Elementary Teacher Education Handbook and Policy Manual

"Preparing Caring Professionals Who Teach for Understanding in Communities of Learning."

Revised: Fall 2024

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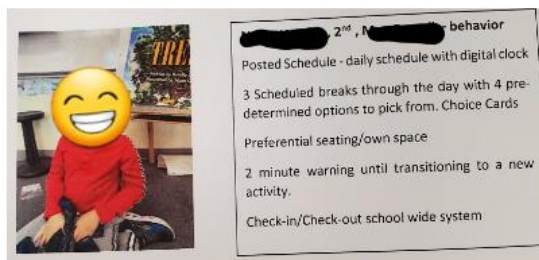
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"A hundred years from now

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 and Mathematics as a guide to the clinical internship 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 for teacher candidates (interns), on-site teacher educators ("OSTEs," our title for cooperating teachers), college faculty mentors (supervisors), and school administrators (usually 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 clinical internship.

The Conceptual Framework for Teacher Education

The Conceptual Framework is a guiding construct for LCSC's Division of Teacher Education and Mathematics that summarizes our philosophy of teacher preparation. 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, skills, 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 work together with students to help them construct their education.

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

The Teacher Education Program is performance-based. Candidates must demonstrate the knowledge, skills, and dispositions specified by the State of Idaho through course work and products, two iterations of a comprehensive performance-based assessment (PBA), a portfolio, and formal program interviews. Our evaluation model operates throughout the four phases of teacher education at the course, program, and division levels.

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.

Program Phases	Elementary Candidates
Phase I: Pre-Professional Studies	General Education Core Professional Foundations
Phase II: Professional Studies	Theoretical Foundations Semester Instructional Design, Facilitation, & Evaluation Semester
Phase III: Professional Clinical Internship I	First semester of year-long clinical internship with both elementary classroom and campus experiences and learning opportunities.
Phase IV: Professional Clinical Internship II	Second semester of year-long clinical internship which is primarily in elementary classroom settings.

Clinical Internship Admission Requirements

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

- The candidate must be fully admitted to the Teacher Education Program.

- The candidate must have completed all Teacher Education Division course work (ED, RE, SE) with a GPA of 3.0 or better, with no grade below C- in Phase I, and no grade below a B- in Phase II.

- If the candidate does not meet this requirement, they may petition to the Elementary Teacher Education Program Coordinator for special consideration. The coordinator will review the petition and take it to a regularly scheduled faculty meeting for consideration. The faculty will vote to either approve or deny the petition and will forward the petition and recommendation for consideration to the Division chair. The candidate may appeal the decision of the chair to the Division faculty during a regularly scheduled meeting.

- The candidate must pass the Praxis 5001 Elementary Education: Multiple Subjects exam series or the Praxis 7811 series which contains the tests for English Language Arts (ELA), Science, Math, and Social Studies.

- The candidate must pass their endorsement area Praxis exam. The Teacher Education and Mathematics Division must have ETS evidence (the testing company that Praxis is offered through) that the candidate has passed the necessary Praxis exams.

- The candidate must clear the State mandated background check based on submitted fingerprints.

- Participation in the clinical internship is dependent upon reaching an agreement with an On-Site Teacher Educator (OSTE) who agrees to work with the candidate.

- If, after starting internship, there are two unsuccessful placement attempts, the intern will meet with their mentor and the Elementary Teacher Education Program Coordinator to discuss the nature of the difficulty and whether or not the intern should continue in the Teacher Education Program. The intern may appeal the decision to the Division chair. The intern may appeal the decision of the chair to the Division faculty.

The Clinical Internship
A Model That Emphasizes Collaboration

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 teachers.

The Clinical Internship—Phases III and IV of the program—occupy the final two semesters of the teacher education program. Clinical Internship should benefit the intern, the OSTE, and the students with whom they work. Over the course of the two semesters the intern will apply the knowledge, skills, and dispositions developed in coursework. The clinical internship provides the intern with mentored experiences in all areas of teacher performance. Should there be evidence that the elementary students, the intern, or the OSTE are not benefiting from the arrangement, the intern may be re-assigned.

Many professional educators believe that clinical experiences are the most important element in professional education. Clinical Internship is a transitional experience aimed at developing initial teaching competence. It provides the intern with opportunities to observe and teach in a realistic, yet supportive environment.

During the placement selection process, the intern 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 and Mathematics.

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 <u>must be made in writing</u> during the semester <u>prior</u> to the Clinical Internship II. All requirements to apply for clinical internship must have been met. The rationale for desiring a distant site experience for Clinical Internship II must be compelling to be approved. Candidates may be assessed a fee to pay for the added expense of college faculty mentoring at a distant clinical internship site. This fee will vary depending on the school district site, availability of mentors, and other factors. The fee (if applicable) could range from a <u>minimum</u> of $400 and can increase from that dollar amount, depending upon the site location. This fee should be part of the intern's decision before requesting a distant site placement. <u>Requesting</u> a distant site clinical internship is <u>no</u> guarantee that permission will be granted.

Additional Criteria for distant site placements for Clinical Internship II:

To be <u>considered</u> for placement in a distant site for Clinical Internship II, the intern must meet <u>all</u> the criteria for clinical internship admission, plus the following criteria:

- The intern must show exceptional success in the Internship I placement

- The intern must show 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 college faculty mentor can be identified and is available

- All fees and costs associated with a distant site placement are borne by the intern

<p align="center"><u>AND</u></p>

<u>One or more</u> of the following circumstances must be demonstrated:

- 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)

Special Considerations for On-Campus to Online Delivery for Clinical Sites

- Clinical Interns will be required to continue delivering instruction with their OSTE even if K-12 institutions transition from on-campus to online delivery.
- During the placement process, the program will only place interns with OSTEs who are willing to continue hosting the intern if and when K-12 instruction transitions from on-campus to online delivery.
- The timeline of when assignments must be completed will be adjusted to encourage interns and mentors to complete as much of the required paperwork as early in the term as possible.

Special Considerations for Interns Acting as Substitute Teachers

For Elementary Intern 1s, subbing is generally not allowed, except in extenuating circumstances, which would need to be approved by the college faculty mentor and Elementary Coordinator, in partnership with the OSTE and school principal to ensure the intern is ready for subbing responsibilities, and that the intern is willing to act in a substitute teacher capacity. Should such approval be granted, the intern:

o should only sub in the classroom they are completing their internship in, and only after at least one month of internship has been completed.

o should be paid and take steps to complete district application/paperwork to be on the district's payroll as a substitute teacher.

o is not allowed to miss any college courses or coursework for their Methods portion of the internship.

o should not substitute for more than 2 times per week, leaving three days during the week for their OSTE to be with them in the classroom, continuing their mentoring and internship responsibilities.

The intern and OSTE should remain in their classroom when the intern is teaching lessons that have a more formal evaluation aspect, such as the Danielson lesson.

·   **Before any subbing requests occur for Intern 1s, the following should serve as a checklist for the intern, OSTE, and School Administrator to consider, which summarizes the above policy considerations:**

- I/my intern have/has completed the district paperwork to be paid as a substitute.

- I/my intern have/has spent one month in my internship.
- I/my intern will not miss any methods classes to substitute.
- I/my intern am/is in good standing in the classroom and school site.
- I/my intern agree to contact my LCSC faculty mentor and let them know I am substituting on this day.
- I/my intern understand I need to go through this list each day I am asked to substitute.

·   For Elementary Intern 2s, subbing is permitted with the following guidelines:

     o The intern should communicate a sub request to their college faculty mentor.

     o The intern should sub in their own classroom in which they are completing their internship in.

     o The intern should get paid, and as such, should take steps to complete district application/paperwork to be on the district's payroll as a substitute teacher.

     o The intern should only sub up to 2 days a week, leaving three days during the week for their OSTE to be with them in the classroom, so as not to miss too many mentoring opportunities from their OSTE. (Extenuating circumstances beyond the 2 days should be discussed on a case-by-case basis with the college faculty mentor and Elementary Coordinator.)

o Subbing should not occur during the intern's 2-week teaching lead, during the first month of internship, or during any lessons in which the intern is being more formally evaluated, such as during the Danielson lesson.

The Clinical Intern

As you, the intern, 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 OSTE 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.

OSTEs 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.

Responsibilities of the Intern

- Comply with school district requirements for criminal background checks and/or fingerprinting.

- 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 OSTE, the college faculty mentor, and the Elementary 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 your OSTEs.

- Conference with your OSTE on a regular basis.

- As directed by your OSTE, 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 (i.e., you should know which of your students are on IEP/504 plans and know their plans in detail).

- Take initiative in seeking help from your OSTE.

- 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 will be a full-time commitment and job.

- Develop professional relationships.

- Behave in an ethical manner.

Assignments During the First Clinical Internship Semester

The following assignments 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 submission when they are due. Send each submission's entries when they are due, to your college faculty mentor.

- Continue (or begin if you have not had a chance to start) working on your Professional Portfolio. See Appendix A of this handbook for more information regarding the portfolio.

In Internship I, you should have completed drafts for 8 of the 13 state standards. There will be checkpoints for submitting drafts to your mentor for feedback throughout the semester.
  - Each standard's draft consists of at least one piece of evidence (documents, images, videos, etc.), plus a description of the evidence and rationale of how the evidence demonstrates the standard (see portfolio prompts, example write-ups, and rubric in Appendix A).

- Complete a Performance-Based Assessment (PBA)
  - Section 1: Planning* completed during Fine Arts Methods course
    - Context information for school and class
    - Unit plan with 3 lesson plans (with one lesson addressing a literacy skill and one lesson implementing student-used technology
    - Commentary

  - Section 2: Performing* completed during Social Studies Methods course
    - One-Three lessons with a literacy component. Video the lesson. Schedule observation (or, as a contingency plan, video review) of this lesson by (1) the course instructor (2) the LC Faculty Mentor from the Teacher Education and Mathematics Division.
    - Commentary

  - Section 3: Assessing* completed during Science Methods course
    - Chart(s)/Table(s) summarizing assessment(s) for diagnostic use for one of the lessons you taught in your unit
    - 3 student samples with feedback to students
    - Commentary

  - Section 4: Reflecting* completed independently at end of semester as a reflection over the whole unit/sections/semester
    - Commentary
  See Appendix B for more information on the PBA.
- Schedule the observation of a lesson for your Danielson Evaluation with your mentor and your OSTE. Provide them with the lesson plan you will use for that lesson in advance. See Appendix C for additional information and documents like the Danielson.

- Successfully complete an end-of-the semester conference with your mentor 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 coursework assignments, activities, and projects as assigned by faculty and mentors.

Assignments During the Second Clinical Internship Semester

The following assignments 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 assigned submission. Send each submission's entries to your college faculty mentor.

- Continue working on your Professional Portfolio.

  o In Internship II, you will have finished all 13 state standards in their final versions.

  o Each standard's write-up consists of at least one piece of evidence (documents, images, videos, etc.), plus a description of the evidence and rationale of how the evidence demonstrates the standard (see portfolio prompts, example write-ups, and rubric in Appendix A).

- Complete a Performance-Based Assessment (PBA) on a singular topic/subject matter this semester
  o Section 1: Planning
    - Context information for school and class
    - Unit plan with 3 lesson plans with one addressing a literacy skill and one implementing student-used technology
    - Commentary

  o Section 2: Performing
    - Teach at least one lesson from the unit (PBA 1). Video the lesson. Schedule observation (or, as a contingency plan, video review) of this lesson by (1) the college faculty mentor and (2) a second evaluator from the Teacher Education and Mathematics Division
    - Commentary

  o Section 3: Assessing
    - Chart(s)/Table(s) summarizing assessment(s) for diagnostic use from the lesson you chose from your unit
    - 3 student samples with feedback to students
    - Commentary

  o Section 4: Reflecting
    - Commentary
  See Appendix B for more information on the PBA.

- Schedule the observation of a lesson for your Danielson Evaluation with your mentor and your OSTE. Provide them with the lesson plan you will use for that lesson in advance. See Appendix C for additional information and documents like the Danielson.

- Complete an exit interview that includes you, your OSTE, your college faculty mentor, and one other representative from the Division of Teacher Education and Mathematics, and your Special Education (or other endorsement area) OSTE if applicable. For the exit interview, please

  o Have completed the intern survey online (send a screenshot of completion page of survey to your college faculty mentor)

  o If the mentor and intern have not already processed the Common Summative Assessment before the exit interview, bring a filled-out self-evaluation using the Common Summative Assessment to help complete and sign the final Common Summative Assessment. (Your mentor should walk you and your OSTE through this process.)

  o If the mentor and intern have not already processed the Individual Professional Learning Plan (IPLP) before the exit interview, bring a filled-out IPLP to review and sign. (Your mentor should walk you through this process.)

During the clinical internship, you are expected to fulfill other 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. Outside employment during Clinical Internship is also strongly discouraged, due to a full time (8am-4pm generally) schedule.

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 (including required LCSC events for clinical interns; you will follow your school's schedule, so may be in the classroom more than 16 weeks, but will be done when the LCSC semester is finished).

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 (on a case-by-

case basis).[1] You must secure permission in advance from your school and college faculty mentors to be absent from Clinical Internship to attend job fairs or other professional activities. Any absences beyond the three days will be considered and discussed by your team on a case-by-case basis.

When the first semester of Clinical Internship begins, you are expected to begin Clinical Internship the first week LCSC is in session. You will conclude the Clinical Internship according to the college calendar, i.e. by final exam week. You will begin the second semester of Clinical Internship on the first day that your host school is open (including teacher professional development days), regardless of whether or not the college is in session. You will observe the holidays of the school, not the college during the second semester. You will conclude your clinical internship by the college graduation date unless an extension is deemed necessary by your college faculty mentor.

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
- Your College Faculty Mentor
- Your Division of Teacher Education & Mathematics Advisor
- The Elementary Teacher Education Coordinator

- 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 faculty 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 and Mathematics 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

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[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. Communication is expected before the absence occurs.

third clinical internship. Before assignment to a second clinical internship, you must demonstrate to the satisfaction of the Division of Teacher Education and Mathematics faculty that all deficiencies have been removed. Appeal of the committee's decision may be made to the Division chair.

Teacher Candidate Grievances

Should you feel you have been wronged or treated unjustly you 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. Meet with the faculty member or individual with whom the complaint is addressed.

2. Meet with the Elementary Education Program Coordinator and your academic advisor.

3. Meet with the Division Chair. If you are still dissatisfied then you 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. Hold conversations about others to a minimum and keep the tone of them positive. 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. 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 they cannot share with you but influences their problem-solving ability.

Professional educators 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. The process of watching is focused on the 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, note patterns or variations you observe, and discuss questions with your OSTE and college faculty mentor if applicable (good for journaling).

- 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 categories, track particular students' or teacher's word/phrase counts, or note how many students are participating during a given timeframe. 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 you and/or students? Does the teacher use direct method to explicitly tell/show students the objectives, or do they use dialogic method to let the purposes emerge (or neither)?

- Can you discriminate between activity descriptions and learning objectives?

Prior Knowledge
- In what way(s) 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?

- Was there a purposeful pattern to use of different question levels?

- What were the three to 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 media or technology used?

- 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 they suggest any follow-up activities?

The above outline could also be used by you to self-evaluate.

Planning

Your OSTE can expect you 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 you are responsible must be based on a formal, intentionally prepared plan. The Teacher Education and Mathematics Division has a common lesson plan format, and believes 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 you, your OSTE, and your college faculty mentor. For example, some teachers or college faculty 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 C.

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 your philosophy of learning

Professional Seminars

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

Exit Exams from LCSC

PRAXIS

Education majors are required to pass the required PRAXIS exam in their major area <u>prior</u> to beginning Clinical Internship I. For Elementary Education candidates this includes Elementary Education: Multiple Subjects (#7001 series). If you do not pass all 4 sub-tests prior to the end of the semester before entering internship, you will need to plan for different courses while you continue to try to pass the Praxis exams. **Beginning FA24, petitions are no longer accepted; all 4 exams must be passed to enter ED 426.**

Education majors are also required to pass the PRAXIS exam in their endorsement area <u>prior</u> to beginning Clinical Internship II. Please speak with your advisor or 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. **No petitions will be considered for entering Internship II; ALL exams must be passed prior.**

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 and Mathematics Division in order for Teacher Certification to be reviewed and granted. The Praxis Code for Lewis-Clark State College is as follows (the code needs to be written on your application for test results distribution to LCSC): 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 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 and Mathematics Division office.

If you do not 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. Click on the following link to access resources: [Student Affairs](http://www.lcsc.edu/student-affairs/) (full link: http://www.lcsc.edu/student-affairs/). Or you can call 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, it is recommended that you 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 your college faculty mentor, your OSTE, and your second evaluator (or an alternate) will participate in these exit interviews. The college faculty mentor is the chair of the exit interview team. Approximately two weeks before the end of the clinical internship, if both your college faculty mentor and OSTE agree that you are demonstrating the competencies expected for certification, the exit interview process will proceed in the following manner:

1. The exit interview team will work together to ensure that a mutually acceptable place and time for the exit interview is arranged.

2. Exit interview questions will relate to the clinical internship, the content of your portfolio, general questions about theorists and methods, and typical job interview questions.

3. You will attend at the time and place agreed upon, answer questions honestly and to the best of your ability, and then be excused from the interview room for a short period. The interview team members will review your responses and vote on whether or not you have passed.

4. You will be invited to return to the room and informed of the team's decision. You will then receive a critique by team members to assist you in job interviews.

5. The interview team may vote to pass or fail you, or to extend or reschedule the interview. You may appeal a failed decision first to the Division chair and second to the entire Division at a regularly scheduled meeting.

6. See Appendix C for sample exit interview questions.

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 and Mathematics Division after all requirements/courses are completed:

- A completed "Application for an Idaho Professional Education Credential" document

- Official transcripts from ALL higher education institutions attended except LCSC (the college will take care of providing LCSC ones)

- Evidence of passing required PRAXIS exams (the college will take care of providing copies of your scores)

- A check or money order for the appropriate State of Idaho application fee

- A completed Common Summative Assessment (completed during Internship II)

- A completed Individual Professional Learning Plan (IPLP)-completed during Internship II

The Teacher Education and Mathematics 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.

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

On-Site Teacher Educators (OSTEs)

OSTEs demonstrate effective ways of interacting with students. OSTEs take personal responsibility for their interns' success, acting as guide, facilitator, and encourager. OSTEs influence the teaching confidence of their interns, and gaining confidence is a prerequisite for a successful clinical internship (e.g., Cruickshank and Kennedy; 1977).

A broad definition of the OSTE's job, suggested by Copas (1984) states, "The job of [the OSTE] is to help your intern develop a deep and meaningful concept of teaching, to help the intern analyze the many facets of teaching, to provide your intern with sources and resources, and to encourage your intern's unique teaching behavior."

Selection

Careful consideration is given to the selection of OSTEs. Qualified, capable teachers who wish to assume the responsibilities of guiding an intern are selected based on recommendations from peers and Teacher Education and Mathematics Division faculty in consultation with school principals and district placement directors where applicable.

To qualify, OSTEs must meet the following criteria:

- Have at least 3 years of successful teaching experience, be up to date in their 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 (as selected by their principal and evidenced by their annual performance reviews with scores consistently in the 3s and 4s).

- 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 faculty 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 intern's questions, provide needed guidance, and complete and share formal and informal assessments with them.

Working With Interns

- OSTEs should orient and prepare their 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.

- Discuss access to cumulative records and other student data with the intern and introduce them to other faculty and building personnel.

- Faculty meetings, P.T.A. functions, parent conferences, and in-service events can be scheduled into the intern's 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 as a team-teaching effort, OSTEs can minimize the stress of transition to classroom life. The intern is meant to be an asset; OSTEs' students should benefit from having two adults in the classroom. For instance, the intern can free the OSTE to work with smaller groups or to give more individualized instruction. They 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 OSTEs will share plans, pointing out the sequences of instruction and given routines for each day and week. The 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. They should be a team member who knows how to follow and how to lead when asked. They should always discuss their plans well in advance and react positively to OSTEs' suggestions and advice. OSTEs have a right to expect detailed lesson planning from interns. All plans should be submitted to OSTEs at least one day in advance of teaching. Though this format is not required, a recommended lesson plan format can be found in Appendix C.

- OSTEs should acquaint their intern with yearly plans, reviewing material presented prior to their clinical internship as well as projecting units to be developed after they leave. By the second semester of Clinical Internship, planning should be a cooperative activity. OSTEs will give their interns the responsibility of planning, developing, delivering, and

evaluating instruction for several weeks during the clinical internship.

During Internship I, there are several weeks that interns will be required to present at least one lesson out of each of three units in the OSTE's classroom (it will be at the OSTE's discretion whether their intern teaches more than one lesson). These occur during designated "teaching unit" weeks when the intern's college course work requires them to teach. OSTEs 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 unit plans or lessons to teach in Fine Arts, Social Studies (combined with a Language Arts component), and Science. These lessons will be scheduled between the OSTE and their intern to be taught after each subject's methods course is through (there will typically be a 2-week period after each methods course to do so). These lessons will be evaluated by the intern's college faculty mentor and can also be evaluated by OSTEs as part of informal evaluation/feedback requirements.

When should interns assume responsibility in the classroom?

These guidelines are suggestions. 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, they should be given responsibilities only when their OSTE is convinced that they are ready. Giving the intern total responsibility when they lack 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. Some are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. OSTEs will find themselves adjusting to interns' different needs and abilities just as they do to the students in their own classes. If, however, the intern is not taking hold as their OSTE thinks they should be, please let the college faculty 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 the team and is as supportive of the intern as the OSTE is. They serve as a facilitator and a second source of evaluation for the intern, so please do not hesitate to call or email them between visits if necessary. The college faculty mentor will do frequent observations and conferences during the clinical internship. However, it is the OSTE's feedback that is going to be most important to the intern because OSTEs 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.

Suggestions for an Elementary Teacher Intern

The following are suggestions for OSTEs on how to involve their intern in the classroom. These are only suggestions. Each intern will differ in their confidence, abilities, and knowledge. The OSTE, intern, and college faculty mentor will work together to provide an experience that will benefit the children in the classroom, assist the OSTE, and support the development of the intern.

First Semester of Clinical Internship (Requirements and Suggestions for OSTEs)

Weeks 1 - 2

Familiarize your intern with your school, its policies, and procedures. 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. Introduce them to your students, other faculty members, the principal, the librarian and the counselors. Your 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. They observe as you and other teachers teach. While your intern is observing at the beginning, you can help them by focusing their observation (i.e., "I want you to look for…"). Your intern and you begin short- and long-term planning. They get acquainted with students and learn names, attend school functions, and participate in school activities and school meetings.

Weeks 3 - 6

Your 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. It is suggested that your intern have several "one-shot" lesson experiences before being given the responsibility for a class or subject. When children are completing assignments, they will assist you in providing support for learners.

Weeks 7 - 9

Your intern continues to assume more instructional responsibilities by planning, delivering, and assessing lessons following your models. They continue to provide individualized assistance to students and may take on responsibilities for a group of children in one content area. You and your intern continue to plan for their future involvement. You and the college faculty mentor should share oral and written feedback with your intern on a regular basis.

Weeks 10 - 16

Your intern continues to assume more instructional responsibilities in the classroom. They 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 them so that a team-teaching environment is evident. You and the college faculty mentor will provide your intern with appropriate oral and written feedback. Please remember that your intern's classroom responsibility should allow them sufficient time to successfully complete on-campus commitments.

Second Semester of Clinical Internship

Weeks 1 - 4

Familiarize your intern with your school, its policies, and procedures. 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. Introduce them to your students, other faculty members, the principal, the librarian and the counselors. While your intern is observing at the beginning, you can help them by focusing their observation (i.e., "I want you to look for…"). It is suggested that your intern have several "one-shot" lesson experiences before being given the responsibility for a class or subject. Your intern then adds instructional responsibilities to their workload. They 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 they take on more responsibility for planning. They will have considerable fewer on-campus commitments during this semester.

Weeks 5 - 8

Your intern takes the lead in planning, delivering, and assessing instruction for the entire day. While they are taking over responsibility for classroom instruction, you will act as a team member in the classroom. Your intern will plan and teach the unit they have developed with your support, under your guidance.

Weeks 9 - 16

While team-teaching for the benefit of students is a major objective of the clinical internship, your intern should be allowed some time as the sole instructor in the classroom during the final phase of your internship. 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. Your intern will evaluate both you and their college faculty mentor and submit their portfolio for examination to their college faculty mentor. During the final weeks of the experience, as you resume responsibility, your 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 your intern's overall teaching responsibilities.

Week 1

Familiarization with the school and room - Together, you and your intern will put together a tentative schedule. They will observe lessons being taught, read the Individualized Education Program (IEP) of each student, and learn names. They will begin working with students

individually or in small groups using materials prepared by you. Your intern will meet with the college faculty mentor to explore any individual objectives specific to your intern.

Week 2

Your 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, your intern will assist in planning work for all students who come to the Resource Room. They will visit regular classrooms to observe students' functioning in that setting. Your intern will make note of any suggestions for helping the regular classroom teacher and share those suggestions with you before discussing them with the regular classroom teacher.

Weeks 4 - 5

Your intern will be involved in planning and teaching lessons for all students. They will sit in on any parent conferences possible and will sit in on building referral meetings as appropriate. They will plan special remedial games or activities to meet needs of individual students and discuss their ideas with you before implementing them.

Week 6

Your intern will continue planning lessons and teaching as many of the students as possible, individually or in groups. Your intern can plan evaluation procedures with you to determine their teaching effectiveness of methods being used. Your intern assumes total program responsibility with you as observer, or with you carrying out individual plans designed by your intern. Your intern may be left alone for significant periods of time. Your intern is to be in firm control of lessons and classroom behavior.

Weeks 7 – 8

Your intern will begin to return responsibilities to the SPED OSTE.

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.

Assessment

- Informal: During the entire internship, OSTEs will give their intern continuous informal verbal/written feedback

- Danielson Evaluation: OSTEs will evaluate their intern once during the semester using the Danielson Evaluation instrument. This consists of a rubric with four areas. See Appendix C for the text of the rubrics for the intern's:
  - Planning (Domain 1). While we suggest that this be premised from definite lesson plans, including the one that will be used for the performance demonstration, OSTEs may make their evaluation based upon their more extensive experience with their intern's planning.
  - Performing (Domains 2 & 3), judged primarily from witnessing the intern teach one lesson, which should be a single observation planned so that the OSTE and the College Faculty mentor are seeing the same one. OSTEs may also bring in their experience of observing their intern teach outside of that observed lesson to make their evaluation.
  - Professionalism (Domain 4), judged holistically from the OSTE's experience with their intern.
  - **During Internship II, please note that if the intern is splitting their internship, then the endorsement area OSTE (e.g., special education) will need to complete the Danielson evaluation and NOT the general education OSTE.**

- Performance-Based Assessment (PBA): OSTEs have an option to informally evaluate only *Section 2* of the intern's Performance-Based Assessment. The evaluation, using a single rubric for that section (see Appendix B for the full PBA assignment and all related rubrics) is based upon the intern teaching one lesson that their College Faculty mentor and the second faculty evaluator both observe (but it must not be the same one that is used for the Danielson evaluation). OSTEs would share rubric scores if they choose to use that assessment, and any comments or feedback they have, informally with their intern; this is not a required assessment for OSTEs.

- Common Summative Assessment (**Internship II only**): The State of Idaho requires that interns submit an evaluation of their overall teaching abilities agreed upon and signed by the OSTE, the College Faculty Mentor, and the intern. The form is based upon the Danielson Evaluation rubric. The College Faculty Mentor will facilitate the discussion and the completion of the form in conference with the OSTE and intern.

- Exit Interview (**Internship II only**): An exit interview will be scheduled during the final two weeks of the semester, which will conclude the intern's clinical internship. It is expected that OSTEs will participate in the exit interview.

- College Faculty Mentor and Program Survey: OSTEs will be sent a brief Qualtrics survey at the end of the semester to rate the College Faculty Mentor and the Teacher Education program on various aspects. Please consider completing these surveys so that we can continue to improve as mentors and as a program; these surveys are also helpful for reaccreditation as a program. *If OSTEs serve for more than one semester with the same College Faculty Mentor, they will NOT need to fill out the survey again, unless their views have changed. OSTEs can skip any questions that are not applicable.

Conferencing with your intern as an OSTE

Evaluative feedback should be continuous, specific, and cover all performance areas. You should schedule a meeting with your intern weekly for the purpose of providing specific information about progress and needed change. These suggestions should also be communicated to the college faculty mentor.

The conference provides the opportunity for dialogue and analysis of the complex nature of teaching. The absence of conferences could result in your intern feeling a lack of direction and doing little real reflection. Often conferences will be spontaneous, occurring briefly for a few minutes after a lesson. On other occasions you can offer a written analysis of instruction and management. Daily, informal feedback is key to your intern's progress and success.

Serious Problems with your intern as an OSTE

Problems with placement or progress in the clinical internship that become insurmountable by you and your intern must be referred by you and/or the College Faculty Mentor via Dispositions Concern (see Appendix C for the Dispositions Concern Form). You and/or the college faculty mentor will fill out the form and make sure copies are given to:

- Your Intern
- You
- The College Faculty Mentor
- Your Intern's Division of Teacher Education and Mathematics Advisor
- LCSC's Elementary Teacher Education Program Coordinator

The College Faculty Mentor and the Advisor will arrange a meeting with 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 your intern with goals to be accomplished within a specific time frame. If the concern is not resolved by the end of the time frame, your intern's Division of Teacher Education and Mathematics Advisor will reconvene the group and discuss possible actions to be taken.

Payment

Local OSTEs hosting LCSC teacher education interns for a full semester will receive a $100 payment; those hosting an LCSC intern for a half semester will receive a $50 payment. In addition, OSTEs have an opportunity to enroll (for free!) in 1-2 credits of PD for an Instructional Coaching course through LCSC. OSTEs will receive a form from the College Faculty Mentor or Program Coordinator 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 and Mathematics. 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 or comparable degree or experience/history with the school district.

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

Responsibilities

College faculty mentors are responsible to their interns and OSTEs in facilitating the clinical internship. They are an advocate for their interns and a resource for both their interns and OSTEs. It is possible that a college mentor 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.

For any one intern:

- Prior to clinical internship, the college faculty mentor will meet with their intern and the OSTE to review the responsibilities of the team. The clinical internship will be reviewed at this time.

  For each credit allocated to the mentor's load, they are responsible to devote a total of 1.5 hours per week to the internship over sixteen weeks of the semester (.5 credit's worth for each intern). This includes observing, debriefing, conferencing, reading/responding to journals, and evaluating. For instance, at half a credit, the college mentor could be visiting and debriefing for 1.5 hours every other week, and reading/reviewing/evaluating for 1.5 hours every other week. The actual distribution of these hours is up to the college mentor's professional judgment.

- College mentors will complete the following assessments:

- o **Informal**: During the entire internship they will give their intern continuous informal verbal/written feedback.

- o **Journal Evaluation**: Mentors will provide feedback within a week on journal entries that their intern submits when they are due. The grading is subjective, based on the journal entry guidelines sheet (see Appendix C), with an overall Pass or Fail for Internship II, or a grade to be entered in Canvas out of 100 points/percent for Internship I.

- o **Danielson Evaluation**: Mentors will evaluate their intern once during the semester using the Danielson Evaluation instrument. This consists of evaluating their intern's:

  - ▪ Planning (Domain 1), While we suggest that this be premised from definite lesson plans, including the one that will be used for the performance demonstration, mentors may make their evaluation based upon their more extensive experience with their intern's planning.

  - ▪ Performing (Domains 2 & 3), judged primarily from witnessing the intern teach one lesson, which should be a single observation planned so that the mentor and the OSTE are seeing the same one. Mentors may also bring in their experience of observing their intern teach outside of that observed lesson to make their evaluation.

  - ▪ Professionalism (Domain 4), judged holistically from the mentor's experience with their intern and/or an interview with them over the questions.

See Appendix C for the text of the rubric and a sample tracking sheet that can be used if desired; scores only will be entered into the data tracking database.

- o **Performance-Based Assessment (PBA):** The college faculty mentor will serve as one of the evaluators of the intern's Performance-Based Assessment. The evaluation, using 4 rubrics is based upon the following areas:
  - ▪ Section 1: Planning
    - ▪ Context information for school and class
    - ▪ Unit plan with 3 lesson plans
    - ▪ Commentary

  - ▪ Section 2: Performing
    - ▪ Teach at least one lesson. Video the lesson. Schedule observation (or, as a contingency plan, video review) of this lesson by (1) the college faculty mentor and (2) a second evaluator from the Teacher Education and Mathematics Division. (During Internship I, the course instructor reviews the video/lesson, and mentor is the second evaluator).

- Commentary

- Section 3: Assessing
  - Chart(s)/Table(s) summarizing assessment(s) for diagnostic use
  - 3 student samples with feedback to students
  - Commentary

- Section 4: Reflecting
  - Commentary

o **Professional Portfolio:** There will be several checkpoints/due dates to have particular items completed each semester. Mentors are responsible for viewing the portfolio at each checkpoint and giving their intern feedback within one week. At the end of Internship II, the mentor and the second faculty evaluator from the Teacher Education and Mathematics Division will evaluate the entire portfolio according to a rubric and enter scores into the data collection database.

o **Idaho Teacher Candidate Evaluation form** (a.k.a. Common Summative Assessment (**Internship II only**): The State of Idaho requires that interns submit an evaluation of their overall teaching abilities agreed upon and signed by the mentor, the OSTE, and the intern. The form is based upon the Danielson Evaluation rubric. Mentors will facilitate the discussion and the completion of the form in conference with the OSTE and the intern. The completed, signed form must be returned to the Teacher Education and Mathematics Division office as part of teacher certification paperwork for the state.

o **Individual Professional Learning Plan (IPLP) (Internship II only):** Mentors should work with their interns for them to access the IPLP form (see Appendix C) and complete their 3 professional goals. The mentor and intern will sign off on this form. The completed, signed form must be returned to the Teacher Education and Mathematics Division office as part of teacher certification paperwork for the state.

o **Exit Interview** (**Internship II only**): The college faculty mentor will schedule an exit interview that includes
  - Mentor
  - Intern
  - OSTE
  - The second evaluator (or an alternate) from the Division

during the final week of the semester, or two weeks before the end of the semester, if all paperwork is completed prior, which will conclude the intern's clinical internship. Mentors are responsible for distributing exit interview questions (see Appendix C) and leading the exit interview. Mentors will need to bring along the exit

interview evaluation form to complete (see Appendix C). The form is either returned to the Elementary Program Coordinator or kept by the mentor in their educational records. If the team has not already completed and signed the Idaho Teacher Candidate Evaluation (Common Summative Assessment) and/or the Idaho Professional Learning Plan (IPLP), please bring those documents to the exit interview to be completed and signed as well. Return those documents to the Teacher Education and Mathematics Division office.

- Mentors will be available to their intern and OSTE should problems in communication or instruction occur. Mentors should communicate weekly with the OSTE. Continuous dialogue among the intern, the OSTE, and the mentor needs to take place during each semester.

Serious Problems with your intern as a Mentor

Problems with placement or progress in the clinical internship that become insurmountable by you and the OSTE must be referred by you and/or the OSTE via Dispositions Concern (see Appendix C 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

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

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 their job search. The principal communicates their perception of the intern's progress to the OSTE on an as-needed basis. Any problems should be reported to the college faculty mentor immediately.

Directory

Administrative Assistant	Claudia O'Connor	208-792-2260	coconnor@lcsc.edu
Program Assistant	Diane Carlson	208-792-2570	cdcarlson@lcsc.edu
Program Coordinator/Accreditation Specialist	Clayton Seabaugh	208-792-2265	crseabaugh@lcsc.edu
Local Elementary Program Specialist	Dr. Christina Brando-Subis	208-792-2836	cjbrando-subis@lcsc.edu
Online Elementary Program Specialist	Dr. Thomas Hill	208-792-2285	tmhill@lcsc.edu
Local Secondary Teacher Ed. Program Specialist	Dr. April Niemela	208-792-2080	ajniemela@lcsc.edu
Division Chair/Accreditation Specialist	Dr. Royal Toy	208-792-2237	retoy@lcsc.edu
Website: LCSC Teacher Education and Mathematics Division website (full text link: https://www.lcsc.edu/education)			
FAX 208-792-2820			
LCSC Career Development 208-792-2313			

Lewis-Clark State College

Division of Teacher Education and Mathematics

500 8th Ave.

Lewiston, ID 83501

Appendix A – The Professional Portfolio

Contents:

Portfolio Assignment

-includes Portfolio Rubric

-includes information on the 13 State Standards for Teacher Education Preparation Programs

-includes sample write-ups and ideas for standards

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 program-long endeavor in which you upload examples that demonstrate your competency in state standards related to teacher certification.

During your final internship year (elementary) or semester (secondary) when you take seminar course(s), you will continue to add examples that demonstrate your proficiency with the standards. Finally, you will select featured examples to curate your final submission for your portfolio before graduation. The thirteen Idaho Core Teaching Standards (ICTS) are titled as follows and descriptive text can be found at the following SDE website, as well as Appendix C at end of this document.

Standard 1: Learner Development	Standard 2: Learning Differences	Standard 3: Learning Environments	Standard 4: Content Knowledge	Standard 5: Application of Content
Standard 6: Assessment	Standard 7: Planning for Instruction	Standard 8: Instructional Strategies	Standard 9: Professional Learning and Ethical Practice	Standard 10: Leadership and Collaboration
Standard 11: American Indian Tribes in Idaho	Standard 12: Code of Ethics for Idaho Professional Educators	Standard 13: Digital Technology and Online Learning		

Write-Up Requirements

The Professional Portfolio documents a teacher candidate's capacity to meet each of the thirteen ICTSs. This is done by collecting one or more pieces of evidence for each standard and writing a rationale that explains how the piece of evidence demonstrates competency in a given standard.

Write-Up: The candidate will document professional competence by creating a write-up for each of the thirteen standards.

Each write-up will contain the following elements:
- the formal wording of the **standard**;
- at least one piece of **evidence** that meets the requirements of the standard;
- a description of the **evidence**, including the professional experience in which the evidence was obtained, possible context, and actions;
- a **rationale** (i.e. a justification) as to how this evidence demonstrates competence within the **standard**.

Definition of Evidence: the evidence can be an assignment the candidate has completed for a course or an experience the candidate was a part of (such as a college or classroom event, or a community event, a volunteer event, etc.).

While many assignments completed throughout the bulk of education courses may qualify as **evidence**, it will be the candidate's judicious reasoning and written rationale that determines whether to place them within the Professional Portfolio. Ultimately, candidates decide what assignments, experiences, etc., they wish to provide as evidence of meeting standards.

Appendix A: Definitions of key terms are included in Appendix A.

Appendix B: Two sample Write-Ups with Evidence, Description, and Rationale for Standard 10 are provided in Appendix B.

Appendix C: Idaho Core Teaching Standards with Descriptions

Procedure

During ED 214 / ED 310 courses, the candidate will be introduced to the Idaho Core Teaching Standards (ICTS); they will also compose a Philosophy of Teaching paper.

Throughout the program, the candidate will identify assignments or experiences that might serve as useful evidence for each of the standards. The candidate may upload multiple pieces of evidence for various standards. However, during internship and seminar courses, candidates will finalize **one piece of evidence for each standard** as further described below.

During **clinical internship**, the candidate will:
- continue to gather and add evidence for standards;
- complete any required work for their endorsement areas (Literacy, Special Education, etc.) that may require additional portfolio submissions;
- submit drafts to their mentor for feedback during various checkpoints.

Final Steps: During **professional seminar**, the candidate will revise, add, and/or finalize their evidence write-ups for each of the 13 ICTS for the curated portfolio, ending with at least one piece of evidence/write-up for each standard to be evaluated.

Candidates should complete the following steps for each standard:

- gather the **evidence** (lesson plan, essay, presentation, photos or video clips of teaching, curriculum used, articles, etc.);
- create a **description** of the evidence;
- write a **rationale** for how the evidence represents their performance/growth in the ICTS;
- create **one document** that includes the **evidence**, **description**, and **rationale** and
- upload to the portfolio module/assignment in the **ED-Candidates Canvas course** for safe-keeping.

Evaluation of the Portfolio

Evaluation of the Professional Portfolio: The finished portfolio will be evaluated by the candidate's clinical internship Mentor and LC faculty Second Evaluator.

Scoring for the Professional Portfolio: Candidates will be scored using a rubric that measures the ICTS as outcomes. Each evidence is tied to a specific standard (indicator). The general scoring falls into four categories; Distinguished, Proficient, Basic, Unsatisfactory. These are the same categories used for the Danielson Frameworks for Teaching.

Rubric on next page:

Here is an example of the rating criteria:

Top 1% (rare achievement)	Top 14% (uncommon achievement)	Proficient (+) (TARGET)	Proficient (TARGET)	Proficient (-) (TARGET)	Bottom 14	Bottom 1
Evidence: Multiple evidences are provided. Each evidence is varied in type (e.g. assignments, experiences, materials, activities, etc.). Evidences include items that were created in addition to the context of the program through the candidate's opportunity and investiture in learning and becoming a professional. **Narrative:** *Description*: Each description Clearly explains what the evidence is and what it consists of as well the context in which it was created/obtained. Descriptions for evidences that are outside typical programming are showcased within the context of becoming a professional and the additional desire to provide examples of quality	**Evidence:** More than one evidence is provided. Each evidence is varied in type (e.g. assignments, experiences, materials, activities, etc.) **Narrative:** *Description*: Each description Clearly explains what the evidence is and what it consists of as well the context in which it was created/obtained. *Justification*: Each justification evokes the meaning of the standard at an advanced level of understanding and practice in synthetic ways that integrate education theory or	**Evidence:** is Provided and is of high quality in terms of the way it was created. More than one evidence is possible, but may not be sufficient to merit distinguished. **Narrative:** *Description*: Clearly explains what the evidence is, or what it consists of and the context in which it was created/obtained. The description may attempt both what the evidence consists of and the context, but may not be fully developed or clear. *Justification*: Clearly defends the use of the evidence and communicates the candidate's knowledge/performance/growth in the standard. An attempt may be made to connect to theory or research, but it may be insufficient, or may not be varied enough.	**Evidence:** is Provided **Narrative:** *Description*: Clearly explains what the evidence is, or what it consists of and the context in which it was created/obtained. *Justification*: Clearly defends the use of the evidence and communicates the candidate's knowledge/performance/growth in the standard.	**Evidence:** is Provided **Narrative:** *Description*: Attempts to clearly explain what the evidence is, or what it consists of and the context in which it was created/obtained. *Justification*: Attempts to defend the use of the evidence and communicate the candidate's knowledge/performance/growth in the standard.	**Evidence:** is provided. **Narrative:** *Description*: Explains what the evidence is, but may not provide the context or it may be unclear. *Justification*: The connection between the evidence used and the standard may not be clearly described, or focus only at a knowledge level with a very basic correlation.	**Evidence:** not provided, or... **Narrative:** *Description:* not provided, or... *Justification:*not provided.

evidence. **Justification**: Each justification evokes the meaning of the standard at an advanced level of understanding and practice in synthetic ways that integrate education theory or research. Descriptions are also varied in how they communicate the candidate's Knowledge, experience, performance, and growth in terms of the standard. Justifications also describe connection to the dispositions of the candidate relating to the standard and include connections to professional ethics where appropriate.	research. Descriptions are also varied in how they communicate the candidate's Knowledge, experience, performance, and growth in terms of the standard.

Portfolio Outcomes and Scores: This portfolio evaluation may be a topic of discussion during the Exit Interview, as further evidence or support of a candidate's qualifications.

The Mentor and the Second Evaluator will provide these scores, in aggregate form, to the Division of Teacher Education and Mathematics' Continuous Improvement System, where they will inform program improvement. They will not be maintained in a format that captures or informs a candidate's record.

Appendix A

Definitions of Key Terms

1. **Evidence**: the "stuff" that is used to represent knowledge/performance/growth in the ICTS. These may be assignments, experiences, materials, activities, etc. that have some tangible item for submission (e.g. paper, photograph, work sample, agenda, etc.).

2. **Rationale**: the written document that consists of a description and justification for each evidence.

   a. **Description**: writing that explains what the evidence is or what it consists of (e.g., I have included a professional resume to represent standard X. The professional resume was created as part of an assignment in ED-xxx, etc.).

   b. **Justification**: writing that defends the use of the identified example and communicates how the evidence represents the candidate's knowledge/performance/growth in the standard.

Appendix B

Sample Standard Evidence and Rationale Write-Ups

Write-Up 1: (This could be considered a proficient score of "3 or 3+/Target or Target+" on the current rubric)

Standard 10 Rationale: 504 Plan Creation and Implementation

> **Standard 10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Evidence: This is a picture of the 504 plan that was developed and a picture of the student following that plan.
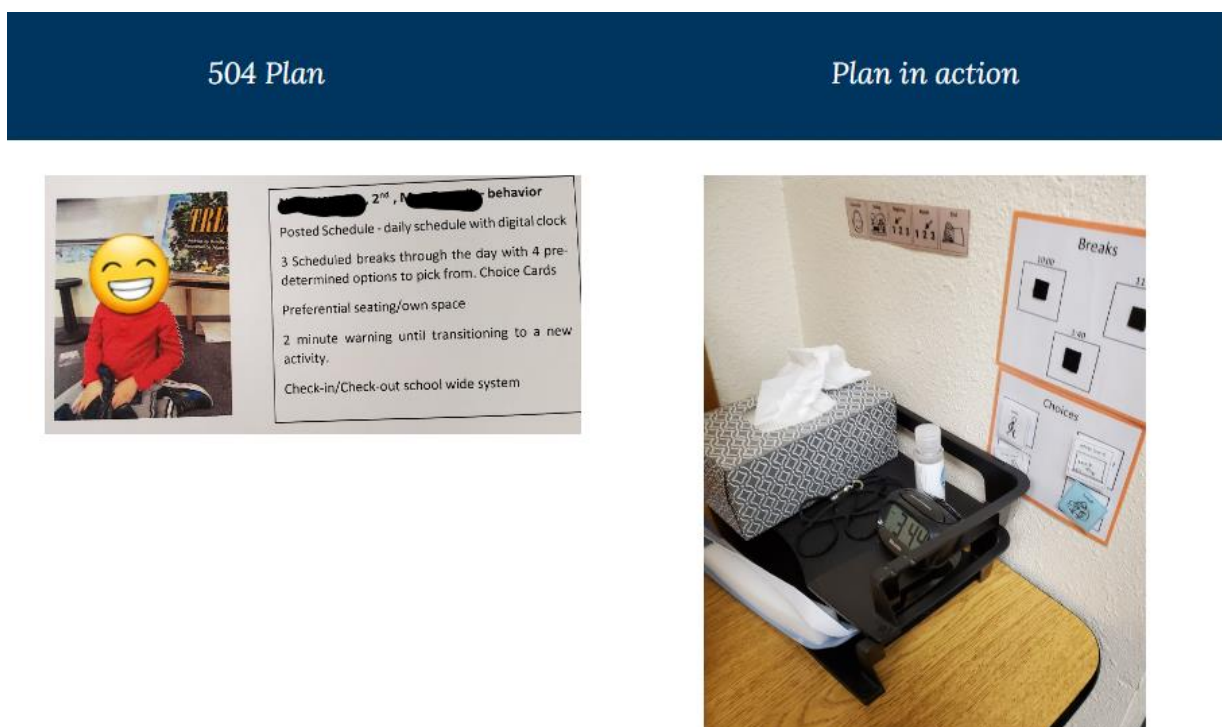
Description

During my first semester of Internship, I was able to take part in the creation and implementation of a 504 plan to best help a struggling student succeed, pseudonym John. During the creation of the 504 plan, my On Site Teacher Educator (OSTE), the principal, school counselor, John's parents, and myself came together to get in writing all the accommodations that had been put in place to help the student succeed not only in his second grade year, but for all years to come.

The meeting and ending 504 plan was centered around the support structures already in place, as my OSTE and other educators in the school have been working since day one to help the student. And although the plan was primarily a written transcript of the methods already in place, we also learned new information from the parents on ideas to implement into the student's life.

For example, one of the elements of John's plan is to have three scheduled breaks throughout the day where he can choose from a set list of 5-minute activities including going for a walk with the intervention teacher, spending time in the motor room, sitting in a bean bag chair, or drawing on a white board. During the meeting John's mother clarified that he loves Google Earth and it always helps to calm John down at home; he also is able to transition off of the application well when given a time limit. With this revelation, Google Earth was added as one of John's break options.

Rationale:

The creation and proper use of 504 plans is intended to aid teachers with students who have needs that can seriously interrupt their learning; whether this be a seizure disorder or peanut allergy, anything that can disrupt a student's chance to succeed must be on the teacher's radar. In the case of John, his behavior and lack of self-control not only disrupts his own learning, but that of his fellow classmates as well. To curve the disruptions and keep John in the class as much as possible a 504 plan was deemed necessary. The plan helped my OSTE and myself, as well as any substitute teachers, and future educators or John, to see what works to help facilitate a positive learning experience and keep John on the path of success.

One of the best and most direct ways for teachers to advocate for their students' needs are in 504 and IEP (Individual Education Plan) meetings. It is in these meetings that plans are created to best help students succeed in school, and the teacher can advocate for their student and what they directly observe in the classroom. By being a part of John's 504 meeting my OSTE and I were able to shed light on why the 504 plan was needed, and why the elements already in place worked. We were there to make sure all present understood John's classroom experiences, not as hypotheticals, but with real concrete data and examples of why John truly needed every element of his 504 plan to be successful in school. This meeting was a true collaboration between John as the learner, his teacher, his parents, the school counselor, and other school professionals to help ensure John's growth as a learner by minimizing behaviors to maximize learning.

Write-Up 2: (This could be considered between a "Distinguished" score of 4 (top 14%) and "Proficient/Target" score of 3+ on the current rubric, with multiple pieces of evidence (PBA sections and parent/teacher conferences).

*NOTE: The active links take you to Google Drive. If it is a Google Doc, Google Sheet, or Google Slides document, it is best to download them as a Microsoft Word, Excel, and PowerPoint files because those are the programs they were originally created in.

PROFESSIONAL RESPONSIBILITY
Standard 10 – Leadership and Collaboration: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Collaboration with Families, Colleagues, Professionals, and Community Members

Rationale:

Description:
During my Internship II for my PBA II, I designed a Fire Safety Unit. The
Fire Safety Unit included morning starters, ELA lessons, Social Studies
lessons/activities, Math lessons, and a Lewiston Fire Department (LFD)
firefighters visit. As part of my PBA II Part I, I was tasked with researching and
coming up with accommodations and adaptations for two identified focus students (one
student was a fictional student) to ensure their needs are being met and they can
achieve high levels of learning.

During my Internship II, I also participated in Parent/Teacher Conferences
October 5th and 6th, 2022. My OSTE and I were able to meet with 20 of our 21
students' parent(s). During these conferences, information about student strengths and
weaknesses regarding academics and behavior along with stories and student
personalities were shared. Student work was shared with parents and any teacher or
parental concerns were addressed.
Throughout my entire Internship II, I remained in contact with parents
face-to-face after school, through Seesaw, and through Communication Folders
regarding anything and everything from celebrations to concerns to check-ins to
progress monitoring, and comments / questions.

Justification:
My PBA II demonstrates my ability to take responsibility for student
learning and ensure learner growth. I conducted a lot of research on content and
activities and incorporated research-based instructional strategies that all
contributed to student engagement, learning, and growth. I also collaborated with my
OSTE, teaching partners, fellow Intern, and other teachers (Teachers Pay Teachers) to
bounce ideas off, find resources, and ask their opinion on content and activities. I also
took a leadership role and planned our entire week daily lesson plans. At the planning
meeting I took the lead and shared the plans for the Fire Safety week to the rest of the
first-grade team. For the PBA II Part I Accommodating & Adapting Instruction Section I
collaborated with my OSTE, teaching partners, K – 2 SPED Teacher, Lewiston School
District Consulting Teacher (SPED), and the Lewiston School District Occupational
Therapist to ensure that the accommodations and adaptations I was creating and using
were meeting the needs of my focus students and leading to growth. It truly takes a
village to create environments and opportunities that allow all students to learn, grow,
and succeed.

My participation in the Parent/Teacher Conferences demonstrates my
ability to work together with my OSTE and the students' parents to ensure their child's
growth and success at school academically, socially, emotionally, and physically. I also
took a leadership role and taking responsibility for student learning by leading some
conferences and sharing any information, stories, or data that I found beneficial in other
conferences. Parents know their kids better in ways than teachers do, and teachers

know their child better in other ways. It takes both parents and teachers working together to allow all students to learn, grow, and succeed.

In order for teachers and parents to become a team, there needs to be consistent and continual communication between them. During my Internship II, I kept in frequent, consistent, communication with parents through a variety of mediums including face-to-face, electronically through Seesaw, and physically through paper and pencil messages in students' Communication Folder. This communication provided me with information I needed to ensure learner growth and allowed me to communication information and ways that parents could be involved in their child's education.

Evidence:

- Firefighters Visit – Pictures
- PBA II Part I – Full-Day Week-Long Lesson Plans
- PBA II Part I – Accommodating & Adapting Instruction Section (Highlighted in Yellow)
- Parent/Teacher Conferences Notes
- Seesaw Communication

All teacher candidates are expected to meet the Idaho Core Teaching Standards and any standards specific to their discipline area(s). In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with the knowledge implied or stated in each of the Idaho Core Teaching Standards.
EXAMPLE
Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate **knows how** they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

The Learner and Learning

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

State Specific Standards

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.
*The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

LEWIS CLARK
STATE COLLEGE

TEACHER EDUCATION & MATHEMATICS DIVISION

Name

Semester Year

Professional Portfolio

Table of Contents

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Evidence:
Description:
Justification:

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Evidence:
Description:
Justification:

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Evidence:
Description:
Justification:

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Evidence:
Description:
Justification:

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Evidence:
Description:
Justification:

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Evidence:
Description:
Justification:

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Evidence:
Description:
Justification:

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Evidence:
Description:
Justification:

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Evidence:
Description:
Justification:

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Evidence:

Description:

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The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.

Evidence:

Description:

Justification:

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Evidence:

Description:

Justification:

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.
Evidence:
Description:
Justification:

Appendix B – Performance Based Assessment
Contents

PBA directions, template, and rubrics

LEWIS CLARK
STATE COLLEGE

**TEACHER EDUCATION &
MATHEMATICS DIVISION**
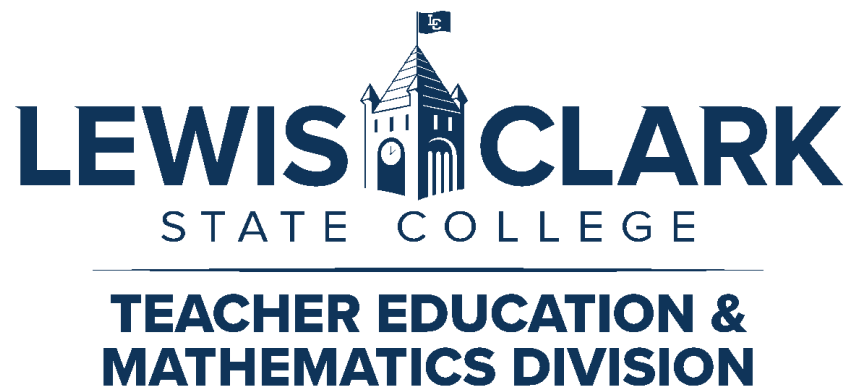
Unit Teaching Performance Assessment (PBA)

Fall 2025+

2 (last revised 8/23/24)

For use in:

ED-426 – Professional Internship in Education K-8, I

ED-429 – Professional Internship in Education K-8, II

ED-447 – Teaching Methods in the Content Area

ED-460 - Professional Internship in Education 6-12

ED-461 - Professional Internship in Education K-12

Contents

Preface

The Performance Based Assessment (PBA) is designed to help you to demonstrate the competencies that are expected of a teacher in Idaho. It is based on the four domains found in the Framework for Teaching Evaluation Instrument (FFT) often called the "Danielson" or the "Common Summative Assessment" (CSA).

The domains of the FFT are;

1. Planning and Preparation
    a. Demonstrating Knowledge of Content and Pedagogy
    b. Demonstrating Knowledge of Students
    c. Setting Instructional Outcomes
    d. Demonstrating Knowledge of Resources
    e. Designing Coherent Instruction
    f. Designing Student Assessments
2. The Classroom Environment
    a. Creating an Environment of Respect and Rapport
    b. Establishing a Culture for Learning
    c. Managing Classroom Procedures
    d. Managing Student Behavior
    e. Organizing Physical Space
3. Instruction,
    a. Communicating With Students
    b. Using Questioning and Discussion Techniques
    c. Engaging Students in Learning
    d. Using Assessment in Instruction
    e. Demonstrating Flexibility and Responsiveness
4. Professional Responsibilities
    a. Reflecting on Teaching
    b. Maintaining Accurate Records
    c. Communicating with Families
    d. Participating in a Professional Community
    e. Growing and Developing Professionally
    f. Showing Professionalism

By completing this assignment, you will have demonstrated competencies in the following Idaho Core Teaching Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, & 13

In the assignment you will be able to see alignment to the [FFT] and {ICTS} for your reference.

PBA Candidate Instructions

Meet with your *evaluators early in the semester to ensure that you are aware of the exact due dates for the PBA as well as the criteria for submission.

By the end of the semester, you must have completed and submitted each section of the PBA.

Please read each section of the PBA slowly and carefully and be sure that you understand the directions as

well as the expectations as explained. The portion of the rubric that applies to each section has been inserted for your reference. Be sure to compare the directions to the rubric to see how they align. Please note any questions you have about the directions or rubric as you read, then share those questions with your instructor for clarification.

Section 1: Planning & Preparation [FFT1]

A. Context Information: Fill in the template with the context information for the **school** & **class** you will be working with during the PBA.

B. ***Unit Plan**: Create and submit your unit plan for each section as described in the prompts.

Lesson Plans: Your unit requires three (3) lesson plans. For each lesson plan, create it according to the prompts and submit.

- 1 of the lesson plans must integrate ***student**-used digital technology to achieve the identified learning outcome(s).
- 1 of the lesson plans must employ a literacy strategy with the intent of increasing reading comprehension and/or writing competence for students.

C. ***Narrative**: Answer the prompts to describe your design of the unit and lesson plans.

Section 2: Performing [FFT2&3]

A. Video: Video yourself teaching one of the 3 lessons for review.

B. Narrative: Answer the prompts to describe your instruction of the lessons in the unit.

Section 3: Assessing [FFT 3]

A. ***Aggregated Data**: Create and submit a chart/table of data aggregating results from the assessments with analytic categories (descriptive, diagnostic, predictive, or prescriptive). Examples of these categories may be items like gender, special services, reading group, class sections, etc.

B. Completed Student Samples: Gather and submit three complete "student assessment samples," with your feedback and markings. The three samples you include should demonstrate a high, middle, and low performance. Additionally, one of the student assessment samples should be from a student who was identified for accommodations/adaptations (Student A or Student B). *Please redact all student*

names from the uploaded versions.

C. Narrative: Answer the prompts to describe your use of assessment in the unit.

Section 4: Reflecting & Professional Responsibility [FFT4]

Answer the prompts to reflect on teaching the unit and address professional responsibility attributes, characteristics, or issues that apply.

Complete Assignment Instructions/Templates

Section 1: Planning & Preparation
1A. Context Information**

School Demographics [1b]:

1. Name of school:

2. Location:

3. Grades served:

4. Number of Students:

5. Number of Staff

    a. Instructional:

    b. Administrative:

    c. Support:

6. Ethnic/Racial Distribution

7. Percent of students on IEP/504 plans

    (if available via principal or special ed director at school. If no precise figure available, an estimate will do – simply state that your figure is an approximation based on lack of availability of precise information)

8. Socioeconomic Status (SES)

    (This is usually identified by the percent of students who qualify for the free/reduced lunch program)

Classroom Demographics:

1. *****OSTE** Name

2. Grade level

3. Gender distribution

4. Ethnic/Racial Distribution
5. Percent of students on IEP/504 plans

6. SES (usually by % on free/reduced lunch program)

Cultural Relevance:

Student Personal, Cultural, Community Strengths - What do you know about your students' cultural/language backgrounds and practices and their home communities? How can you teach to these strengths specifically? How can you address challenges that their backgrounds create in working within school culture?

**Note: The Context information is particularly useful regarding ICTS 1, 2, & 3. This information may help you to understand who your students are from their developmental stage, their background, and their environment. This information should assist you in planning for student success as well as in preparation for performing and assessing.

1B. Unit Plan

Topic: Please provide a Unit Title & short description of the topic for your unit.

Standards Addressed by the Unit

Compile & list all the student standards that the unit and lessons will address. Remember to use all the required sources for standards, including the State, nationally recognized (i.e. Common Core), and S.P.A. standards *(i.e. National Council for the Social Studies, National Council of Teachers of Math, Council for Exceptional Children, New Generation Science Standards, etc.).*

You can copy/paste ones used in the unit plan for each lesson plan as each one applies to the lesson.

Or you can build the other way, finding the ones appropriate to the lesson plans and then compiling those to paste into this list on the unit plan. Select carefully. At the lesson plan level, any standards that you choose will have to be aligned through goals, objectives, activities, and assessment so that all you have planned relates back to meeting the ones you selected.

Unit Goal(s)

Goals are big, general, comprehension outcome(s) that you are trying for the students to get. Large conceptual verbs like understand, comprehend, perceive, synthesize are the ones appropriate to goals. A goal is not an objective – it is larger and more holistic, not operationalized. Phrasing is direct, student-centered: "The student will…." Your lessons may have their own goals, and/or they may merely contribute to the one(s) listed here, in which case, it is perfectly acceptable to copy from the unit level and paste it into the lesson where it applies.

Unit Rationale

The rationale is a set of reasons that the materials covered is relevant to your students. It may include the "why" of importance that can be supported by evidence. The evidence used to support this could come from what you know about your students, theories from educational psychology, or other factors, but will encompass the ICTS 1-3.

This can be written in narrative format or bulleted for your convenience.

Unit Assessment Plan

Describe and include the formal, summative assessment that you will use.

Look at the requirements in Section 3: Assessment & the rubrics. Whatever you design must:

- Provide quantitative data sufficient for you to graph/chart from which to discern meaningful patterns of student performance
- give qualitative student responses sufficient for you to give them meaningful feedback to help them improve moving forward.

Possible suggestions to facilitate these needs: pre-test/post-test design, item analysis can be carried out, student demographics (gender, SES, ethnicity, etc.) can be associated w. results.

You will be asked to describe modification of the assessment for students with specific learning challenges, so be sure to do so in line with what you determine for the section below re. adjusting instruction.

*Accommodation & *Adaptation:

- Decide upon **two** students (called Student A and Student B) for whom you will be creating accommodations and/or adaptations in each lesson. These should be students with IEPs or 504 plans. *We are aware that you might not have, or know that you do not have, two real students with specified learning challenges (IEP's or 504's) in your class. If and only if this is the case, invent two fictional students with very different specific learning challenges and perform this same work for them in designing your unit and lessons to show us you know how to do it well. If you have to do this, simply state that you have created these fictional students for this section so that it is clear.*

- Give a detailed description of the learning challenges for Student A and Student B, including the ways they are manifested in class.
- Research ideas for accommodation/adaptation for students with these learning differences.
- Use the ideas that you find that could best help these students throughout this unit access the curriculum.
- **Cite the credible sources where you gather information and provide references for them.**

When you create the lesson plans, be sure to use the strategies for each student specific to carrying out that lesson.

Lesson Plans

These instructions are for each one of <u>three</u> lessons that you design.

- 1 of the lesson plans must integrate student-used digital technology to achieve learning outcomes.
- 1 of the lesson plans must employ a literacy strategy for increasing reading comprehension and/or writing competence.

Lesson Plan Guidelines

Introduction

The introduction is the framing for the lesson. It includes aspects that provide the foundation or the "why" and some of the "what" of the lesson.

Lesson Name [4b], {7}

The lesson name is important as it is a way for you to keep organized. The format needs to be something that makes sense to you as the teacher and can act as a code for you to use in development. Often you will see plans organized by content as well as iteration or time of year.

Goal/Purpose of lesson [1a], {4,5,7}

Goals are big, general, comprehension outcome(s) that you are trying for the students to get. Large conceptual verbs like understand, comprehend, perceive, synthesize are the ones appropriate to goals. A goal is not an objective – it is larger and more holistic, not operationalized. Phrasing is direct, student-centered: "the student will…."

K-12 Standards Addressed [1c], {4,7}

Include the standards addressed in this lesson. Use State of ID content standards and any relevant professional association standards (i.e., NCSS, NCTM, CEC…). Select carefully. Any standards that you choose will have to be aligned through goals, objectives, activities, and assessment, so that all you have planned relates back to meeting the ones you selected.

*Objectives (Performance/ Learning/ Instructional) [1c], {5,7}

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 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.)

Objectives are clearly stated and measurable using verbs from Bloom's Taxonomy. More than one cognitive domain is present (i.e., knowledge, comprehension, application, analysis, synthesis, evaluation). The objectives always agree with the lesson goal(s) and State Standards and are ALWAYS written by beginning with: "The students will:"

*Note: **It is important to remember that Objectives contain these elements but are single sentence statements. The ABCD model breaks the sentence into the components that are desired for each objective. It is also important to understand that the order of ABCD may vary based on the objective you write.**

Examples: -"The student will be able to rewrite a sentence, written in past or present tense, in future tense with no errors in tense or tense contradiction."

The seventh-grade mathematics student will use a bar, line, or circle graph to verbally present the statistical or numerical information shown on the graph with at least 7 out of 8 (87%) accuracy.

The ninth-grade science student, when provided with a copy of the periodic table, will describe characteristic properties of assigned groups of elements in at least 7 out of 10 (70%) instances.

The student will be able to apply the standard deviation rule to the special case of distributions having a normal shape.

The student, when provided with a diagram of the eye, will be able to label the 9 extra-ocular muscles and describe at least 2 of their actions."

The student will be able to describe the key characteristics of the different classes of planets with 80% accuracy after engaging in the mini-lesion and discussion with a partner.

Body

The body of the lesson is the remainder of the "what" as well as the "how" of the lesson. This is the planning portion for the application that will occur when you teach the lesson.

Anticipatory Set [1b, e],{4,7,8}

The anticipatory set; also, sometimes called a hook, bell ringer, bridge, attention grabber, or board work; is an activity or set of activities that are aligned with the student learning objectives. The anticipatory set is designed to activate prior knowledge and engage students in the learning process.

During this step the teacher should be able to gauge student's prior/background knowledge (formative assessment) as well as engage students' interest and expose the students to the lesson objective and how the students will be evaluated, or the process used through the lesson.

Activities (or Body) [1b, e], {4,7,8}

The activities section is where you show the planning for what the lesson and the activities will look like. Sometimes this section is very detailed or scripted, and in other cases it may be an overview to guide the process of instruction.

For the TEAM Lesson Plan, we expect that your lesson will consist of several ways of learning the material.

This should 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.

You may choose to prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

What will I do to explain the topic?

What will I do to illustrate the topic in a different way?

How can I engage students in the topic?

What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

What will students need to do to help them understand the topic better?

Plan to check for understanding.

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide the way you want students to respond orally, in writing, thorough performance, etc. you can also ask yourself these questions:

What questions will I ask students to check for understanding?

What will I have students do to demonstrate that they are following?

Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

Estimate how much time each of the activities will take, then plan some extra time for each one.

When you prepare your lesson plan, next to each activity indicate how much time you expect it will take to complete.

Plan a few minutes at the end of class to answer any remaining questions and to sum up key points.

Plan an extra activity or discussion question in case you have time remaining.

Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan.

Closure [1e], {4,7,8}

Develop a conclusion and a preview.

Go over the material covered in class by summarizing the main points of the lesson. You can do this in several ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear in the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

Adapted in part from CRLT University of Michigan (https://crlt.umich.edu/gsis/p2_5)

PBA Specific Requirements for the Body

Technology (For the 1 lesson plan that integrates student-used digital technology)

In your activity, be sure to explicitly indicate when/how digital technology is used by the students, as learned in your technology course(s). When responding to the commentary question, you need to be able to point to where and how the students were *using* the technology to pursue the objectives.
They must not be passive watchers/listeners but must actively engage with the digital technology. It is also expected that you will have data that can demonstrate students' use of technology to learn.

Literacy Strategy (For the 1 lesson plan that employ a literacy strategy.)

In your activity, be sure to use an explicit literacy strategy for increasing reading comprehension and/or writing competence, as learned in your RE course(s). When responding to the commentary question, you need to be able to name the strategy and point to where and how the students were using it to pursue the objectives.

Supporting Information

Accommodations [1a, b], {1,2,4}

Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations). (ID SE Manual, 2018)

In this section you should list the specific accommodations you will be using in the lesson plan. You may choose to integrate this into the body of the lesson, as it will help you to ensure that you are applying the accommodations during the instruction process.

For the PBA be sure to include the *lesson-specific, student-specific accommodations for your two chosen students with learning challenges, Student A and Student B. If either student has specific Adaptations, please include them in the following section.*

Adaptations [1a, b], {1,2,4}

Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with a disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results. (ID SE Manual, 2018)

You will only use this section in the lesson plan if there are very specific instructions provided by your OSTE, or if the adaptations are required as part of a special education plan (e.g., IEP, 504).

You will need to provide the specific adaptations used as well as how you are measuring growth or success of the student as well as the success of the adaptation used as an intervention.

Assessments (Formative/Summative) [1f], {6}

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 as an assessment tool, include those. If you have assessment prompts/questions, include the instrument.

The assessments will be the way you will evaluate the activities, responses, performances, processes that the students are involved in that you planned during the body of the lesson.

Materials [1d], {7}

This section is for the "shopping list" of materials so you know what you need is at hand before actual application of the lesson.

Post Instruction

Reflection [4a, e], {9}

Typically, a lesson never goes truly to plan. It is wise to take a little bit of time after instruction to note what went well, what did not go as planned, and why for either case. This may include the content, process, product, environment, student readiness, or a host of other factors. These brief reflective comments/remarks can be used as evidence to support your other required reflections that typically occur on a weekly basis during the teacher internship, or after a practicum experience.

Curriculum Mapping (Lesson Adjustments) [4a, b, e], {9}

This section is where you can create reminders about any of the components of the plan that need to be adjusted for the next time you teach it. It may be a beneficial place for you to include the notes from any peer or administrative observation, as well as adjustments to timing for activities or ideas for future instruction. In essence you are redesigning the lesson plan for the next time you use it. It will not include the accommodations or adaptations that will be needed, as those will be specific to your students.

1C. Unit and Lesson Planning Narrative

Below is a set of required prompts to respond to, as well as an optional set of prompts that can be used if you think that your evaluators can benefit from more explanation in a particular area for scoring purposes, or that you would like to use for further self-reflection.

Accurate, specific, and comprehensive answers will help you to earn a proficient rating.

This is an opportunity to utilize knowledge from all your courses and experiences to support your planning activities.

Required Prompts:

1. Explain how your unit accounts for the developmental needs/abilities of students and how you gathered

the information about students' learning preferences, knowledge and skills, special needs, and interests and cultural heritages. (1b)

2. Explain how you structured the sequence of learning activities and how they represent the needs for challenge as well as differentiation for your students. (1e)
3. Discuss your use of assessment and how you know that your use of formative and summative assessment strategies will measure your planned outcomes as well as are suited to your students' needs. (1f)
4. For the lesson with the integration of student-used digital technology, how was the technology application included specifically to facilitate student engagement, achieving of learning outcomes, and/or construction of knowledge.

Optional Prompts:

5. Describe the concepts in the discipline and how these relate to one another. Be sure to share any of the prerequisite relationships among topics. (1a)
6. Describe what resources you used and how they were selected. (1d)
7. For the lesson with the specific literacy strategy, describe how the literacy strategy was designed to facilitate increasing the students' reading comprehension and/or writing competence.

PBA Evaluation

PBA Unit & Lesson Planning Rubric [FFT Domain 1]

Danielson Indicator	Proficient (3)	Basic (2)	Unsatisfactory (1)	Evidenced By:
1a Knowledge of Content & Pedagogy	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Goal/Purpose of Lesson Body Accommodations Adaptations Narrative 1c1
1b Knowledge of Students	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class.	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	Anticipatory Set Accommodations Adaptations Narrative 1c2
1c Setting Instructional	Most outcomes represent rigorous and important learning in the discipline and are clear, are written	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and	The outcomes represent low expectations for students and lack of rigor, and not all of these	Standards Addressed

Outcomes	in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Objectives
1d Knowledge of Resources	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	Materials Narrative1c 3
1e Designing Coherent Instruction	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Anticipatory Set Body Closure Narrative1c 4
1f Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed approaches to be used.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessments Narrative1c 5

Column Totals			
Overall Score			

Section 2: Performing

2A. Setting up and Teaching the Demonstration Lesson

To teach your unit to the class you will need to plan a few things in advance. This is particularly important for the demonstration lesson., as there are requirements for evaluation of the instruction. Due to the nature of educational placements, it will be necessary to video your demonstration lesson so that both reviewers will have access to your instruction as well as your opportunity to review your own teaching practice.

- Be sure that you are permitted to video your class for the purpose of evaluation by your mentor. Typically, schools will have a permission form on file; however, if you need to obtain permission please contact your mentor to obtain a permission form from LCSC that can be used. For students who do not have permission to be videoed (parents will not give permission), arrange the room so that they will not be captured by the video during the filming.
- Choose one of the three lessons you have planned in the unit to be used for your demonstration lesson (if it is impossible to teach one of the ones planned because of scheduling, you may agree with mentor and OSTE to use a different lesson for the demonstration).
- Contact your evaluators (OSTE, mentor, and professor from clinical course/second evaluator) to schedule when you will teach your demonstration lesson so that it fits with your class' schedule, and they can observe. If any of the evaluators cannot observe in person, they can use the video.
- Set up to video your demonstration lesson. It is recommended that you record the video and upload it later to Panopto as the internet in the classroom may not be suitable for streaming the feed.
  The most important factor of the video is the audio, so don't worry about the picture quality being high definition.

- Teach your demonstration lesson.
- Upload the video to Panopto/assignment dropbox if applicable in the appropriate Canvas course/section.
- View the video yourself.

2B. Performance Narrative

Below is a set of required prompts to respond to, as well as an optional set of prompts that can be used if you think that your evaluators can benefit from more explanation in a particular area for scoring purposes, or that you would like to use for further self-reflection.

Accurate, specific, and comprehensive answers will help you to earn a proficient rating.

This is an opportunity to utilize knowledge from all your courses and experiences to support your planning activities.

Required Prompts:

1. How successful is the management of groups, transitions, and materials? (2c)
2. How effective was your use of questioning, using wait-time, feedback, and use of monitoring responses from students? (3b, d)
3. What adjustments were needed during instruction, and for what purpose? (3e)

Optional Prompts:

4. Describe the various interactions in the classroom between students and with the teacher including communications of directions and use of vocabulary. (2a, 3a)
5. Were the students' behaviors appropriate, and in cases where they were not, were you able to respond appropriately? Explain. (2d)
6. Was the physical space and equipment adequate for learning, or were there opportunities for improvement? (2e)
7. Were the learning tasks appropriately challenging and paced correctly? (3c)

PBA Performance Rubric [FFT Domain 2]

Danielson Indicator	Proficient (3)	Basic (2)	Unsatisfactory (1)	Evidenced By:
2a. Creating an Environment of Respect and Rapport	a. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. b. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. c. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	a. Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. b. Students rarely demonstrate disrespect for one another. c. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Observation Narrative 2b1
2b. Establishing a Culture for Learning	a. The classroom culture is a place where learning is valued by all. b. High expectations for both learning and hard work are the norm for most students. c. Students understand their role as learners and consistently expend effort to learn.	a. The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," students indicate that they are interested in the completion of a task rather than the quality of the work. b. The teacher conveys that student success is the result of	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for	Observation

		natural ability rather than hard work and refers only in passing to the precise use of language. c. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	learning reserved for only one or two students.	
2c. Managing Classroom Procedures	a. There is little loss of instructional time due to effective classroom routines and procedures. b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. c. With minimal guidance and prompting, students follow established classroom routines.	a. Some instructional time is lost due to partially effective classroom routines and procedures. b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. c. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Observation Narrative 2b2

2d. Managing Student Behavior	a. Student behavior is generally appropriate. b. The teacher monitors student behavior against established standards of conduct. c. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	a. Standards of conduct appear to have been established, but their implementation is inconsistent. b. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Observation Narrative 2b3
2e. Organizing Physical Space	a. The classroom is safe, and students have equal access to learning activities. b. The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	a. The classroom is safe, and essential learning is accessible to most students. b. The teacher makes modest use of physical resources, including computer technology. c. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	Observation Narrative 2b4
Column Totals				
Overall Score				

PBA Performance Rubric [FFT Domain 3]

Danielson Indicator	Proficient (3)	Basic (2)	Unsatisfactory (1)	Evidenced By:
Danielson 3a. Communicating with Students	a. The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. b. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. c. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. d. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	a. The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. b. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. c. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. d. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Observation Narrative 2b1
	a. While the teacher may use some low-level questions, he poses questions designed to promote	a. The teacher's questions lead students through a single path of inquiry, with	The teacher's questions are of low cognitive challenge, with single correct responses,	Observation Narrative 2b5

Danielson 3b. Using Questioning and Discussion Techniques	student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. b. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. b. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	
Danielson 3c. Engaging Students in Learning	a. The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. b. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	a. The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. b. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	Observation Narrative 2b6

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Danielson 3d. Using Assessment in Instruction	a. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. b. Questions and assessments are regularly used to diagnose evidence of learning. c. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. d. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	a. Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class. b. Questions and assessments are rarely used to diagnose evidence of learning. c. Feedback to students is general, and few students assess their own work. d. Adjustment of the lesson in response to assessment is minimal or ineffective.	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Observation Narrative 2b5
Danielson 3e. Demonstrating Flexibility and Responsiveness	a. The teacher successfully accommodates students' questions and interests. b. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. c. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	a. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. b. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	Observation Narrative 2b7
Column Totals				
Overall Score				

Section 3: Assessing

How do teachers know if their students are learning the content that is being taught?

What evidence do teachers need to be able to provide to demonstrate student competency?

These two questions along with a host of others can be answered in part by data and the analysis of data that are part of the assessment process.

3A. Aggregated Data

Submit a graphic (table or chart) of data aggregating results from the assessments with analytic categories (i.e. gender, special services, reading group, class sections… see item 2 below).

This graphic should be useful to you in analyzing the assessment for patterns of performance.

For instance: (1) an item analysis tells you which items in your assessment were more challenging for more of the students, and potentially reveals flaws in your teaching or assessment design – it leaves you space to interpret why and to determine action moving forward. (2) Setting out performance curves of the class as a whole, then for sub-groups of the class (gender, GPA, any other grouping you might have) and determining standard deviations gives you a sense of overall performance and to find any marked sub-group differences in terms of your objectives.

Refer to your materials from ED318 – Assessment for more ideas and how to employ them.

3B. Completed Student Samples

Submit three complete student summative assessment samples, with your *responses and markings.

The three samples should be one high, one middle, and one low outcome.

One of them should be from one of your students identified for accommodations/adaptations (Student A or Student B).

Please redact all student names from the submitted versions.

*Note: The target in this part of the assessment is that your commentary to the students tells them what precisely errors were (rather than just indicating incorrectness), how they can correct those, and how they can show you the improvements in specific future instances. Submitting "graded" work without feedback will demonstrate the scores you provided to the student but does not help the student understand the "why" the answers were correct/incorrect.

3C. Assessment Narrative

Below is a set of required prompts for this section. Accurate, specific, and comprehensive answers will help you to earn a proficient rating. This is an opportunity to utilize knowledge from all your courses and experiences to support your planning activities.

Required Prompts:

1. Identify the specific learning objective(s) measured by the assessment you chose for analysis.

2. Describe your analysis of the assessments: Discern patterns of learning/constructing meaning in terms of the objective(s) for:
• the whole class
• groups within class
• individual learners

3. Based on your analysis, describe what you believe are the best next steps for instruction for:
• the whole class
• groups within class
• individual students

4. Evaluate the strengths/needs of the feedback for the 3 focus students and how you will facilitate future learning for these students for growth.

In answering the questions above please consider the rubric criteria of "proficient":

a. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students.

b. Questions and assessments are regularly used to diagnose evidence of learning.

c. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

d. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

PBA Assessment Rubric [FFT Domain 3]

Danielson Indicator	Proficient (3)	Basic (2)	Unsatisfactory (1)	Evidenced By:
Danielson 3d. Using Assessment in Instruction	a. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. b. Questions and assessments are regularly used to diagnose evidence of learning. c. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. d. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	a. Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class. b. Questions and assessments are rarely used to diagnose evidence of learning. c. Feedback to students is general, and few students assess their own work. d. Adjustment of the lesson in response to assessment is minimal or ineffective.	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Observation Narrative 3c1 - 4
Column Totals				
Overall Score				

33

Section 4: Reflecting & Professional Responsibility Narrative

Answer the prompts in A below to describe your overall reflection of teaching the unit. For ED-429, 460, 461 additional prompts (4-6) are provided as optional to reflect on the internship semester.

A. Reflecting on the Unit

Below is a set of required prompts to respond to, as well as an optional set of prompts that can be used if you think that your evaluators can benefit from more explanation in a particular area for scoring purposes, or that you would like to use for further self-reflection.

Accurate, specific, and comprehensive answers will help you to earn a proficient rating.

This is an opportunity to utilize knowledge from all your courses and experiences to support your planning activities.

Required Prompt:

1. How effective was the overall unit? (4a)
2. Evaluate the use of the technology integration that you did for at least one of the lessons. Did it provide the benefits that you anticipated? Are there other benefits? Were there drawbacks? How will you integrate technology in the future?

Optional Prompt(s):

3. Evaluate the use of the literacy strategy that you employed. Is it your perception that it increased student reading comprehension and/or writing competence? If so, in what ways or to what extent? For which students (all of them, groups, individuals)? Were there any drawbacks to the use of the strategy? How will you approach the use of this literacy strategy in the future?

B. Professionalism Across the Semester (429/460/461 Only)

4. Describe how you have maintained information on student attendance, completion of work/assessments, student progress in learning, and any non-instructional records for this unit and for the class in general. (4b)
5. Describe the communication with families that you have had over the semester regarding what is going on in the class and regarding individual students both in terms of academic progress and matters of the

classroom environment. (4c)

6. Describe your interactions with your OSTE and other candidates, support personnel, and/or administrative staff over the course of the semester. Describe any participation you have done in school events and/or school/district projects.

PBA Reflection Rubric [FFT Domain 4]

Danielson Domain	Proficient (3)	Basic (2)	Unsatisfactory (1)	Evidenced by:
Danielson 4a. Reflecting on Teaching	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	Narrative 4a1
Danielson 4b. Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	Narrative 4b1
Danielson 4c. Communicating w. Families	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of	The teacher provides little information about the instructional program to families; the teacher's communication about	Narrative 4b2

	sensitive manner. The teacher makes some attempts to engage families in the instructional program.	individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	
Danielson 4d. Participating in the Professional Community	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers. to participate in school events and in school and district projects, making a substantial contribution.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	Narrative 4b3

Danielson 4e. Growing & Developing Professionally	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	
Danielson 4f: Showing Professionalism	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	

OVERALL AVERAGE SCORE FOR PBA: _____
(this is the number that the candidate enters as the 'grade' in the Candidate Artifact Archive)

Glossary

- Evaluators: The individual, or individuals who score your PBA. In ED-426 instructors in the methods courses and your mentor will evaluate separate sections. In ED-447 the instructor will evaluate the entire PBA. In ED-429, ED-460, and ED-461 your faculty mentor as well as a second evaluator will evaluate the PBA.
- Unit Plan: A group of sequential lessons (by theme, topic, skill, essential question, process, etc.) that are part of the content covered in a course of study.
- Student: A person who is enrolled in a K-12 school environment.
- Narrative: A spoken or written account of connected events.
- Aggregate data: Aggregate data refers to numerical or non-numerical information that is (1) collected from multiple sources and/or on multiple measures, variables, or individuals and (2) compiled into data summaries or summary reports, typically for the purposes of public reporting or statistical analysis—i.e., examining trends, making comparisons, or revealing information and insights that would not be observable when data elements are viewed in isolation. For example, information about whether individual students graduated from high school can be *aggregated*—that is, compiled and summarized—into a single graduation rate for a graduating class or school, and annual school graduation rates can then be aggregated into graduation rates for districts, states, and countries. (https://www.edglossary.org/aggregate-data accessed 3/15/2023)
- OSTE: On-Site Teacher Educator. This is the teacher with whom you will be working during the PBA.
- Accommodation: Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations). (ID SE Manual, 2018)
- Adaptation: Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with a disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results. (ID SE Manual, 2018)

Appendix A: Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teaching Standards and any standards specific to their discipline area(s).

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with the knowledge implied or stated in each of the Idaho Core Teaching Standards.

> **EXAMPLE**
>
> Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
>
> The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate **knows how** they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

The Learner and Learning

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

State Specific Standards

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

*The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Appendix B: The Framework for Teaching (Smart Card)

SMART CARD

THE FRAMEWORK FOR TEACHING

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

2

CLASSROOM 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

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

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

PROFESSIONAL RESPONSIBILITIES

4

INSTRUCTION

3

> "THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS VERY COMPLEX WORK. IT'S A THINKING PERSON'S JOB."
>
> *Charlotte Danielson*

COMMON THEMES

Equity

High Expectations

Cultural Competence

Meeting the Needs of All Learners

Student Assumption of Responsibility

www.danielsongroup.org
@danielson_group

Appendix B: The Framework for Teaching (Smart Card) Continued

THE FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Content and Pedagogy
• Content and the structure of the discipline   • Prerequisite relationships
• Content-related pedagogy

1b Demonstrating Knowledge of Students
• Child and adolescent development   • Learning process
• Students' skills, knowledge, and language proficiency
• Students' interests and cultural heritage   • Students' special need

1c Setting Instructional Outcomes
• Value, sequence, and alignment   • Clarity   • Balance
• Suitability for diverse students

1d Demonstrating Knowledge of Resources
• For classroom use   • To extend content knowledge and pedagogy
• Resources for students

1e Designing Coherent Instruction
• Learning activities   • Instructional materials and resources   • Instructional groups
• Lesson and unit structure

1f Designing Student Assessments
• Congruence with instructional outcomes   • Criteria and standards
• Design of formative assessments   • Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
• Teacher interactions with students, including both words and actions
• Student interactions with other students, including both words and action

2b Establishing a Culture for Learning
• Importance of content and of learning
• Expectations for learning and achievement   • Student pride in work

2c Managing Classroom Procedures
• Instructional groups   • Transitions   • Materials and supplies
• Performance of classroom routines
• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
• Expectations   • Monitoring of student behavior
• Response to student misbehavior

2e Organizing Physical Space
• Safety and accessibility
• Arrangement of furniture and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Teaching
• Accuracy   • Use in future teaching

4b Maintaining Accurate Records
• Student completion of assignments   • Student progress in learning
• Non-instructional records

4c Communicating with Families
• Information about the instructional program   • Information about individual students
• Engagement of families in the instructional program

4d Participating in a Professional Community
• Relationships with colleagues   • Involvement in culture of professional inquiry
• Service to the school   • Participation in school and district projects

4e Growing and Developing Professionally
• Enhancement of content knowledge and pedagogical skill
• Receptivity to feedback from colleagues   • Service to the profession

4f Showing Professionalism
• Integrity and ethical conduct   • Service to students   • Advocacy
• Decision-making   • Compliance with school and district regulations

DOMAIN 3: INSTRUCTION

3a Communicating With Students
• Expectations for learning   • Directions for activities
• Explanations of content   • Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions/prompts   • Discussion techniques
• Student participation

3c Engaging Students in Learning
• Activities and assignments   • Grouping of students
• Instructional materials and resources   • Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria   • Monitoring of student learning
• Feedback to students
• Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment   • Response to students
• Persistence

Appendix C: TEAM Lesson Plan Template

Lesson Plan Template

Introduction

- Lesson Name
- Goal/Purpose of lesson

Body

- Anticipatory Set
- Activities
- Closure

Supporting Information

- K-12 Standards Addressed
- Objectives (Performance/Learning/Instructional)
- Assessment plan (aligned with standards/objectives)
- Assessments Tool(s)(Formative/Summative)
- Accommodations
- Adaptations*
- Materials

Post Instruction

- Reflection
- Curriculum Mapping (Lesson Adjustments)

*Adaptations change the level of the assignment and are only used in very specific situations.

LEWIS CLARK
S T A T E   C O L L E G E

**TEACHER EDUCATION &
MATHEMATICS DIVISION**
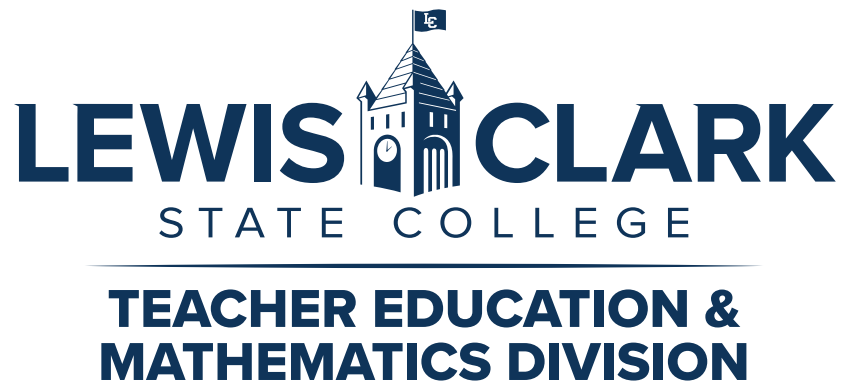
Unit Teaching Performance Assessment (PBA)

Fillable Document

Fall 2025+

For use in:

ED-426 – Professional Internship in Education K-8, I

ED-429 – Professional Internship in Education K-8, II

ED-460 - Professional Internship in Education 6-12

ED-461 - Professional Internship in Education K-12

Section 1: Planning & Preparation [FFT1]

A. Context Information: Fill in the template with the context information for the school & class you will be working with during the PBA.
B. ***Unit Plan:** Create and submit your unit plan for each section as described in the prompts.
Lesson Plans: Your unit requires three (3) lesson plans. For each lesson plan, create it according to the prompts and submit.

- 1 of the lesson plans must integrate ***student**-used digital technology to achieve the identified learning outcome(s).
- 1 of the lesson plans must employ a literacy strategy with the intent of increasing reading comprehension and/or writing competence for students.

C. ***Narrative**: Answer the prompts to describe your design of the unit and lesson plans.

Section 1: Planning & Preparation

1A. Context Information**

School Demographics [1b]:

1. Name of school:
2. Location:
3. Grades served:
4. Number of Students:
5. Number of Staff
a. Instructional:
b. Administrative:
c. Support:
6. Ethnic/Racial Distribution
7. Percent of students on IEP/504 plans
(If available via principal or special ed director at school. If no precise figure available, an estimate will do – simply state that your figure is an approximation based on lack of availability of precise information.)
8. Socioeconomic Status (SES)
(This is usually identified by the percent of students who qualify for the free/reduced lunch program.)

Classroom Demographics:

1. ***OSTE** Name
2. Grade level
3. Gender distribution
4. Ethnic/Racial Distribution
5. Percent of students on IEP/504 plans
6. SES (usually by % on free/reduced lunch program)

Cultural Relevance:

1B. Unit Plan

Topic: Please provide a Unit Title & short description of the topic for your unit.

Standards Addressed by the Unit:

Unit Goal(s):

Unit Rationale:

Unit Assessment Plan:

*Accommodation & *Adaptation:
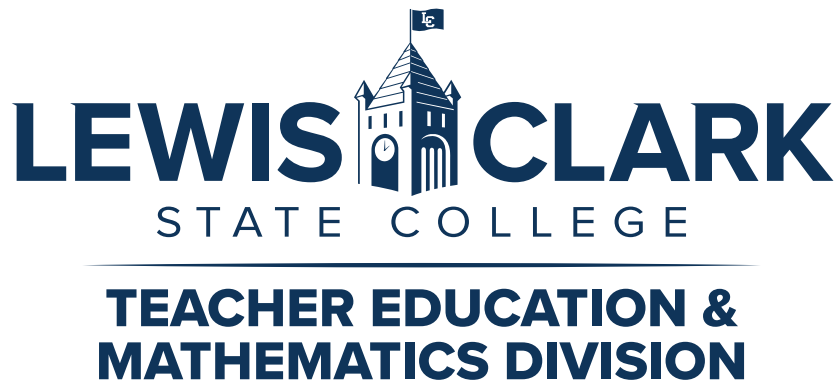
Lesson Plan Template

Introduction

- Lesson Name
- Goal/Purpose of lesson

Body (Remember 1 Student use of technology & 1 Literacy Strategy)

- Anticipatory Set

Time	Teacher Actions	Student Actions	Methods/Strategies

- Activities

Time	Teacher Actions	Student Actions	Methods/Strategies

- Closure

Supporting Information

- K-12 Standards Addressed
- Objectives (Performance/Learning/Instructional)
- Assessment plan (aligned with standards/objectives)
- Assessments Tool(s)(Formative/Summative)
- Accommodations
- Adaptations (Adaptations change the level of the assignment and are only used in very specific situations.)
- Materials

Post Instruction

- Reflection
- Curriculum Mapping (Lesson Adjustments)

1C. Unit and Lesson Planning Narrative

Required Prompts:

1. Explain how your unit accounts for the developmental needs/abilities of students and how you gathered the information about students' learning preferences learning, knowledge and skills, special needs, and interests and cultural heritages. (1b)

2. Explain how you structured the sequence of learning activities and how they represent the needs for challenge as well as differentiation for your students. (1e)

3. Discuss your use of assessment and how you know that your use of formative and summative assessment strategies will measure your planned outcomes as well as are suited to your students' needs. (1f)

4. For the lesson with the integration of student-used digital technology, how was the technology application included specifically to facilitate student engagement, achieving of learning outcomes, and/or construction of knowledge.

Optional Prompts:

5. Describe the concepts in the discipline and how these relate to one another. Be sure share any of the prerequisite relationships among topics. (1a)

6. Describe what resources you used and how they were selected. (1d)

7. For the lesson with the specific literacy strategy, describe how was the literacy strategy designed to facilitate increasing the students' reading comprehension and/or writing competence.

Section 2: Performing [FFT 2 & 3]

    A. Video: Video yourself teaching one of the 3 lessons for review.

    B. Narrative: Answer the prompts to describe your instruction of the lessons in the unit.

Section 2: Performing

2B. Performance Narrative

Required Prompts:

1.   How successful is the management of groups, transitions, and materials? (2c)

2.   How effective was your use of questioning, using wait-time, feedback, and use of monitoring responses from students? (3b, d)

3.   What adjustments were needed during instruction, and for what purpose? (3e)

Optional Prompts:

4.   Describe the various interactions in the classroom between students and with the teacher including communications of directions and use of vocabulary. (2a, 3a)

5.   Were the students' behaviors appropriate, and in cases where they were not, were you able to respond appropriately? Explain. (2d)

6.   Was the physical space and equipment adequate for learning, or were there opportunities for improvement? (2e)

7.   Were the learning tasks appropriately challenging and paced correctly? (3c)

Section 3: Assessing [FFT 3]

A. ***Aggregated Data**: Create and submit a chart/table of data aggregating results from the assessments with analytic categories (descriptive, diagnostic, predictive, or prescriptive). Examples of these categories may be items like gender, special services, reading group, class sections, etc.
B. Completed Student Samples: Gather and submit three complete "student assessment samples," with your feedback and markings. The three samples you include should demonstrate a high, middle, and low performance. Additionally, one of the student assessment samples should be from a student who was identified for accommodations/adaptations (Student A or Student B). Please redact all student names from the uploaded versions.
C. Narrative: Answer the prompts to describe your use of assessment in the unit.

Section 3: Assessing

3C. Assessment Narrative

Required Prompts:

1. Identify the specific learning objective(s) measured by the assessment you chose for analysis.

2. Describe your analysis of the assessments: Discern patterns of learning/constructing meaning in terms of the objective(s) for:

   - the whole class

   - groups within class

   - individual learners

3. Based on your analysis, describe what you believe are the best next steps for instruction for:

   - the whole class

   - groups within class

   - individual students

4. Evaluate the strengths/needs of the feedback for the 3 focus students and how you will facilitate future learning for these students for growth.

In answering the questions above please consider the rubric criteria of "proficient":

a. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students.
b. Questions and assessments are regularly used to diagnose evidence of learning.
c. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.
d. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Section 4: Reflecting & Professional Responsibility [FFT4]

Answer the prompts to reflect on teaching the unit and address professional responsibility attributes, characteristics, or issues that apply.

Section 4: Reflecting & Professional Responsibility Narrative

4A. Reflecting on the Unit

Required Prompts:

1. How effective was the overall unit? (4a)

2. Evaluate the use of the technology integration that you did for at least one of the lessons. Did it provide the benefits that you anticipated? Are there other benefits? Were there drawbacks? How will you integrate technology in the future?

Optional Prompt(s):

3. Evaluate the use of the literacy strategy that you employed. Is it your perception that it increased student reading comprehension and/or writing competence? If so, in what ways or to what extent? For which students (all of them, groups, individuals)? Were there any drawbacks to the use of the strategy? How will you approach the use of this literacy strategy in the future?

4B. Professionalism Across the Semester (429/460/461 Only)

4. Describe how you have maintained information on student attendance, completion of work/assessments, student progress in learning, and any non-instructional records for this unit and for the class in general. (4b)

5. Describe the communication with families that you have had over the semester regarding what is going on in the class and regarding individual students both in terms of academic progress and matters of the classroom environment. (4c)

6. Describe your interactions with your OSTE and other candidates, support personnel, and/or administrative staff over the course of the semester. Describe any participation you have done in school events and/or school/district projects.

Appendix C- Forms & Documents
Contents:

Lesson Plan Template

Journal Entry Guidelines

Dispositions Accolade Form

Dispositions Concern Form

Danielson Evaluation Rubric

End of Semester Checklist Form for Internship I

Exit Interview Questions

Exit Interview Form

Idaho Teacher Candidate Evaluation form (Common Summative Assessment)

Idaho Professional Learning Plan (IPLP)

Alumni Contact Form

Code of Ethics for Idaho Professional Educators

Evaluation Forms

Please Note

This handbook includes samples of all the forms found on the LCSC Teacher Education Website. The information is the same but the display/formatting may be different. The Intern will be sent a link to fill out an evaluation of the program, OSTE, and College Faculty Mentor on Qualtrics. Text of those evaluations is not included here, but is available upon request.

Lesson Plan Template
Lesson Plan Template

Introduction:

- Lesson Name

- Grade Level

- Goal(s)

Body

- Anticipatory Set

Time	Teacher Actions	Student Actions	Methods/Strategies

- Activities

Time	Teacher Actions	Student Actions	Methods/Strategies

(add or subtract rows as needed)

- Closure

Supporting Information

- Rationale of lesson
  - General Rationale
  - Cross-disciplinary explanation
  - Forms of communication explanation
  - 21st century student outcomes explanation

- K-12 Standards Addressed
  - Foundational Reading Skills:
  - Reading Comprehension:
  - Vocabulary Development:
  - Research:
  - Writing:
  - Oral and Digital Communications:
  - Grammar and Conventions:
  - Content Area (e.g., science, social studies, math, etc.):

- Objective(s)

- Culturally Responsive Teaching

- Assessment plan

- Assessment Tool (if needed)

- Accommodations
  - Student A:
  - Student B:

- Adaptations (if needed)

- Materials

Post Instruction

- Reflection (done in separate assignment after teaching the lesson plan)

Guidelines for Successful Journals during Clinical Internship

Journaling during clinical internship is important for personal reflection and for dialogue between the mentor and the intern. The journals do carry a separate grade during ED 426, but do not carry an independent score/grade in ED 429 or ED 460/461; instead, the entries are part of a holistic pass/fail grade submitted at semester's end by the mentor. Since the journaling is qualitative and has one evaluator (the mentor), it is necessarily somewhat subjective, a matter of agreed discussion between the mentor and the intern. However, the following guidelines provide targets for the intern writing and the mentor evaluating:

l. Frequency & Quantity

Increased frequency (how often) and quantity contributes to more meaningful, personal discovery and clarification of thought.

The target is at least three entries per submission of approximately 500 words each entry

(500 words = 1 single-spaced page).

II. Reporting/Reflecting

Interns' journals will contain a blend of

(1) reporting – narrative of who, what, when, where, how things happened – and

(2) reflecting - meaningful exploration of important learning issues, ideas, conclusions, etc.

The target is to use reporting as a forum for meaningful reflection such that the proportion of reflection to reporting is high.

III. Attention to CORE Standards

Intern's journal entries will reflect on the connection between events/ideas from the internship and at least one of the 13 State Standards each submission:
- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment

- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration
- Standard 11: American Indian Tribes in Idaho
- Standard 12: Code of Ethics for Idaho Professional Educators
- Standard 13: Digital Technology and Online Learning

The choice of standard will generally be up to the intern, though the mentor can request (or even require) attention to a particular one for a given submission as needed.

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. Wellness can include matters of diet, exercise, sleep, substance use/abuse, recreation, spiritual considerations, relationships, etc.

The target is to report and reflect upon your wellness activities at least once in every submission of journaling.

These guidelines are flexible. The mentor may determine any adjustments that may need to be made in the best interest of the intern. The intern and the mentor should work closely together when completing these entries.

Intern 1 (ED 426) completion: 3-4 submissions throughout the semester (dates on internship calendar and in internship module)
Intern 2 (ED 429) completion: 3-4 submissions throughout the semester (dates on internship calendar and in internship module)
Secondary Intern (ED 460/61) completion: 3-4 submissions throughout the semester (dates on internship calendar and in internship module)

IDAHO CORE TEACHING STANDARDS

All teacher candidates are expected to meet the Idaho Core Teaching Standards and any standards specific to their discipline area(s). In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with the knowledge implied or stated in each of the Idaho Core Teaching Standards.

EXAMPLE Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate knows how they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

The Learner and Learning

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

State Specific Standards

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

*The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

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

A. Positive and Productive Work Habits

Indicator	Comments
Is punctual and regular in attendance	
Works efficiently and manages time well	
Consistently submits work in a timely fashion	
Puts forth the necessary effort to succeed	
Works carefully and professionally	
Accepts responsibility	
Demonstrates initiative and independence	
Displays appearance/attire/habits appropriate to the professional environment	

B. Proper Interpersonal Skills

Indicator	Comments
Is respectful of the needs, ideas, and opinions of others	
Develops a positive working relationship with others	
Seeks opportunities to work w. young people; regards students in positive light	
Is open to and responds positively to suggestions/criticism/directions	

C. Professionalism and Integrity

Indicator	Comments
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   Evaluator's 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

A. Positive and Productive Work Habits

Indicator	*Comments*
Is punctual and regular in attendance	
Works efficiently and manages time well	
Consistently submits work in a timely fashion	
Puts forth the necessary effort to succeed	
Works carefully and professionally	
Accepts responsibility	
Demonstrates initiative and independence	
Displays appearance, attire, & habits appropriate to the professional environment	

B. Proper Interpersonal Skills

Indicator	*Comments*
Is respectful of the needs, ideas, and opinions of others	
Develops a positive working relationship with others	
Seeks opportunities to work with young people; regards students in positive light	
Is open to and responds positively to suggestions/criticism/directions	

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
                                                                    (Candidate)   (Evaluator name)

as the candidate's _____. The concern form is attached to this remediation plan.
                                (role)

On _____, a meeting was held with the above-named candidate and
                        (date)

evaluator and the candidate's Division of Teacher Education advisor, _____.
                                                                                          (Advisor Name)

In that meeting, the following plan was established to remediate the disposition concern(s):

Plan	Dates for check/completion
Final Review Meeting	

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.

_____   _____   _____
Candidate   Division of Teacher Ed. Academic   Qualified Evaluator
Date: _____   Advisor   Date: _____
                                                   Date: _____

***

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.

<div align="center">***</div>

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 |

Danielson Evaluation

Domain #1: Planning & Preparation

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
1a Knowledge of Content & Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	
1b Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	
1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
	or strand and are suitable for only some students.	assessments of student learning, are suitable for most of the students in the class.	they are differentiated, in whatever way is needed, for different groups of students.	
1d Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	

Domain #2 : Classroom Environment

	Unsatifactory (1)	Basic (2)	Proficient (3)	Comments
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	a. Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. b. Students rarely demonstrate disrespect for one another. c. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	a. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. b. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. c. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	
2b. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	a. The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," students indicate that they are interested in the completion of a task rather than the quality of the work.	a. The classroom culture is a place where learning is valued by all. b. High expectations for both learning and hard work are the norm for most students. c. Students understand their role as	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
		b. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. c. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	learners and consistently expend effort to learn.	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
2c. Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	a. Some instructional time is lost due to partially effective classroom routines and procedures. b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. c. With regular guidance and prompting, students follow	a. There is little loss of instructional time due to effective classroom routines and procedures. b. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. c. With minimal guidance and prompting, students follow established classroom routines.	

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	Unsatifactory (1)	Basic (2)	Proficient (3)	Comments
		established routines.		
2d. Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	a. Standards of conduct appear to have been established, but their implementation is inconsistent. b. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	a. Student behavior is generally appropriate. b. The teacher monitors student behavior against established standards of conduct. c. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	
2e. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	a. The classroom is safe, and essential learning is accessible to most students. b. The teacher makes modest use of physical resources, including computer technology. c. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	a. The classroom is safe, and students have equal access to learning activities. b. The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	

Domain # 3: Instruction

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 3a. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	a. The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. b. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. c. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. d. The teacher rarely takes opportunities to explain academic vocabulary.	a. The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. b. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. c. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. d. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	a. The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. b. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	a. While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. b. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	
Danielson 3c. Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	a. The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. b. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students	a. The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. b. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
		have a considerable amount of "downtime."	most students the time needed to be intellectually engaged.	
Danielson 3d. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	a. Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. b. Questions and assessments are rarely used to diagnose evidence of learning. c. Feedback to students is general, and few students assess their own work. d. Adjustment of the lesson in response to assessment is minimal or ineffective.	a. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. b. Questions and assessments are regularly used to diagnose evidence of learning. c. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. d. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	
Danielson 3e. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	a. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. b. Adjustment of the lesson in response to assessment is minimal or ineffective.	a. The teacher successfully accommodates students' questions and interests. b. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. c. If impromptu measures are needed, the teacher makes a minor	

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	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
			adjustment to the lesson and does so smoothly.	

Domain 4: Professional Responsibilities

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 4a. Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 4b. Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	
Danielson 4c. Communicating w. Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
Danielson 4d. Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Comments
	school events or school and district projects.	teacher participates in school events and school and district projects when specifically asked.	to participate in school events and in school and district projects, making a substantial contribution.	
Danielson 4e. Growing & Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	
Danielson 4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	

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Optional Feedback Form for the Danielson Evaluation

Formal Danielson Lesson Observation Scores & Feedback for Lesson:

_____

Danielson Criteria	Score	Comments
1.a. knowledge of content and pedagogy		
1.b. knowledge of students		
1.c. setting instructional outcomes		
1.d. knowledge of resources		
1.e. designing coherent instruction		
1.f. designing student assessments		
2.a. creating environment of respect and rapport		
2.b. establishing culture for learning		
2.c. managing classroom procedures		
2.d. managing student behavior		
2.e. organizing physical space		
3.a. communicating with students		
3.b. using discussion and questioning techniques		
3.c. engaging students in learning		
3.d. using assessment in instruction		
3.e. demonstrating flexibility and responsiveness		
4.a. reflecting on teaching		
4.b. maintaining accurate records		
4.c. communicating with families		
4.d. participating in professional community		
4.e. growing and developing professionally		
4.f. showing professionalism		
TOTAL:		

_____

Prepared by Evaluator: (Name on line above)

Role: _____

       (OSTE, Mentor, etc.)

EVALUATION OF THE INTERN'S PROGRESS & QUALIFICATIONS

PHASE III: ED 426: ELEMENTARY CLINICAL INTERNSHIP I

Intern: _____   Date: _____

LCSC Mentor: _____   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* assignments (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:

- ☐ Danielson Lesson Evaluation

Assessments of performance from On-Site Teacher Educator:

- ☐ Danielson Lesson Evaluation

PBA completed:

- ☐ Methods Instructor evaluation for all 4 sections
- ☐ Mentor or TED faculty member evaluation for all 4 sections

☐ *Professional Portfolio* (partial development, as assigned)

☐ PRAXIS II passed (if applicable)

☐ Demonstrates motivation and commitment to teaching

☐ Demonstrates Positive reactions to constructive feedback

Professional Development

Expectations:

☐ Participation in diversity experiences (as assigned)

☐ Other professional participation (please specify, if applicable)

Recommendation for Phase IV (continuation of Clinical Internship):   ☐ Yes   ☐ No   ☐ Conditional

(If "Conditional" is checked, see second page for further information, as well as a place to add comments if needed.)

Signature of Intern:

_____Date:

‎ ‎ ‎ ‎ ‎ _____

Signature of LCSC Mentor: _____Date: _____

[Note: Signature of the intern reflects receipt of this evaluation form and not necessarily agreement with the responses on the form.]

If "Conditional" is checked, please reference the date the Special Dispositions Form with Remediation Plan was discussed with, and signed by, the intern, or, if a Special Dispositions Form is not applicable, please explain the conditional recommendation in the comments box below.

Date:

_____

Additional Comments:

Exit Interview

This document contains questions that can be used for exit interviews with the LCSC Teacher Education program's interns. The questions are organized by suggested Idaho Core Teaching Standard (ICTS) to ensure that your intern has ample opportunities to address each one, as identified on the exit interview evaluation form. Some questions might fit more than one standard based on interns' responses.

Please be prepared to ask your interns about 13-16 questions during the interview in order to get a complete overview of your interns' experiences and qualifications. At least one question for each ICTS must be addressed during the interview; the remaining questions are to be determined by the interview team either prior to, or during, the interview. The exit interview team is also strongly encouraged to ask the following question (or some variation of it) during the interview: "We're considering another 15 applicants for this 4th grade (or insert other grade/content area) position. Tell us why we should hire you over those 15 applicants? What strengths do you bring to our school and staff? Or, something like "What might set you apart from the other ten individuals whom we are interviewing for this position?"

The teacher candidate should be prepared to answer any of the questions in this document, which are also listed in the elementary and secondary handbooks.

*All standards description taken from https://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Idaho-Standards-for-Initial-Certification-of-Professional-School-Personnel.pdf)

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- How do you plan to engage students of different ability levels?
- Tell us about your philosophy on education and how children learn best.

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Explain your philosophy about what is most important for students to know and be able to do.
- Describe several constructivist methods or strategies you have used in your teaching.
- Explain your philosophy about classroom management and effective teaching.
- Can you describe an instance in which you effectively engaged with multiculturalism or individual diversity during the internship? Explain how that instance helped you ensure an inclusive learning environment with high standards for your students.
- Describe a time when you helped a student achieve success.

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- Discuss two significant choices you have made related to classroom environment that have directly impacted student learning. What led you to make these choices?
- Describe how you want to organize your classroom space to support different types of learning activities (and explain how the space will support specific types of activities).
- Describe how you support individual and collaborative learning in the classroom that encourages positive social interaction, active engagement in learning, and self-motivation for your students.

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Describe the main components of an effective reading (or substitute any content area here, particularly at the secondary level) program.
- What subject area is a strength for you and what subject area is more of a challenge for you and why?
- We have a challenge with our reading (or insert any content area) scores and need help; what specifically can you bring to our school to help with this?
- How do you display enthusiasm about your subject to create accessible and meaningful learning experiences for students?

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Describe one of your most successful lessons that engaged learners in critical thinking, creativity, and/or collaborative problem solving.
- How do you encourage positive social interactions and active engagement in learning with your students?
- Describe what the first day of school will be like in your first year as a teacher. What do you think is important to accomplish on that first day?

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Describe what you have learned about the process of assessment and how you view the purpose of assessment.
- How do you plan to evaluate your students?
- What have you learned about your own assessment and analysis practice from analyzing student work?
- Describe formal and informal ways you have used to assess whether students are showing mastery of the skills and content you have taught. Provide examples of how you differentiate your instruction based upon the data you have collected.

Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- What strategies, content knowledge, curriculum, and/or cross-disciplinary skills have you used to design, adapt and plan lessons that address the students' needs to develop information literacy and problem-solving skills?
- Describe one of your lesson plans that you feel exemplifies your ability to design quality activities that are meaningful for all students and addresses curriculum goals or state standards.
- Discuss a standards-based lesson you have developed and delivered. Describe how you use the CCSS and Idaho State Standards to develop that lesson. How did you ensure equitable access for all of your students?
- What are the goals that you feel are necessary for your students to accomplish?

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- How do you incorporate Universal Design for Learning (UDL) principles into your teaching practice?
- What are some examples of instructional strategies you have used to help learners develop a deeper understanding of content, build skills, or apply knowledge in a meaningful way?

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- What has been your greatest experience working in the classroom during this internship year?
- What has been the biggest challenge in the classroom you've experienced during this internship year?
- Which Idaho Core Teaching Standard would you say is a strength for you? Use your Portfolio to support your answer.***May reference another standard too depending on answer.
- Which Idaho Core Teaching Standard is an area you feel you need to strengthen? Again, please use your portfolio.***May reference another standard too depending on answer.
- Reflect upon a lesson that did not go very well - what did you learn about yourself, your students and the learning process?

- What one or two students with whom you worked as an intern stand out in your memory? Why?
- With the experience gained from your internship, do you still want to be a teacher and why?
- What qualities or characteristics of your OSTE do you most admire and why?
- Think about your successes and challenges in teaching. How do you approach the change process if you discover something in your teaching practice isn't as effective as you would like? What information do you use to identify what needs to be changed and what strategies or steps do you use to implement the desired changes?
- Select three words that described you as a beginning teacher. How have you changed since you began teaching? What three words would you choose to describe yourself as a teacher now? Explain your choices.
- Describe a situation that you feel that you mishandled. What would you do differently in the same situation today?

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- Discuss a highly successful instance in which you collaborated with your on-site teacher educator or other professional to provide your students with an effective learning experience
- How are you prepared to be a caring professional who teaches for understanding in communities of learning?
- What are your thoughts and experiences related to involving parents/family and community members? What strategies would you employ to improve such involvement?
- Discuss your thoughts related to working with culturally diverse students/communities and what new learning you've experienced while at LCSC. How can this knowledge help you ensure learner growth?
- Aside from your classroom teaching responsibilities, in what other ways might you be able to take on leadership roles or opportunities in our school if you were hired?
- A parent comes to you to discuss the grade their child received on a project and is angry about it -- saying it's unfair and wrong. How do you handle this conversation and turn it into an opportunity for growth and/or future collaboration?

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

- How do you plan to teach about the five federally recognized tribes in Idaho? (More suited to elementary or Secondary Social Sciences)
- How can you make connections, or incorporate information about the five federally recognized tribes in Idaho in your teaching? (Better suited for other Secondary subjects)
- How do you integrate culturally responsive teaching into your practice that honors your unique learners' assets, background, and experiences?

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

- Tell us what you would consider to be maintaining a professional relationship with students, and what that looks like inside and outside the physical and/or virtual classroom.
- How do you exemplify integrity and honesty in your professional practice?
- What steps and/or tools will you use to ensure confidentiality of student records?
- How would you handle reporting potential child abuse, suicide ideation, or other mandatory reporting subjects should a student or other colleague in your building confide in you?

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

- How have you used technology to design, adapt and plan lessons that address the students' needs to develop information literacy, problem-solving skills, and other 21st century skills?
- How is technology used in your practice?
- What technological skills will you bring to this school?
- What technological tools do you know and use that can benefit students in engaging face-to-face, blended, and online learning environments?

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.

IDAHO CORE TEACHING STANDARDS (ICTS)

Please determine if, during the interview, the candidate accomplished the following as they relate to the Standards.

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 11: American Indian Tribes in Idaho*. The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

     4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

     4_____Exceptional   3_____Proficient   2_____Developing   1_____Inadequate

Comments:

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

     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.

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.

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

- **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 proficiency of 2)
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2)

Candidate's Professional Action Plan

Candidate Name:	Date:	University:

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

Domain Three Goal (3a – 3c): Identify Component _____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	**Resources** (Principal, Staff, PD or Materials)	**Evidence** (How will you know if this goal has been accomplished)	**Timeline** (Timeframe for Action Steps/Activities to be Completed)

Third Goal: IdentifyComponent_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	**Resources** (Principal, Staff, PD or Materials)	**Evidence** (How will you know if this goal has been accomplished)	**Timeline** (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Action Plan:

Candidate's Signature:_____   Date: _____

University Representative:_____   Date: _____

Idaho Teacher Candidate Evaluation
(Based on the Charlotte Danielson Model)

Teacher Candidate _____ Term/Year _____

Institution _____

In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.

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

Planning and Preparation						
(Correlated to Idaho Core Teacher Standards 1, 2, and 7)						
Strengths	**Domain 1**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Demonstrating knowledge of content and pedagogy	☐	☐	☐	NA	
	B. Demonstrating knowledge of students	☐	☐	☐	NA	
	C. Setting instructional outcomes	☐	☐	☐	NA	
	D. Demonstrating knowledge of resources	☐	☐	☐	NA	
	E. Designing coherent instruction	☐	☐	☐	NA	
	F. Designing student assessments	☐	☐	☐	NA	

The Classroom Environment

(Correlated to Idaho Core Teacher Standard 5)

Strengths	Domain 2	1	2	3	4*	Growth Opportunities
	A. Creating an environment of respect and rapport	☐	☐	☐	NA	
	B. Establishing a culture for learning	☐	☐	☐	NA	
	C. Managing classroom procedures	☐	☐	☐	NA	
	D. Managing student behavior	☐	☐	☐	NA	
	E. Organizing Physical Space	☐	☐	☐	NA	

Instruction and Assessment (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

Strengths	Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	☐	☐	☐	NA	
	B. Using questioning and discussion techniques	☐	☐	☐	NA	
	C. Engaging students in learning	☐	☐	☐	NA	
	D. Using Assessment in Instruction	☐	☐	☐	NA	
	E. Demonstrating flexibility and responsiveness	☐	☐	☐	NA	

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Professional Responsibilities (Correlated to Idaho Core Teacher Standard 9 and 10)

Strengths	Domain 4	1	2	3	4*	Growth Opportunities
	A. Reflecting on teaching	☐	☐	☐	NA	
	B. Maintaining accurate records	☐	☐	☐	NA	
	C. Communicating with families	☐	☐	☐	NA	
	D. Participating in the professional community	☐	☐	☐	NA	
	E. Growing and developing professionally	☐	☐	☐	NA	
	F. Showing professionalism	☐	☐	☐	NA	

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

_____   _____

Teacher Candidate's Signature   Date

_____   _____

Mentor Teacher's Signature   Date

_____   _____

University Supervisor's Signature   Date

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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-

      (print name)

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 _____

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.

[Idaho State Department of Education Website](http://www.sde.idaho.gov/cert-psc/psc/ethics.html)

(full text link: 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 IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.

- 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.

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