitator: The candidate provided evidence of effective implementation of a variety of instructional strategies, effective classroom organization, explicit communication techniques, positive motivation, constructive social interaction, proactive learning techniques, and the ability to foster inquiry, collaboration, and productive interaction.

4_____ Exceptional  3_____ Proficient  2_____ Developing  1_____ Inadequate

Comments:
Educational Evaluator: The candidate provided evidence of the use of appropriate formal and informal assessment strategies and exhibited a capacity to adjust and refine instruction based on those assessments.

4_____Exceptional 3_____Proficient 2_____Developing 1_____Inadequate

Comments:

Culturally-Responsive Educator: The candidate provided evidence of an understanding and embrace of the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences.

4_____Exceptional 3_____Proficient 2_____Developing 1_____Inadequate

Comments:

Reflective Professional: The candidate provided evidence of continual engagement in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

4_____Exceptional 3_____Proficient 2_____Developing 1_____Inadequate

Comments:

INTERVIEW SKILLS

• The intern demonstrated confidence and composure during the interview.

4_____Exceptional 3_____Proficient 2_____Developing 1_____Inadequate

Comments:

• The intern demonstrated the necessary skills to effectively, coherently, and clearly communicate.

4_____Exceptional 3_____Proficient 2_____Developing 1_____Inadequate

Comments:

• The intern demonstrated the ability to listen to, and appropriately respond to, specific questions.

4_____Exceptional 3_____Proficient 2_____Developing 1_____Inadequate

Comments:

Decision (Check one):  ☐ Approved  ☐ Not Approved*

Signatures:
College Mentor / Interview Chair ________________________________
On-Site Teacher Educator ________________________________
On-Site Teacher Educator ________________________________
Division of Education Representative ________________________________
Teacher Candidate ____________________________________________
Other _______________________________________________________

*Plan for Approval (If approval was not given, please give specific activities and due dates for improvement.)

180) Evaluation of the Exit Interview - Page 2 of 2 (v 2012d)  ☐ ELEM  ☐ SEC  ☐ PACE
Lesson Plan Format:

**Daily Lesson Plan Section:**

Each lesson plan in the unit should include the requirements in sections A-K below. **Items with the * may not apply to all lessons.**

**A. Lesson Information:**
- Name of intern(s) _______________________
- Lesson Topic _______________________
- Number of lesson in unit _______________________
- Date Lesson was taught: _______________________
- Grade Level: _______________________
- Class OSTE: _______________________

**B. Materials Needed:**

**C. Lesson Objective(s):**

**D. Language Objective(s)**

**E. Purpose of Lesson (as stated to students at some point):**

The purpose of this section is to generate the wording that will tell the students why they should learn this particular lesson. It should show them its value in terms to which they can relate. Some teachers prefer to state it early, some at the end, or middle. Just don’t forget to state or discuss it.

**F. Copy of daily formative assessment task and instrument used to analyze and tabulate class data.**

The purpose of this is to show the lesson results and make trends in classroom achievement visible. Assessments should be specific enough to show what students do and do not yet know. Instruments may be checklists, check charts, holistic rubrics, analytic rubrics, anecdotal records of student responses or other.

**G. Student work sample copies along with written feedback:**

It is assumed that feedback will be given on all written student work. It is to be specific to both positive and corrective aspects of the work. Copies of three work samples are to be selected to include from today’s lesson, complete with feedback. There should be sample work from a high achiever, a mid level achiever, and a lower achiever.

*H. Culturally-Responsive Design*

State the ways to recognize and to promote inter-culturalism in this lesson.

**I. Lesson Procedure Chart**

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher Action:</th>
<th>Purpose of Teacher Action</th>
<th>Student Actions</th>
</tr>
</thead>
</table>

Page A
| Number of minutes for key stages in lesson | Wording for Lesson beginning, Key explanations, scaffolds, questions, descriptions of activities, closure. Includes differentiation. There should be enough detail here for a substitute teacher to be able to pick up this lesson, study it, and teach it with no guesswork. | Brief phrases that state the reason for key teacher actions. | Brief phrases stating what students will be doing at key points in the lesson |

*J. Instructional Resources*
Describe the media, technologies, and other material resources that will be integrated into instruction
- Describe the resources (and cite their source, as appropriate)
- Describe the function of each medium and technology for both instructor and students
- Describe how and when each of the resources will be utilized and special preparation of the learning environment that are necessary.

Include the media (or a representation of them)
Include a Bibliography of content sources

K. Daily Lesson Reflection:
Each lesson plan is to be accompanied by a written reflection concerning how the daily lesson plan was executed.
It should discuss:
1. Effective instructional skills that were used and how the instruction might have been improved.
2. Effective management skills used and possible improvements.
3. The effectiveness of differentiation that was employed in the lesson.
4. A discussion of actions taken to deepen student understanding during the lesson.
5. The intern’s interpretation of the daily assessment and what should happen next based on the assessment. There should be evidence in tomorrow’s reflections that the next steps were attempted.
Exit Interview

A formal exit interview is required of all interns at the completion of their program. Teams consisting of an LCSC Education Division faculty member, the intern’s faculty supervisor, and an on-site teacher educator will participate in these exit interviews. The college faculty mentor/supervisor is the chair of the exit interview team. Approximately four weeks before the end of the internship experience, if both the college supervisor and on-site teacher educator agree that the intern is demonstrating the competencies expected for certification, the exit interview process will proceed in the following manner:

- The intern will submit a completed portfolio to the college mentor/supervisor.
- When the portfolio has been accepted according to the procedures outlined previously, the chair of the Field Experience Committee will select the additional faculty member of the interview team.
- The intern and college mentor will work together to ensure that a mutually acceptable place and time for the exit interview is arranged.
- Exit interview questions will relate to the internship experience, the content of the portfolio, general questions about theorists and methods, and typical job interview questions.
- The intern will present himself or herself for the exit interview at the time and place agreed upon, answer questions honestly and to the best of his/her ability, and then be excused from the interview room for a short period. The interview team members will review the intern’s responses and vote on whether or not the intern has been successful in the interview demonstrating the ability to meet program standard knowledge, skills, and dispositions.
- The intern will be invited to return to the room and informed of the team’s decision. The intern will then receive a critique by team members to assist the intern in future exit or job interviews.
- The interview team may vote to pass or fail the intern, or to extend or reschedule the interview. The team’s decision to fail the intern may be appealed first to the division chair, and second to the entire division at a regularly scheduled meeting.
All Teacher Candidates at Lewis-Clark State College are familiar with Code of Ethics for Idaho Professional Educators. The latest version can be found online at the link in blue.
Sources of Help and Information

Ms. Wendy Casner  Education Division, Administrative Assistant 208.792.2260  
FAX……………………………………………………………………………….208.792.2820  
Website.................................................................. www.lcsc.edu/education  
Education Division Website Application. ......................... Application  
Education Division Web Forms ……………………http://edudiv.lcsc.edu/forms  

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Dr. Meleah McCulley Literacy.............................................208.792.2891  
msmcculley@lcsc.edu  
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mktompkins@lcsc.edu  
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cadavis@lcsc.edu  
Dr. Rachel Star Assessment..............................................208.792.2078  
rpstar@lcsc.edu  
Richard Stuart, Technologist – Education Division ..........208.792.2081  
rstuart@lcsc.edu  

LCSC Admissions..............................................................208.792.2210  
FAX......................................................................208.792.2063  
LCSC Career Development Services.................................208.792.2313  
FAX......................................................................208.792.2298  
LCSC Controller’s Office..................................................208.792.2202  
LCSC Distance Learning.................................................208.792.2323  
LCSC Registrar..............................................................208.792.2223  
LCSC Registrar FAX......................................................208.792.2429