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

Revised: Spring 2019

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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 Teacher Education as a guide to the professional internship (hereafter referred to as the “clinical 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 clinical internship experience for teacher candidates (interns), on-site teacher educators (“OSTEs” or school mentors), college faculty mentors, and school administrators (principals).
- Describe the qualifications, roles, and responsibilities of teacher interns, on-site teacher educators, college faculty mentors, and school principals.
- Explain the policies, procedures, and criteria for successful completion of clinical internship.
- Provide samples of different forms used during the clinical 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 create great classroom environments and operate using best approaches and practices. Clinical experiences begin with a short observation during the entry-level course, ED 214 Principles of Education, and culminate with a year-long clinical 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 in frequent interactions 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 ethnocultural 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 coursework, 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>
<thead>
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<th>Program Phases</th>
<th>Elementary Candidates</th>
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<tbody>
<tr>
<td>Phase I: Pre-Professional Studies</td>
<td>General Education Core</td>
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<td>Professional Foundations</td>
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<td>Instructional Design, Facilitation, Evaluation Semester</td>
</tr>
<tr>
<td>Phase III: Professional Clinical</td>
<td>First semester of year-long clinical internship with both elementary classroom and campus experiences and learning opportunities.</td>
</tr>
<tr>
<td>Internship I</td>
<td></td>
</tr>
<tr>
<td>Phase IV: Professional Clinical</td>
<td>Second semester of year-long clinical internship which is primarily in elementary classroom settings.</td>
</tr>
<tr>
<td>Internship II</td>
<td></td>
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Clinical Internship Admission Requirements

The following requirements must be met in order to be admitted to Clinical Internship.

- You must be fully admitted to the Teacher Education Program.

- You must have successfully completed all Phase II course work with grades of “B-“ or higher in all Education Division courses (ED, RE, SE, PSYC). If you do not meet this requirement, you may petition to the Elementary Teacher Education Program Coordinator for special consideration. The coordinator will recommend that the petition be approved or denied and will forward the petition for consideration to the Division chair. You may appeal the decision of the chair to the Division...
faculty during a regularly scheduled meeting.

- Participation in the clinical 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.

Before you start Clinical Internship I you must pass all three sections of the Idaho Comprehensive Literacy Course (ICLC) assessment and the 5001 series of the Elementary Praxis exams which include: English Language Arts (ELA), Science, Math, and Social Studies. Before you start Clinical Internship II you must pass all necessary Praxis II exams relevant to your endorsement area, and the Teacher Education Division must have ETS evidence that you have indeed passed all necessary areas of certification and endorsement. In addition, you must have cleared the State mandated background check based on submitted fingerprints.
The Clinical Internship Experience(s)

A Model That Emphasizes Collaboration and Teaming

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

In your last year of college, you 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.

This approach to the clinical internship 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 clinical 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.

Clinical 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 apply the knowledge, skills, and dispositions developed in your college coursework. The clinical 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. Clinical 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.

During the placement selection process, the candidate may express preferences regarding the school, district, and or teacher(s). However, there is no guarantee that these preferences can be fulfilled. Final placement decisions remain with the Division of Teacher Education.
Distant Site Internship

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

Requests for college and school supervision at distant clinical internship sites must be made in writing during the semester prior to the Clinical Internship II experience. All PRAXIS tests must have been passed, as well as passing all three standards of the ICLC and the required state background check, before any request for a distant site clinical internship will be considered by the Elementary Education program team. The rationale for desiring a distant site experience for Clinical 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 clinical internship site. This fee will vary depending on the school district site, availability of mentors, and other factors. The fee will range from a minimum of $600 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 clinical internship is no guarantee that permission will be granted.

Criteria for distant site placements for Clinical 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 Clinical Internship II, the intern must meet all the following criteria (9 bullets below):

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

- Passing scores on all 3 Standards of the ICLC*
- Met the cut score on both the Multiple Subjects Praxis and on the Praxis appropriate for the student’s second content area*
- Shown exceptional success at the field placement (Consistent positive evaluations)
- 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)
- Demonstrated sufficient, meaningful progress toward professional standards
- Shown successful transition to the roles and responsibilities of a teacher
• A qualified site and a qualified OSTE can be identified and are available

• A qualified mentor can be identified and is available

• All fees and costs associated with a distant site placement are borne by the intern (e.g., the cost of the mentor’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)
The Clinical Intern

Responsibilities of the Intern

As you move from the first to the second semester of Clinical 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 school, 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 Clinical Internship you will have the responsibility to:

- Comply with school district requirements for criminal background checks and/or finger printing.
- Dress in a professional manner in line with the culture of the school, generally fitting in at the top end of what is present among teachers in the school and maintain good personal hygiene.
- Report absences to your on-site teacher educator, to college mentors and Elementary Team Coordinator prior to the absence; failure to report an absence may be sufficient cause for removal from the clinical 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 (i.e., limit extracurricular activities, side jobs, etc.). The clinical internship experience will be a full-time commitment and job.

- Develop professional relationships.

- Behave in an ethical manner.

### Expectations During the First Clinical Internship Semester

The following activities are required for interns during the first semester of Clinical Internship:

- Maintain a lucid and thoughtful reflective journal about the clinical internship and associated course work with no less than three entries per week.

- Work with the OSTE and college mentor to plan appropriate teaching opportunities.

- Be formally and informally observed and evaluated during participation in classroom activities.

- Be evaluated during the semester. College mentors will complete at least two evaluations during the semester. School mentors will complete at least two formal evaluations during the semester. You will complete one self-evaluation during the semester.

- Receive successful mid-term and end-of-semester evaluations from the school and college mentors.

- Compile evidence of attainment of program performance objectives for use in the portfolio. At the end of the semester, you will be expected to have no less than five pieces of evidence for your portfolio.
• Develop and present cooperative units that meet all specifications for that content and include emphasis on providing for multicultural teaching/learning.

• Compile evidence using the Competencies Performance Record of ability to meet program performance standards for knowledge, skills, and dispositions.

• Successfully complete an end-of-the semester conference at which your progress in academic work and Clinical Internship as well as in gathering evidence for the portfolio will be discussed.

• Complete all other college course work assignments, activities, and projects as assigned by faculty and mentors.

• 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.

• Pass all required exams and clear background check prior to beginning Clinical Internship II.

Education majors are required to pass the required PRAXIS exam in their major area and the required PRAXIS exam in their secondary area prior to beginning Clinical Internship II. For elementary education candidates this includes Elementary Education: Multiple Subjects (All #5001 - Subtests: Reading/LA #5002 Math #5003 Social Studies #5004 Science #5005) (these must be passed before entering Clinical Internship I), and the required tests for their second content area (endorsement area) before Clinical Internship II. Please speak with your advisor or intern faculty mentor concerning which PRAXIS is required for your endorsement area. To pass the Elementary Education: Multiple Subjects test 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. For special education minors the PRAXIS that must be taken is Special Education: Core Knowledge and Mild to Moderate Application.

Required Activities During the Second Clinical Internship Semester
The following activities are required for interns during the second semester of Clinical Internship:

- Maintain a lucid and thoughtful reflective journal about the clinical internship and associated course work with no less than three entries per week.

- 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.

- Be observed no less than eight times by the college mentor and be formally evaluated no less than two times during the semester.

- Be formally evaluated by the school mentor (OSTE) no less than twice.

- Complete at least one self-evaluation.

- Complete and present a portfolio. At the conclusion of the semester, you will be expected to have no less than two pieces of evidence for each of the eight program standard categories. See pages 39-40 and Appendix A of this handbook for more information regarding the portfolio.

- Receive successful mid-term and end-of-semester evaluations from the school and college mentors.

- Successfully complete an end-of-the semester exit conference that includes you, the on-site teacher educator, the college faculty mentor, and one other representative from the Division of Teacher Education, and your Special Education OSTE if appropriate.

- Complete all college course work assignments, activities, and projects as assigned by faculty and mentors.

- 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.
During the clinical 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 clinical internship may result in an extended clinical internship, inability to continue the clinical internship, or withdrawal from the Teacher Education Program. Clinical 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 Clinical Internship is strongly discouraged.

Minimum Hours Required For Clinical Internship

The minimum total hours of Clinical 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 Clinical Internship and will be required to extend Clinical 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 Clinical Internship to attend job fairs or other professional activities.

When the first semester of Clinical Internship begins in the fall, you are expected to begin Clinical Internship on the first day that the school is open regardless of whether or not the college is in session. You will conclude the Clinical 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 Clinical 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 clinical internship by the college graduation date in May unless an extension is deemed necessary by the college mentor and the Director of Field Experience.

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 Program Coordinator. A phone call is expected before the absence occurs.
Difficulties During the Clinical Internship

One of the major functions of the clinical internship is to ascertain whether or not an intern is suited by temperament, education, and experience to a career in teaching. If your OSTE, College Faculty Mentor, or Seminar professor believe that you demonstrate serious deficiencies that raise the question about your suitability to enter the teaching profession, they will fill out a Dispositions Concern Form and send it to you and to the other two members of your guiding group, as well as to:

- your Division of Teacher Education Advisor
- the Elementary Teacher Education Coordinator
- the Director of Field Experience

A meeting will be scheduled with you and all of the recipients of the Dispositions Concern, and any other relevant parties (i.e. school principal). The meeting will be to discuss the concerns with you, suggest possible remedies, and create a remediation plan with goals to be accomplished within a specific time frame. Additional teachers, administrators and/or college mentors may be asked to observe you. If the concern is not resolved by the end of the time frame, your Division of Teacher Education Advisor will reconvene the group and discuss possible actions to be taken. These include extending the clinical internship, placement at another site, removal from Clinical Internship to give you the opportunity to remedy the deficiencies, or permanent removal from Clinical Internship and advising you about alternative career choices. If you are removed from Clinical Internship, you must wait at least one full semester before applying for another Clinical Internship placement. In the event that irreconcilable difficulties arise during the second placement, you will not be assigned to a third clinical internship. Before assignment to a second clinical internship, you must demonstrate to the satisfaction of the Division of Teacher Education faculty that all deficiencies have been removed. Appeal of the committee’s decision may be made to the Division chair.

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 steps (in order) until the situation is resolved:

1. A meeting with the faculty member or individual with whom the complaint is addressed.

2. A meeting with the Elementary Education Program Coordinator and the intern’s academic advisor.
3. 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, consider 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 no, 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 the members of your guiding team (your OSTE, your college faculty mentor, your seminar faculty member, and/or academic advisor). 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 college faculty mentor a second time before going to the person serving in the role of Elementary Education Program 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 clinical internship is to prepare professional future teachers by providing appropriate experiences and support for each LCSC intern. Experiences will differ for each intern.
Clinical Internship Activities

Observation

The primary purpose of observation is to improve your instructional capacities. Observation implies an analytical frame. The process of watching is focused on the discernment and consideration of, plus reflection on, teaching practices.

For the initial, watching segment of observation, you can use:

- **Wide-field perspective:** Start without presuppositions or targets to seek but detect themes and points of focus as they emerge. Once they do, become systematic about discerning the markers of the things you see repeated or the variations.

- **Targeted/Close-in perspective:** Start with a pre-determined set of questions, goals, or categories of performance for which you are observing. This can get quite specific. For instance, you can use checklists with polar categories, word/phrase counts, or speaking-order counts. Or you can simply have targeted questions for which you are seeking the answer. For instance, “How does the teacher respond to a single student distracting others?”

In either case, take notes so that you have a forum for consideration and reflection.

For consideration, re-read notes that you took and think about what you saw in terms of what you have learned in your program and in comparison/contrast to other models you have witnessed. What are the reasons – the hows and the whys – for what you witnessed? Suspend judgment until the reflection phase. Good consideration makes a synthesis, a new picture of what you were seeing, and brings out richer, more varied evaluative possibilities.

Reflection is where you finally evaluate in terms of your own intended practice. How would you emulate what you saw or vary from it and why?

Another purpose for observation is to discern the varying forms of student behaviors, when they occur, and how they enhance or distract learning (e.g., 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.
Sample Targeted/Close-in Questions

The Purpose of the Lesson
- Are lesson objectives connected to the standards?
- Is the purpose of the lesson clear to the intern and/or students? Does the teacher use direct method to explicitly tell/show students the objectives, or does s/he use dialogic method to let the purposes emerge (or neither)?
- Can the intern discriminate between activity descriptions and learning objectives?

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

Motivation
- What motivations were employed for the lesson (remember ed psych material on different motivation theories/practices)?
- Did it challenge the students? In what way?
- Was differentiated instruction utilized? In what way(s)? (Think about different learning styles as well as students who need more support or more challenges.)

Questioning
- How many lower-level questions (recall, identification, yes/no) questions vs. higher-level questions (application, analysis, synthesis, creativity) were asked during the hour?

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Higher Level</th>
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- Was there a purposeful pattern to use of different question levels?
- What were the three-four agent speaking order patterns during the hour?
  (e.g.: Teacher Initiate {tI}, Student Responds {sR}, Teacher Evaluates response {tE}.
  Or: Student questions {sQ}, Teacher Responds {tR}, other student responds {s2R})
- What were some examples of questions that
• elicited dialogue with the students,
• made them think through a problem/question
• see a relationship

Problem-Solving/Constructivist Approach

• 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?
• What tech was used presentationally? What tech was used by the students themselves?
• What was the value-added from employing the technology?
• Was there value-subtracted from employing the technology?

Rapport

• What evidence was there that the teacher was really communicating with the students?
• How much is the teacher talking at the students?
• What evidence of culturally responsive/respectful methods in teacher-student interactions was observed?
Summarizing/Follow-up/Closure

- Was there a good summary of what students had learned at the end of the lesson?
- Any attempt to determine, with student input, what they still did not understand?
- What did the teacher give the students to anticipate in the next lesson?
- Did s/he suggest any follow-up activities?

The above 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 curriculum 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 Teacher 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 students, 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. 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 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 must also 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 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 Clinical 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 (standards) of professional competence are titled:

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

Procedure

Interns will divide their portfolios into the following sections (in the order below):

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 standards
   a. Provide the definition for each standard
b. Provide two pieces of evidence for each standard, of which one piece of evidence may come from the first semester of Clinical 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 the standard.

6. All formal evaluations gathered from Clinical Internship I and II

7. Appendices

Items that the intern would like to use for evidence should be placed into the appropriate section for each standard. Other items that may be of value should be placed into the appendix (e.g., Praxis and ICLC scores).

**Evaluation of the Portfolio**

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

Idaho Comprehensive Literacy Course

The state of Idaho mandates a literacy assessment for pre-service teachers. It is required for elementary teacher certification. This test is offered at LCSC each semester. All three components (standards) must be passed before entering Clinical Internship I. More information will be offered through required classes/coursework that address each of the three standards to help prepare pre-service teachers for success on this assessment.

PRAXIS

Education majors are required to pass the required PRAXIS exam in their major area prior to beginning Clinical Internship I and the required PRAXIS exam in their secondary area prior to beginning Clinical Internship II. For Elementary Education candidates this includes Elementary Education: Multiple Subjects (#5001) and the required test for their second content area. (Please speak with your advisor or intern faculty mentor concerning which PRAXIS is required for you.) To pass the Elementary Education: Multiple Subjects test 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.

Important:

LCSC needs to have an official copy of your Praxis Scores on Record. This information must be sent to the State of Idaho by LCSC's Teacher Education Division in order for Teacher Certification to be reviewed and granted. The Praxis Code for Lewis-Clark State College is as follows (the code need 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 Teacher Education Division office. There will also be a free preparatory event for the 5001 series of the Elementary Praxis advertised and offered each semester.

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 Affairs about strategies and techniques to reduce anxiety (http://www.lcsc.edu/student-affairs/) 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.

Cleared Background Check

Before beginning Clinical 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 Teacher Education Division faculty member, the intern’s faculty mentor, and an on-site teacher educator will participate in these exit interviews. The college faculty mentor is the chair of the exit interview team. Approximately four weeks before the end of the clinical internship experience, if both the college mentor 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 (outlined in order below):

1. The intern will submit a completed portfolio to the college mentor.

2. When the portfolio has been accepted according to the procedures outlined previously, the chair of the Field Experience Committee and/or college mentor will select the additional faculty member of the interview team.

3. The intern, college mentor, and OSTE will work together to ensure that a mutually acceptable place and time for the exit interview is arranged.

4. Exit interview questions will relate to the clinical internship experience, the content of the portfolio, general questions about theorists and methods, and
5. 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.

6. 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.

7. 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 evaluate the clinical internship experience itself in order to provide the Teacher Education Division with information to consider for program revisions.
- 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 clinical internship experience? Why?

• What caused you greatest concern during the clinical 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 clinical internship? Explain.

• With the experience gained from your clinical 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:

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

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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 Clinical 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 Teacher 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 ICLC
- 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 Teacher 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).
On-Site Teacher Educators

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 clinical internship experience (e.g., 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 Teacher Education Division faculty in consultation with school principals.

To qualify you must meet the following criteria:

- Have at least 3 years of successful teaching experience, be up-to-date in your teaching field and committed to career-long professional development.

- Be recognized as an exceptional teacher who demonstrates “best practices” and can serve as a role model for dealing with content and students.

- Show concern, care, and enthusiasm for working with K-8 students.

- Be interested in working with an individual intern and with the college's Teacher Education Program, seeing it as another arena for teaching.

- Have the interpersonal skills to communicate effectively with interns and college mentors in offering evaluation and support.
• 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 clinical internship semester.

• Be interested in collaborating with other educators as a member of a professional learning community (the intern, LCSC faculty mentor, and/or other professionals) and agree to meet as necessary for effective team functioning.

• 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 in-service 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 clinical 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 clinical internship progresses, perhaps one or two lessons a week during
Clinical Internship I and then daily lessons during Clinical 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 clinical internship as well as projecting units to be developed after s/he leaves. By the second semester of Clinical 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 clinical internship.

There are several weeks that interns will be required to present at least one lesson out of each of three units in your classroom (it will be at you, the OSTE’s discretion whether your intern teaches more than one lesson). These occur during four designated “teaching unit” weeks when the interns’ college course work requires them to teach. You should always check the calendar to see when these will be taught. These methods courses will include Fine Arts, Language Arts, Science, and Social Studies and will result in three unit lessons to teach in Fine Arts, Social Studies (combined with a Language Arts component), and Science. These lessons will be scheduled between you and your intern to be taught after each subject’s methods course is through (you will typically have a 2-week period after each methods course to do so). These lessons will be evaluated by the intern’s college mentor and can also be evaluated by the OSTE as part of the formal evaluation requirements.

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. Clinical 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 Clinical 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.

Weeks 7 - 9

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.

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.
Second Semester of Clinical 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 considerable 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 clinical 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 mentor 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.

Sample Plan for a Special Education Intern

Special education Clinical 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 Program (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 mentor to explore any individual objectives specific to the particular intern.
Week 2
The intern assists in planning work for individual students in compliance with the students' IEPs 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.

Assessment
During the entire experience you will give the intern continuous informal oral and written feedback and will complete two to four formal evaluations each semester. During Clinical Internship I, you will complete two Danielson Framework assessments of your intern's teaching, one dispositions of teaching, and one standards-based assessment—all which are to be entered in Watermark Taskstream (see Appendix B). During Clinical Internship II you will complete four Danielson Framework assessments, one dispositions of teaching, and one standards-based assessment. 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 clinical internship experience. It is expected that you will participate in the exit interview.

**Conferencing with the Intern**

Evaluative feedback should be continuous, specific, and cover all performance areas. The on-site teacher educator should schedule a meeting with his/her intern 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.

**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 restroom teachers use, where to make copies, location of books and supplies, etc.

- 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.

- 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.).

- It is suggested that the intern have several "one-shot" lesson experiences before being given the responsibility for a class or subject.

- 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 the intern plan and teach a lesson. Review her/his plan prior to teaching.

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 mentor know. Weaknesses need to be discussed openly among the three of you, so they can be identified, worked on, and improved.

The college faculty mentor 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 or email the LCSC mentor between visits if necessary. The mentor will do frequent observations and conferences during the clinical 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.

We believe that the longer an intern can 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.

The overall goal of Lewis-Clark State College’s Clinical 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.

Serious Problems with the Intern

Problems with placement or progress in the clinical internship experience that become insurmountable by you and the OSTE must be referred by you and/or the College Faculty Mentor via Dispositions Concern (see Appendix B for the Dispositions Concern Form). You and/or the mentor will fill out the form and send a copy to the:

• Intern

• College Faculty Mentor
• Intern’s Division of Teacher Education Advisor
• Elementary Teacher Education Program Coordinator
• Field Experiences Coordinator

A meeting will be scheduled with you and all of the recipients of the Dispositions Concern, and any other relevant parties (e.g., school principal). The meeting will be to discuss the concerns, suggest possible remedies, and create a remediation plan for the intern with goals to be accomplished within a specific time frame. If the concern is not resolved by the end of the time frame, the intern’s Division of Teacher Education Advisor will reconvene the group and discuss possible actions to be taken.

Payment

OSTEs hosting LCSC teacher education interns for a full semester will receive a $100 payment; those hosting an LCSC special education intern for a half semester will receive a $50 payment. In addition, OSTEs hosting an intern for a full semester will receive a 4-credit fee waiver for credits to be taken at LCSC, and any OSTEs hosting an intern for a half semester will receive a 2-credit fee waiver for LCSC. OSTEs will receive a form from the LC Mentor to complete, who will help facilitate the payment process.
The College Faculty Mentor

College faculty mentors (college mentors; other programs often use the title “supervisors” for this role) are faculty members of the Lewis-Clark State College Division of Teacher Education. In some cases, the Division may be required to contract with qualified individuals to mentor interns.

Qualifications

College mentors have:

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

Responsibilities

You are responsible to the intern and on-site teacher educator in facilitating the clinical 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, likely work with a small group of students, or act in some other capacity as a resource during the clinical internship. We encourage this immersive approach to the mentoring process.

- Prior to the clinical internship experience, you will meet with the intern and on-site teacher educator to review the responsibilities of the team. The clinical internship will be reviewed at this time.
- You will visit the intern’s classroom on a weekly basis for formal and/or informal assessment.
- You will access a website for college mentors where you can log your weekly contacts (date, time, location) and enter in any comments if desired.
- You will complete a minimum of six formal written evaluations (four Danielson Frameworks for teaching a lesson, one dispositions for teaching, and one standards-based assessment) for each intern during
the first semester of Clinical Internship, and a minimum of eight formal written evaluations during the second semester of Clinical Internship (six Danielson Frameworks for teaching a lesson, one dispositions for teaching, and one standards-based assessment), in addition to the informal assessments provided on a continual basis. All Danielson, Dispositions for Teaching, and Standards-Based Assessments are to be entered in Watermark Taskstream (see Appendix B).

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

- Problems with placement or progress in the clinical 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.

### Serious Problems with the Intern

Problems with placement or progress in the clinical internship experience that become insurmountable by you and the OSTE must be referred by you and/or the OSTE via Dispositions Concern (see Appendix B for the Dispositions Concern Form). You and/or the OSTE will fill out the form and send a copy to the:

- Intern
- OSTE
- Intern’s Division of Teacher Education Advisor
- Elementary Teacher Education Program Coordinator
- Field Experiences Coordinator

A meeting will be scheduled with you and all of the recipients of the Dispositions Concern, and any other relevant parties (e.g., school principal). The meeting will be to discuss the concerns, suggest possible remedies, and create a remediation plan for the intern with goals to be accomplished within a specific time frame. If the concern is not resolved by the end of the time frame, the intern’s Division of Teacher Education Advisor will reconvene the group and discuss possible actions to be taken.
The Director of Field Experience

The Director of Field Experience assists faculty and program coordinators in recruiting field sites; establishing and maintaining the clinical internship program; serves as a depository for clinical field experiences and Clinical Internship evaluations; collects, analyzes, and reports evaluative data; and arranges distant site Clinical 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:

- **ED 214 placements and fee waivers**
  - Inform school building & district administrators of student placements (could include Interns)

- **Entrance Interviews**
  - Coordinate w/ Division Program Assistant for location and dates/times and #'s
  - Communicate/Schedule interview teams and get scoring reports to coordinators

- **Distant Site placements**
  - Work with interns to ID school; contact and arrange placements (OSTE/Mentor); Communicate with School District administration to gain approval and meet local requirements; visit school site to meet OSTE/ADMIN/Mentor/Intern for Expectations, etc.; fee’s applied
  - If issues arise – work with district/school & intern for resolution

- **Field Experience Agreements maintained/updated**

- **ED 214 BBQ/Social Student-Advisor event: schedule and facilitate**

- **Work with Chair, ELEM/SEC Coordinators if/when student issues arise to facilitate due process**
• Represent Teacher Education Division with various school district and campus entities – as determined with Chair

• Reports as needed for CAEP and State DOE

• Help coordinate location of Welcome to Program social and Graduation Social

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 extra-curricular 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 mentor immediately.
Directory

Teacher Education Division, Ms. Jordan Farrington, Administrative Assistant .......................................................... 208-792-2260

FAX .......................................................................................................................... 208-792-2820

Website .......................................................................................................................... http://www.lcsc.edu/education/

Division Chair, Dr. Mark Haynal .................................................................................. 208-792-2237

Division Program Assistant/PACE Program Assistant, Mr. Casey Huffaker .................. 208-792-2553

Director of Field Experience, Mr. Bill Hayne ............................................................ 208-792-2080

Coordinator: Elementary Teacher Education, Mrs. Christina Brando-Subis .............. 208-792-2836

Coordinator: Secondary Teacher Education, Dr. William Gregory Harman ............ 208-792-2093

Coordinator: Elementary/Secondary PACE, Dr. Royal Toy ................................. 208-792-2730

LCSC Career Development ......................................................................................... 208-792-2313

Lewis-Clark State College
Division of Teacher Education
500 8th Ave.
Lewiston, ID 83501

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Appendix A – Standards and Indicators

Contents:

Philosophy
Professional Standards
Indicators
Principles and Standards for the LCSC Teacher Education Program

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.

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.
Exhibiting Appropriate Conduct as a Professional:

**OBJECTIVES:** Each teacher candidate will demonstrate:

**Knowledge (K)**
- Of the Nature of Learning
- Of Effective Ways of Teaching
- Of All Subjects Taught

**Skill (S)**
- As an Educational Designer
- As an Educational Facilitator
- As an Educational Evaluator

**Dedication (D)**
- 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

**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

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)

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)

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)

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
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, family 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 how social groups function and influence people, and how people influence groups. (K, D)

- 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)

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. (K, S)

• 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)

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.

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.

Indicators of Performance

- 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)

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

- 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)

• 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)

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

• 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)

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

• 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)
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.

- 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, care taking 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
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)

- 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)

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.

**Indicators of Performance**

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)

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 consider 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)

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

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

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• 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)

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)

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)

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, knowing 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)

• 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

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. (K, S)

- 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)

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)

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 monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly. (K, S, D)

- 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

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)

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 (2 versions)

Clinical Internship Reflective Journal Assessment

Portfolio Evaluation Form

Exit Interview

Intern Evaluation of Clinical Internship and On-Site Teacher Educator

Intern Evaluation of Clinical Internship and LCSC Mentor

On-Site Teacher Educator Evaluation of College Mentor

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

0 – 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 clinical experience, [#8]……………2X

ED214 (or ED310), ED316, HLTH215, RE 217:
- Evaluation of the Candidate's Dispositions for Teaching, [#7] (Week14)……………4X
- Application to the Teacher Education Program:
  http://www.lcsc.edu/education/teacher-education/program-application/
- 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 Clinical 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 15, OSTE, Intern, & Mentor) .................................................. 3X
- Evaluation of the Intern's Performance – Teaching a Lesson, [#12].................6X (1X: Mentor; 1X: OSTE)
- Evaluation of the Candidate's Progress & Qualifications – Phase III, [#5]......1X
- Evaluation of the Intern’s Reflective Journal, [#15]........................................1X
- Evaluation of the Professional Portfolio (required components for Clinical Internship I)................................................................................1X
- Evaluation of the Performance-Based Assessment (PBA) [OSTE and Mentor]...2X

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] OSTE, Intern, and Mentor..............................................................3X
- Evaluation of the Intern's Performance – Teaching a Lesson, [#12].............2X (1X: Mentor, 1X: OSTE)
- Evaluation of the Intern's Reflective Journal, [#15].................................1X
- Evaluation of the Performance-Based Assessment (PBA) [OSTE and Mentor]...2X
- Evaluation of the Professional Portfolio, [#17]............................................1X

Page 5 of Appendix B
- 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)

Evaluations in Table Form for Assessments Completed During the Year-Long Internship

<table>
<thead>
<tr>
<th>Elementary Internship 1 (ED 426) First Semester</th>
<th>Elementary Internship 2 (ED 429) Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCSC Mentor:</td>
<td>LCSC Mentor:</td>
</tr>
<tr>
<td>1 Danielson Evaluation of a Lesson (via Taskstream at suggested mid-term)</td>
<td>1 Danielson Evaluation of a Lesson (via Taskstream at suggested mid-term)</td>
</tr>
<tr>
<td>1 PBA evaluation (via Taskstream at end of semester)</td>
<td>1 PBA evaluation (via Taskstream at end of semester)</td>
</tr>
<tr>
<td>1 Dispositions Evaluation (via Taskstream at end of semester)</td>
<td>1 Dispositions Evaluation (via Taskstream at end of semester)</td>
</tr>
<tr>
<td>Intern: 1 Dispositions Evaluation</td>
<td>Intern: 1 Dispositions Evaluation</td>
</tr>
<tr>
<td>OSTE:</td>
<td>OSTE:</td>
</tr>
<tr>
<td>1 Danielson Evaluation of a Lesson (via Taskstream at suggested mid-term)</td>
<td>1 Danielson Evaluation of a Lesson (via Taskstream at suggested mid-term)</td>
</tr>
<tr>
<td>1 PBA evaluation: <strong>performance portion only</strong> (via Taskstream at end of semester)</td>
<td>1 PBA evaluation: <strong>performance portion only</strong> (via Taskstream at end of semester)</td>
</tr>
<tr>
<td>1 Dispositions Evaluation (via Taskstream at end of semester)</td>
<td>1 Dispositions Evaluation (via Taskstream at end of semester)</td>
</tr>
</tbody>
</table>

*The intern will complete the Dispositions Evaluation as a final first in Taskstream, then it releases to Mentor and OSTE to complete their evaluations.
*Danielson Evaluations for lesson evaluations are also completed in Taskstream. You can find the rubric for this evaluation in Taskstream as part of the evaluation assignment. Interns need to release this assignment to their Mentor and OSTE prior to the actual evaluation.
LCSC Teacher Education Website
Evaluation Forms

Login Procedures for Interns

Clinical Intern 1 and 2 Interns will be granted access to a website for ED 426 and ED 429 information, as well as Taskstream directions (also detailed below) to enter evaluations and assignments. This site also contains a calendar updated each semester, announcements, etc. Please note that changes will be frequently made, and the calendar updated as needed, so check the website frequently when access is granted.

Accessing Taskstream

Go to: https://login.taskstream.com/signon/

![Taskstream Login Page](image-url)
If this is your first time on Taskstream and you forgot and/or did not get a password, please click on the link under Sign in, “Forgot Login” and enter your Username. Your Username is your full email address. Taskstream will email you a new password. If you do not receive the new password quickly, please check your Junk Mail.

When you access your Taskstream account you will see either an Elementary Education box or a Secondary Education box. To find a list of classes that you will submit your assignment to, please click on either the words Elementary Education or Secondary Education.

After clicking on your program, you will come to a screen with all the classes that have a Taskstream assignment.
Elementary Education:

You will see all the classes on the left-hand side of the screen. Under the class number is the assignment. If you click on the assignment name it will take you to a screen that allows you to submit your assignment. Depending on how the Instructor wanted the page set up, you may submit through an attachment, video or some other option which will be seen across the top of the submission page. See below:
After submitting it will bring you back to this page where you will see a submit button. Click on this button and it will take you to a page that will have a list of Evaluators:
Are you sure you want to submit Adaptive Lesson Plan (of SE 322) for Evaluation?

Your work will be locked and no further edits will be possible.

Select an evaluator:

- Asbury, Chelcie
- Badger, Kelsie
- Baerlocher, Debbie
- Baker, Kathy
- Bartosz, Andrea
- Beckman, Warren
- Bowen, Cheryl
- Bozzuto, Dani
- Call, Clint
- Carpenter, Anna
- Castellaw, Shauna
- Coursey, Linda
- Cruthirds, Cindy
- Cunningham, Ann
- Demco, Cody
- Derrah, Teddi
- Davis, Christa
- Dietz, Marilou
- Doering, Sandra
- Donart, Alaina
- Doty, Michelle
- Edmonds, Jennifer
- Ferguson, Lori
- Finnell, Becky
- Fisher, Virginia
- Fiorian, Jessica
- Franz, Stacy
- Frei, Melissa
- Frei, Sheila
- Funkhouse, Cathy
- Gaddie, Dinah
- Garrison, Samenda
- Genoway, Melinda
- Giannini, Cristina
- Goodheart, Jan

Submit for evaluation
You will pick the Evaluator and then click the “Submit for Evaluation” Button

If you have any problems with submitting assignments or navigating Taskstream, please contact:
Casey Huffaker
Program Assistant/Taskstream Coordinator
208-792-2553
SGC 212
Division of Teacher Education
cbhuffaker@lcsc.edu

Welcome to Taskstream (Evaluators)

If you are reading this information, it is because you have been asked to be an evaluator for a teacher candidate in the Teacher Education Program at Lewis-Clark State College by using Taskstream. Taskstream is a database that allows students to keep a variety of assignments on and for instructors to complete online evaluations. The link for Taskstream is: https://login.taskstream.com/signon/ Your subscription is being given to you by Taskstream and is linked to your email address as your username. (It will either be the email you use from the school you teach for or from a lcsc email address given to you).

- First you should receive an email from Taskstream that tells you that you have a subscription to Taskstream if you are new to Taskstream.
- If you did not receive the email or you forgot your Username and Password, then there is a “Forgot Login” link you can use.
- If this does not work you can contact Taskstream at help@taskstream.com from your email account that is being used as your username or you can call 800-
311-5656 and press 2 for Support to speak with a Mentoring Services Associate for assistance.

- After you have successfully logged into your Taskstream account you should see either the Elementary Education or Secondary Education DRF program and you will want to click on the program that you are evaluating students in. (DRF) stands for Directed Response Folio which is an Assessment System.
- There is a screen shot of what they look like on the next page.

**Evaluate a program**

The next instructions are useful to use before you click on the program you are in.

- Before you click on the program you are in, you can look up on the right hand side for ?Help link that can also give you information to help you use Taskstream.
• There are FAQ’s and YouTube videos that you may want to look at. The videos are under different headings: Students would want the Student role and Teachers would want the Evaluator role.

As an Evaluator, you will receive an email notice that one of our Teacher Candidate’s has submitted either an assignment to be evaluated or has gone into their account and selected the option that they are ready to be evaluated on their performance in the classroom.

If you are having problems with Taskstream, please do not hesitate to call or email Taskstream or you can contact the Taskstream person for the Teacher Education Division: Casey Huffaker, Program Assistant (208) 792-2553 or cbhuffaker@lcsc.edu

Evaluation Forms

Please Note

This handbook includes samples of all the forms found on the LCSC Teacher Education Website and/or the Clinical Internship website. The information is the same but the display will be different because it is in a website format.
Dispositions

Full Dispositions Evaluation Form

Evaluation of the Teacher Candidate: Professional Dispositions

<table>
<thead>
<tr>
<th>Candidate's Name</th>
<th>School Site or Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

A. Positive and Productive Work Habits

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is punctual and regular in attendance</td>
<td>4</td>
</tr>
<tr>
<td>Works efficiently and manages time well</td>
<td>3</td>
</tr>
<tr>
<td>Consistently submits work in a timely fashion</td>
<td>2</td>
</tr>
<tr>
<td>Puts forth the necessary effort to succeed</td>
<td>1</td>
</tr>
<tr>
<td>Works carefully and professionally</td>
<td>0</td>
</tr>
<tr>
<td>Accepts responsibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrates initiative and independence</td>
<td></td>
</tr>
<tr>
<td>Displays appearance, attire, &amp; habits appropriate to the professional environment</td>
<td></td>
</tr>
</tbody>
</table>

B. Proper Interpersonal Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is respectful of the needs, ideas, and opinions of others</td>
<td>4</td>
</tr>
<tr>
<td>Develops a positive working relationship with others</td>
<td>3</td>
</tr>
<tr>
<td>Seeks opportunities to work with young people; regards students in positive light</td>
<td>2</td>
</tr>
<tr>
<td>Is open to and responds positively to suggestions/criticism/directions</td>
<td>1</td>
</tr>
</tbody>
</table>

C. Professionalism and Integrity

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays enthusiasm for her/his content area and teaching</td>
<td>4</td>
</tr>
<tr>
<td>Maintains proper confidentiality</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates honesty, integrity and ethical behavior</td>
<td>2</td>
</tr>
<tr>
<td>Fulfills the Code of Ethics for Idaho Professional Educators</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
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

_______________________________________   ____________________________
Title/Position  Date  Dispositions Accolade Form
(send to candidate and to candidate's advisor)

Candidate's Name ________________________________________  School Site or
Course __________________

Evaluator ________________________________________________________

Date ______________________

Comment in the fields below for each of the following dispositions/indicators for which you are awarding an accolade

B. Positive and Productive Work Habits

<table>
<thead>
<tr>
<th>Indicator</th>
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</tr>
</thead>
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<td>environment</td>
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<td></td>
</tr>
<tr>
<td>Fulfills the Code of Ethics for Idaho Professional Educators</td>
<td></td>
</tr>
</tbody>
</table>

_________________________ Signature of Evaluator __________________________ |
Title/Position                          Date

---

**Dispositions Concern Form**
*(send to candidate and to candidate’s advisor)*

Candidate’s Name ____________________________ School Site or Course ________________

Evaluator ____________________________________________

Date ___________________________

**Comment in the fields below for each of the following dispositions/indicators for which you have a concern**

### C. Positive and Productive Work Habits

<table>
<thead>
<tr>
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<th>Comments</th>
</tr>
</thead>
<tbody>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
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Demonstrates initiative and independence
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**B. Proper Interpersonal Skills**

**C. Professionalism and Integrity**

| Displays enthusiasm for her/his content area and teaching                  |          |
| Maintains proper confidentiality                                            |          |
| Demonstrates honesty, integrity and ethical behavior                       |          |
| Fulfills the Code of Ethics for Idaho Professional Educators               |          |

__________________________________________________________________

Signature of Evaluator                                      Date

Evaluator’s Title/Position

**Dispositions Remediation Plan**

A dispositions concern has been expressed for ___________________ by ___________________, who serves as the candidate’s _____________. The concern form is attached to this remediation plan. On _____________, a (Candidate) (Evaluator name) (role) (date)
meeting was held with the above-named candidate and evaluator and the candidate’s Division of Teacher Education advisor, _______________________. In that meeting, the following plan was established to remediate the disposition concern(s):

(Advisor Name)

<table>
<thead>
<tr>
<th>Plan</th>
<th>Dates for check/completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Review Meeting</td>
<td></td>
</tr>
</tbody>
</table>

We were present at the remediation plan meeting, understand the nature of the dispositions concern, and agree to the plan, the dates for check and review, and the conditions of success/failure to remediate.

<table>
<thead>
<tr>
<th>Candidate date</th>
<th>Division of Teacher Ed. Academic Advisor date</th>
<th>Qualified Evaluator date</th>
</tr>
</thead>
</table>

***

If the remediation plan has been determined to be ineffective by the advisor and the initial evaluator, the candidate shall be advised to (1) pursue a new remediation plan (w. a new form – 2 total opportunities permitted) or (2) withdraw from the Teacher Education Program. In the case of a decision by the evaluator and advisor to recommend that the candidate withdraw, the
candidate may appeal the case to the Division of Teacher Education Chair for review in consultation with the candidate, the initial evaluator, and the advisor.

***

The preceding plan has been carried out to completion, and the decision of the advisor and evaluator is that:

☐ The candidate has successfully remediated, and the concern for the disposition(s) have been alleviated. The candidate may continue to proceed in the Teacher Education Program.

☐ The candidate has been partially successful in remediation, but an additional plan should be carried out to be sure that the patterns and processes of the disposition improve further or remain adequate (start a new form).

☐ The candidate has been unsuccessful in remediation. The candidate should withdraw from the Teacher Education Program.

______________________________  ______________________________  ______________________________  ______________________________
Division of Teacher Education Academic Advisor   Date   Qualified Evaluator of Candidate   Date
**Teacher Candidate Evaluation**

*(Based upon Danielson Professional Framework for Teaching)*

<table>
<thead>
<tr>
<th>Intern</th>
<th>Subject</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>On-Site Teacher Educator</th>
<th>Field Site/School</th>
<th>LCSC Supervisor</th>
<th>Date</th>
</tr>
</thead>
</table>

**Scale:**
- 1 = Unsatisfactory
- 2 = Basic
- 3 = Proficient
- 4 = Distinguished

Level 4 is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

**Domain 1: Planning and Preparation**

- 1a - Demonstrating Knowledge of Content and Pedagogy
- 1b - Demonstrating Knowledge of Students
- 1c - Setting Instructional Outcomes
- 1d - Demonstrating Knowledge of Resources
- 1e - Designing Coherent Instruction
- 1f - Designing Student Assessments

**Domain 2: Learning Environment**

- 2a - Creating an Environment of Respect and Rapport
- 2b - Establishing a Culture for Learning
- 2c - Managing Classroom Procedures
- 2d - Managing Student Behavior
- 2e - Organizing Physical Space

**Domain 3: Instruction and Use of Assessment**

- 3a - Communicating with Students
- 3b - Using Questioning and Discussion Techniques
- 3c - Engaging Students in Learning
- 3d - Using Assessment in Instruction
- 3e - Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4a - Reflecting on Teaching
- 4b - Maintaining Accurate Records
- 4c - Communicating with Families
- 4d - Participating in the Professional Community
- 4e - Growing and Developing Professionally
- 4f - Showing Professionalism

**Comments**

Evaluator's Title: ____________________________  Evaluator's Position: ____________________________  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 PROGRESS & QUALIFICATIONS

PHASE III

Intern: _______________________________ Date: ________________

LCSC Supervisor: _________________________ Semester/Year: ____________

☐ indicates successful completion or adequate fulfillment
☐ indicates revision is needed or task not completed (please explain in comments)

Required:
☐ Review of the internship environment: First Days of School assignment (from the Wong & Wong text)
☐ Minimum of 250 hours of field experience accumulated
☐ 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)
☐ 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.]
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

Section I Points: _____/25

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

Section II Points: _____/25

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)

Section III Points: _____/25
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)

Section IV Points: _____/25

150) Evaluation of the Intern's Reflective Journal - Page 1 of 1 (v 2018)  ☐ ELEM ☐ PACE

Total Points: ____/25
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.

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<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>Proficient</td>
<td>Developing</td>
<td>Inadequate</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 either well-described or well-chosen.</td>
<td>Evidence is neither well-described nor well-chosen.</td>
</tr>
<tr>
<td>Evidence is well-represented (i.e. includes multiple artifacts to support each piece of evidence).</td>
<td>Evidence is well-chosen (i.e. it clearly establishes that the principle is supported by this evidence).</td>
<td>Competence is not fully demonstrated.</td>
<td>Competence is not demonstrated.</td>
</tr>
</tbody>
</table>
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:

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:

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:

180) Evaluation of the Exit Interview - Page 1 of 2 (v 2012d)
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.)
Lesson Plan Template

Name of Lesson

Standards Addressed
This is a sub-set of the standards gathered for the unit – put the ones here that are addressed in this lesson.

Goal(s)
(see description of goals at unit level)

Note that the goal(s) included here can be pasted from the unit level, or can be just for this lesson, as you see fit. There should be at least one goal, even if the one lesson is only a part of achieving it.

Objective(s)
Format your objectives to include A.B.C.D.:

- Actor = the students,
- Behavior = the action they will take to perform/demonstrate meeting the objective.
  Each objective is a definite, concrete, measurable action.
  Use definite-action, specific verbs (discuss, write, identify, indicate, analyze, etc.)
  Helpful tool: Refer to this Social Learning Systems website for verbs that you can use for objectives, tied to various Bloom’s levels.
  Remember, no big, holistic verbs like “learn” or “understand” – performance words only!
- Criteria/Condition is the format of production of that verb (i.e., “in a two paragraph paper…” “in a ten minute partner-talk…” etc.),
- Degree = how many/much you need to see to rate a success/lack of success in meeting the objective (i.e. “at least three accurate facts…” “a self-made definition that is still correct…” etc.)
Anticipatory Set/Bell Ringer/Hook

Describe what will grab the students’ attention & engagement at the outset, list approximate time taken.

Activity

While the instructions for this are the shortest, this should actually be the largest component of the plan – this is what you actually plan to do with the students. Describe what you are going to do with the students, planned as specifically as possible (remembering that students will not respond as you expect much of the time). The ideal for describing activities is somewhere between a script and an outline. A good guideline is whether a substitute could teach your plan with what you have written. Another piece of advice in design is whether someone could visualize what is happening during the class based upon what you have written.

List approximate time you figure for each component (i.e.: “small group discusses how to answer (7 min))

Adaptations

List the lesson-specific, student-specific accommodations and/or modifications for your two chosen students with learning challenges, Student A and Student B.

Remember: Accommodations are adaptations for which the objective remains the same. Modifications are adaptations for which you have to change the objective.

If your adaptation in this case is a modification, please also list the modified objective(s) for the student.

Assessment

Describe the assessments that you will employ for the lesson (informal and formal, formative and if you are using one for this lesson, summative).

If you are using evaluation criteria or rubric, include those.

If you have assessment prompts/questions, include the instrument.

Materials

This is just the “shopping list” of materials so you know what you need is at hand before actual application of the lesson.
Additional Forms for Interns to Complete

Lewis-Clark State College  Division of Teacher Education
Preparing caring professionals who teach for understanding in communities of learning

Alumni Contact Information and Authorization

We request your assistance to simplify our follow-up efforts: The Division of Teacher Education and Lewis-Clark State College engage in significant and meaningful follow-up studies of graduates. The results attained are used for important accreditation reports and to revise and reform our programs.

Since our graduates frequently move, tracking for surveys becomes difficult. Divisions frequently are required to expend substantial cost to find alumnae.

To assist us, could you please provide (1) a non-LC email that will likely be one you continue to look and (2) contact information for two people who are highly likely to know how to get in touch with you and are the least likely to change their contact information of all the people you know.

Your Non-LCSC Email Address__________________________________________

People who would know how to contact you

1.Name ___________________________ Relationship____________________

Telephone Number _____________ E-Mail____________________________

2.Name ___________________________ Relationship____________________

Telephone Number _____________ E-Mail____________________________
I, ____________________________, hereby authorize the above-
mentioned individuals to release my phone number, address, and email address to the Lewis-
Clark State College Division of Teacher Education.

Signature ____________________________ Date ___________________

Semester of Graduation/Program Completion ______________________

Page 2 of Appendix B
State of Idaho Individualized Professional Learning Plan Form

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

<table>
<thead>
<tr>
<th>Professional Action Plan Goal Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>S Specific Standards-Based</td>
</tr>
<tr>
<td>• Is the goal clearly focused on what is to be accomplished?</td>
</tr>
<tr>
<td>• Why is this goal important?</td>
</tr>
<tr>
<td>• Is it based on the Framework for Teaching (or Framework for Specialist) components and aligned critical attributes?</td>
</tr>
<tr>
<td>M Measurable</td>
</tr>
<tr>
<td>• Can this goal be measured?</td>
</tr>
<tr>
<td>• Will the teacher be able to collect evidence of achievement?</td>
</tr>
<tr>
<td>• Is this goal based upon multiple sources of data?</td>
</tr>
<tr>
<td>A Aligned and Attainable</td>
</tr>
<tr>
<td>• Is this goal aligned to district and school improvement goals?</td>
</tr>
<tr>
<td>• Will resources be available to achieve this goal?</td>
</tr>
<tr>
<td>R Relevant</td>
</tr>
<tr>
<td>• How will this goal enhance teaching/professional practice/craft?</td>
</tr>
<tr>
<td>• How will this goal enhance learning opportunities for students?</td>
</tr>
<tr>
<td>T Time Bound</td>
</tr>
<tr>
<td>• Can this goal be attained within the required timeframe?</td>
</tr>
</tbody>
</table>

- **When**: Provide time frame for goal process.
- **Who**: List the students or staff that will be involved in the goal.
- **What**: List specific area of teaching/student learning that needs to be improved
- **Data Source**: List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

*Example focused upon 1c—Setting Instructional Outcomes, 1e—Designing Coherent Instruction, 2c—Managing Classroom Procedures and 3c—Engaging Students in Learning: During 2012-13 (WHEN), the 6th Grade Teacher (WHO) will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing “high interest” Student Learning Outcome Aligned Core Content bell work (WHAT), as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work (DATA SOURCE).*

**Directions for Goal Setting: Candidates must choose…**

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2)
## Candidate’s Professional Action Plan

<table>
<thead>
<tr>
<th>Domain Two Goal (2a – 2d): Identify Component ______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps/Activities</strong></td>
</tr>
<tr>
<td>(Specific Teacher or specialist Professional Activities that are part of this plan.)</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>(Principal, Staff, PD or Materials)</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>(How will you know if this goal has been accomplished)</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td>(Timeframe for Action Steps/Activities to be Completed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain Three Goal (3a – 3c): Identify Component ______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps/Activities</strong></td>
</tr>
<tr>
<td>(Specific Teacher or specialist Professional Activities that are part of this plan.)</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>(Principal, Staff, PD or Materials)</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>(How will you know if this goal has been accomplished)</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td>(Timeframe for Action Steps/Activities to be Completed)</td>
</tr>
</tbody>
</table>
### Third Goal: Identify Component _____

<table>
<thead>
<tr>
<th>Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)</th>
<th>Resources (Principal, Staff, PD or Materials)</th>
<th>Evidence (How will you know if this goal has been accomplished)</th>
<th>Timeline (Timeframe for Action Steps/Activities to be Completed)</th>
</tr>
</thead>
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*I have reviewed the above Professional Action Plan:*

- Candidate’s Signature: ________________________________ Date: __________________________

- University Representative: ___________________________ Date: _________________________
INTERN EVALUATION OF **LCSC Mentor**

(Circle appropriately): Secondary  Elementary  Special Ed
Intern I ______  Intern II ______

Mentor: ____________________________  Semester/Year: ______________

You are asked by means of this form to personally evaluate your Mentor and your internship experience as it relates to the college.

**4 – Distinguished  3 – Proficient  2 - Basic  1 - Inadequate**

*For each question please circle the scoring evaluation and provide comments if needed*

**PART I**

1. Orientation and preparation for internship provided by Mentor was:

   4  3  2  1

   Comments

2. My internship experience under the guidance of my Mentor was:

   4  3  2  1

   Comments
3. The frequency of my Mentor’s written observations were:

   4 3 2 1

Comments

4. The length of time my Mentor spent observing my teaching experience was:

   4 3 2 1

Comments

5. My Mentor’s apparent attitude toward me was:

   4 3 2 1

Comments

6. My Mentor’s ability to make constructive assessment and guidance was:

   4 3 2 1

Comments

7. My Mentor’s apparent familiarity with the “student internship” experience was:

   4 3 2 1

Comments
PART II

In a few words, answer each of the following questions as objectively as you can.

1. How could your educational program (elementary or secondary) improve your experience as a student intern?

2. How could your LC Mentor improve his/her effectiveness as a ‘mentor’?

3. What was your Mentor’s greatest contribution as a mentor?

4. What was your Mentor’s greatest weakness as a mentor?

5. Any additional comments, recommendations or commendations for your mentor and/or the LC Education program.
INTERN EVALUATION OF ON-SITE TEACHER EDUCATOR

(Circle appropriately): Secondary  Elementary  Special Ed  
                    Intern I  Intern II

OSTE: __________________________  Semester/Year: __________

You are asked by means of this form to personally evaluate your OSTE and your internship experience as it relates to the college.

4 – Exceptional  3 – Proficient  2 - Basic  1 - Inadequate

For each question please circle the scoring evaluation and provide comments if needed

PART I

1. My OSTE was appropriately prepared for my internship experience:

        4  3  2  1

Comments

2. My internship experience under the OSTE’s guidance/mentoring was:

        4  3  2  1

Comments
Elementary Teacher Education Internship Handbook

3. The frequency of my OSTE’s written observations were:

   4 3 2 1

   Comments

4. The length of time the OSTE spent observing the intern was:

   4 3 2 1

   Comments

5. The OSTE’s apparent attitude toward the intern was:

   4 3 2 1

   Comments

6. The OSTE’s ability to make constructive comments was:

   4 3 2 1

   Comments

7. The OSTE’s familiarity with the ‘student internship’ experience was:

   4 3 2 1

   Comments
PART II

In a few words, answer each of the following questions as objectively as you can.

1. How could the cooperating school improve the intern’s experience?

2. How could the OSTE improve his/her effectiveness as a mentor?

3. What was the OSTE’s greatest contribution as a cooperating teacher?

4. What was the OSTE’s greatest weakness as a cooperating teacher?

5. Any additional comments/recommendations/commendations about the overall process of your internship experience
End of Program Survey: Evaluation of The Teacher Education Program
Elementary Education Form

Semester/Year: __________________

Information you provide on this form will be used to assist in the evaluation and design of the program for teacher education at LCSC. An analyses of these data will be made as summaries of groups. You will NOT be individually identified in any summary of the data generated from this survey.

Please provide your student ID number: __________________ Date: __________________

1. Gender: Male [ ] Female [ ] Birth: __________________

2. Year of __________________

3. What was/were your Academic Major(s): __________________
What was/were your license/endorsement area(s): __________________

4. Did you transfer to LCSC? Yes [ ] No [ ]
If yes, how would you compare your previous teacher education program with that of LCSC?
________________________

5. What was the primary reason for choosing the teacher education program at LCSC?
Rank each of the following reasons by writing #1 (Most Important), #2 (second most important), #3 (third most important), etc.

Reputation of Program [ ] Influence of family and friends [ ]
Geographic Location [ ] Only reasonable program available [ ]
Scholarship [ ] Other [ ]
6. What do you consider to be the strength(s) of the LCSC teacher education program?

7. What do you consider to be the weakness(es) of the LCSC teacher education program?

8. What actions might be taken to strengthen the program from which you graduated?

9. Please indicate the ways in which you believe LCSC and the Division of Teacher Education could assist you in your professional career following your graduation.
CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS

Please visit the following website for more information. The 10 principles are also described on this website as well as other important information regarding the code of ethics all Idaho educators are expected to follow.

http://www.sde.idaho.gov/cert-psc/psc/ethics.html

- Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes.

- Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom.

- Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.

- Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice.

- Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.

- Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.

- Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.

- Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with
the local board of education or education agency for the duration of the contract.


- Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles.
References


