

**NATIONAL UNIVERSITY**

SCHOOL OF EDUCATION

Teacher Education Program

**Bachelor of Arts in  
Elementary and Secondary  
Education with Nevada  
Licensure  
Student Teaching Handbook**

September 2007



**Bachelor of Arts in Elementary and  
Secondary Education with Nevada  
Licensure  
Student Teaching Handbook**

School of Education  
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## Purpose of Handbook

The purpose of this Handbook is to support and provide candidates and supervisors with the information required to gain an understanding of the Student Teaching component of National University Nevada's Teacher Preparation Program. The *Student Teaching Handbook* is to be used as a reference and resource guide for teaching practices during the sixteen week experience.

Part I: Program Guidelines

Part II: Elementary/Secondary Candidates

Part III: Supporting Documents

## School of Education Mission Statement

The Mission of the School of Education is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. Our Mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

### Introduction to Student Teaching

Welcome to Student Teaching! For many candidates, this experience will be a meaningful component of the teacher preparation program. It is an opportunity to acquaint you, through supervised activities and experiences, with the intricacies of a school and classroom, as well as with the responsibilities of teaching, as described in the ten INTASC Standards. Your student teaching experiences will provide opportunities for you to apply the knowledge, skills, and dispositions you acquired during your coursework. As a teacher candidate, you are expected to carry real and continuous responsibilities under the supervision of your Cooperating Teacher and your University Supervisor. A special welcome and thank you is also extended to the Cooperating Teachers who have offered their help in guiding the candidates. Without Cooperating Teachers and supporting administrators, student teaching could not exist. Through the combined efforts of the candidate, the Cooperating Teacher, and the University Supervisor, the opportunity to exchange ideas provides new perspectives and discoveries into the world of teaching and models the need for supportive relationships.

*Life is either a  
daring adventure or  
nothing at all.*

*Helen Keller*

To additionally support candidates during their student teaching, candidates attend seminar TED 470. Individually completed assignments and participation in group discussions throughout the seminar, provide opportunities for continuous learning. Candidates plan and practice multiple strategies for managing and delivering instruction and assessing for students' needs, interests, and accomplishments. Sessions are designed to support teacher candidates for Elementary /Secondary license. Elementary and Secondary candidates are required to complete an electronic portfolio that demonstrates proficiency in the ten INTASC Standards. Evidence of competency will be demonstrated in the candidate's professional portfolio. By successfully completing student teaching, coursework and other requirements, candidates will qualify for a teaching license.

## **Part I: PROGRAM GUIDELINES**

### **POLICIES AND PROCEDURES**

#### **Candidate Eligibility Requirements**

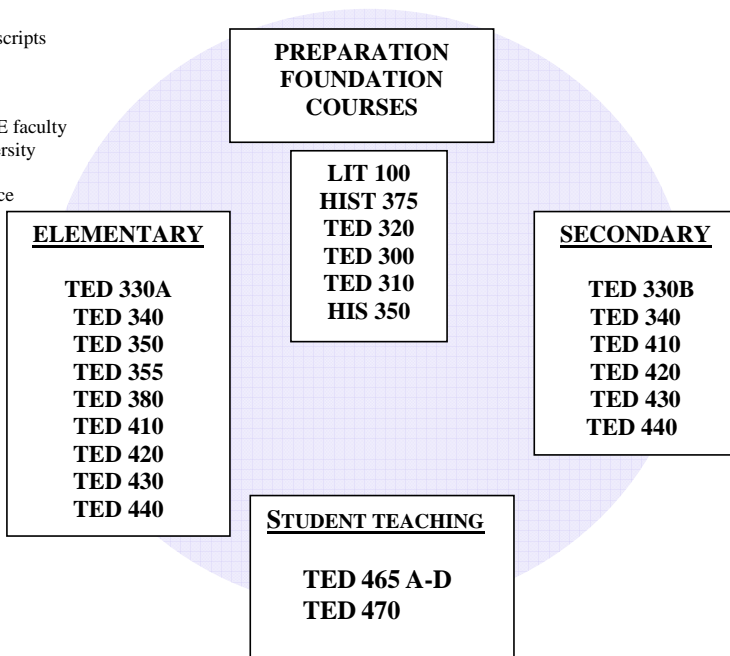
The chart on the following page provides the eligibility requirements for Elementary and Secondary Licensure Programs.

Requirements must be fulfilled prior to student teaching and following student teaching for eligibility for a teaching license. Full details regarding eligibility requirements are found in the National University General Catalog.

**NATIONAL UNIVERSITY**  
**Teacher Preparation Program**  
**Candidate Coursework**

Candidates must successfully complete/obtain the following prior to student teaching:

- ❖ NU1 orientation
- ❖ Official college transcripts
- ❖ PRAXIS I
- ❖ PRAXIS II
- ❖ Negative TB test
- ❖ Interview with a SOE faculty
- ❖ Interview with university supervisor
- ❖ Zero Account Balance
- ❖ Student Teaching Orientation



	<b>Foundations of Education Preparation for the Major and Foundation Courses</b>
LIT 100 HIST 375 TED 320 HIS 350 TED 310 TED 300	Introduction to Literature The Nevada Experience Introduction to Education Cultural Diversity Development and Learning History and Ethics of Education
<b>Elementary and Secondary Methods</b>	
TED 330A TED 330B TED 340 TED 350 TED 355 TED 380 TED 410 TED 430 TED 440	Reading and Language Arts Methods- Elementary Reading and Language Arts Methods-Secondary Reading in the Content Area Math and Science Methods History and Social Science Methods Visual/Performing Arts and Physical Education/Health Methods Multicultural Literature Instructional Strategies for Students with Special Needs Classroom Leadership and Assessment
<b>Student Teaching</b>	
TED 465A TED 465B TED 465C TED 465D TED 470	Student Teaching I Student Teaching II Student Teaching III Student Teaching IV Student Teaching Seminar and ePortfolio Assessment

## Candidate Placement Policies

**Elementary and Secondary Candidates** will be placed:

- By the school district in their student teaching school under the supervision of a University Supervisor and Cooperating Teacher(s) who model effective teaching, implement state-adopted academic core curriculum, and mentor the candidate.
- For at least one-half of their student teaching, in approved public schools that implement state adopted core curriculum content standards. Court schools, alternative schools, and charter schools may be acceptable placements for one-half of the student teaching experience.
- Out of state courtesy placements in accredited schools outside Nevada may be considered. Prior approval must be given by the Dean/Associate Dean of Education.
- In a supervised full-time student teaching assignment within the license area for sixteen weeks. The National University Teacher Preparation Program follows a graduated model. As a result, while candidates are onsite for the full day, they will be required in the first weeks to observe, discuss, reflect on and participate in the classroom where they have been assigned. As teacher candidates progress, they should actively co-plan and co-teach with their supervising teachers. Once candidates have successfully become responsible for teaching one or two periods or selected topics, they advance to daily responsibility for whole-class instruction.

**Elementary Candidates** will be placed:

- In classrooms to observe and participate in two or more of the following grades: K-8.

**Secondary Candidates** will be placed:

- In a teaching experience of a minimum of twenty hours per week in their licensure area assignments.

### **Licensure Candidates Teaching Under Contract**

National University provides a program whereby actively employed teachers can complete the requirements for their teaching license while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the license sought. Teacher licensure candidates may teach under contract:

- In an approved elementary assignment in their classroom.
- In an approved secondary assignment within the license area can complete the full sixteen weeks in their own assignment provided that they are teaching four periods in two grade levels, or can document prior experience at other grade levels.
- In an accredited non-public school setting and must be placed in an accredited public school to complete their student teaching for a minimum of two courses of the four-course sequence (TED 465A, TED 465B, TED 465C, and TED 465 D).
- Under the supervision of a University Supervisor and Cooperating Teacher(s) who model(s) effective teaching, implement(s) Nevada Department of Education curriculum standards and performance objectives, and mentors the candidate.

## **University Policy**

### ***Attendance***

Candidates are expected to attend school each day it is in session and must be involved in full-day teaching experiences for the entire sixteen weeks. They have the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Candidates are expected to participate in the same schedule as contracted teachers at the school where they are assigned. Candidates are expected to attend staff meeting, workshops, and any other activity required of the contracted staff at the selected school. Circumstances may arise which delay or prevent the timely arrival of a candidate at school. Should this occur, it is the candidate's responsibility to immediately inform the Cooperating Teacher(s). Three days is the maximum number of allowed absences during student teaching for Elementary/Secondary candidates. These absences should only be used for emergencies. All absences must be approved by the Cooperating Teacher and the National University Supervisor.

### ***Candidate Assistance, Improvement, and Dismissal from Student Teaching***

National University is committed to maintaining high standards of quality throughout its Teacher Education Program and preparing competent candidates who will add to the quality of the teaching profession. Candidates are supported prior to their student teaching experience in the following ways:

1. *Admission Process.*

This includes an admission essay, identification by admissions advisor and faculty during initial interviews, and identification while enrolled in licensure courses.

2. *Candidate Interviews.*

Candidates participate in scheduled interviews by faculty and university personnel prior to their student teaching placements. During their interviews, candidates are assessed on their pedagogical readiness as well as professional values and disposition.

3. *Coursework.*

Demonstrated competencies are required in each course.

Candidates are supported during their student teaching experience and are placed in appropriate student teaching experiences. National University works closely with quality Cooperating Teachers and University Supervisors, and integrates TED 470 Student Teaching Seminar with the field placement.

To ensure candidate quality and success, the Cooperating Teacher and University Supervisor conduct bi-monthly observations and monthly assessments. These documents provide valuable information in assessing progress and determining future goals. There may be times when the assessment indicates that the candidate is struggling to meet expectations during student teaching. Assistance and interventions are available and documented on Candidate Growth and Development Forms A and B.

1. *Candidate Growth and Development Forms A.*

If a candidate is not fulfilling responsibilities in student teaching, the university supervisor completes Form A, identifying the areas of concern. The candidate is given specific direction and opportunities to show improvement within a specified time period when the areas of concern are reviewed.

2. *Candidate Growth and Development Forms B.*

If the areas of concern are not corrected, or if the host school requests that the candidate be removed from his/her placement, the candidate earns a grade of "unsatisfactory" and is given Form B in a formal meeting. The candidate is removed from the program for a period of months and is given assignments that specifically address the areas of concern. If the assignments are completed successfully, the candidate is re-admitted to the program. If a candidate earns an unsatisfactory grade for the second time in student teaching the candidate may be permanently dismissed from the program. The hearing and appellate process is outlined in the Policies and Procedures section of the National University Catalog.

## Part II: Elementary/Secondary Education with Nevada Licensure

### Student Teaching:

Once candidates are cleared to begin student teaching by the School of Education faculty advisor, they work closely with site Cooperating Teachers and University Supervisors who provide ongoing support throughout their student teaching experience. Elementary/Secondary Candidates receive additional support through concurrent enrollment in the Student Teaching Seminar and ePortfolio Assessment (TED 470).

#### *Grades*

To verify the completion of TED465A, TED 465B, TED 465C, and TED465D, the University Supervisor submits a grade of “S” for satisfactory performance or a “U” for unsatisfactory performance at the end of each student teaching course. The grading period in which the grade of *Unsatisfactory* was received must register again for the class and repeat the course.

#### *Stipend*

A contract is established with each public or non public school where National University candidates are placed. National University provides a stipend for Cooperating Teachers who participate in National University’s Teacher Preparation Program. A stipend form and W9 are completed by the cooperating teacher and submitted to the University Supervisor. At the end of the grading periods, these host schools/districts confirm the total number of sections their teachers have served as Cooperating Teachers. The University follows its procedures for the disbursement of the funds to the Cooperating Teacher.

#### *Limitations on the Responsibilities of Candidates*

Candidates must not be used as a:

- Substitute teacher in classrooms where they are not assigned;
- Certificated teacher;
- Supervisor having the sole responsibility for playgrounds, halls, dances, coaching, or sports events;
- Transporter of students.

#### *Strikes*

Candidates do not participate in school strikes. In a strike situation, candidates will be placed in a new field assignment. *Exception: Candidates who are student teaching while under contract must complete missed days prior to applying for a license.*

# TEACHER PREPARATION PROGRAM ASSESSMENT OF CANDIDATE PERFORMANCE

## Assessment

Assessment of candidate performance is an integral part of the Teacher Preparation Program. Candidates will be assessed through the use of both formative and summative assessments.

*Formative Assessment* is the ongoing monitoring of the learning. The process includes the use of both informal and formal instruments to gather data in an ongoing basis. Information is collected from various sources, including informal observations, three formal observations each month, discussions, and portfolio artifacts. Formative assessments are designed to improve the candidate's performance or improve the products on which the candidates are working. There may be times when the assessment indicates that the candidate is struggling to meet expectations during student teaching. Assistance and interventions are available and documented in the Candidate Growth and Development Plan. Information about the process is found in Part I: University Policy.

*Summative Assessment* is a summary of the variety of sources of information that describe the candidate's monthly accomplishments. Once each month, the candidate's progress is documented. The Cooperating Teacher and University Supervisor collaborate to complete one Monthly Assessment Form. This monthly assessment documents the candidate's demonstration of knowledge and ability for each **Interstate New Teacher Assessment and Support Consortium (INTASC)** standard as a continuum of progress. The previous month's professional growth is evident as the *same form* is used for all four months. Comments on the form address the candidate's knowledge and ability in each of the ten standards. Copies of the completed form are available to each supervisor and candidate on a monthly basis; the candidate may choose to include the final form in the Professional Portfolio.

## Supervision Cycle

The supervision cycle provides a process for candidates to improve upon their teaching performance. It occurs in a supportive environment of open communication where the candidate, Cooperating Teacher, and University Supervisor communicate clearly and honestly. Candidates are responsible for presenting formally observed lessons at an agreed upon time. The Cooperating Teacher formally observes a lesson once each grading period; the University Supervisor formally observes at least twice during each grading period. Candidates are expected to prepare lesson plans throughout their student teaching assignment. A copy of the lesson plan must be given to the candidate's National University Supervisor prior to the beginning of the class that he/she will be observing.

The supervision cycle involves three components: the pre-conference, observation, and post conference.

- a. *Pre-conference.* The pre-conference provides an opportunity for the supervisor and candidate to review the prepared lesson plan. The supervisor should ask questions about the topics in the lesson plan. The pre-conference should occur early enough to provide the candidate time to make any necessary changes. The candidate should also select an area of focus during a lesson, possibly an area in which the candidate recognizes the need for growth.
- b. *Observation.* The Classroom Observation Form highlights components of an effective lesson. The student teacher is required to prepare three lessons each month for formal observations; two Observation Forms are completed by the University Supervisor and one by the Cooperating Teacher. The observation data is intended to provide objective, written feedback to the candidate. The Observation is discussed during the Post-Conference.
- c. *Post-Conference.* The completed Classroom Observation Form is discussed as soon as possible, and within a day of the observation. Facilitating opportunities for the candidate to problem solve provides support for continuous growth. Suggestions and recommendations are made; the candidate is involved in identifying a teaching target for the next observation. A copy of the Observation Form is provided to the candidate who may wish to include this in his/her Professional Portfolio.

## LESSON PLAN FORMAT

Lesson plan formats may vary depending upon the requirements of the candidate's district, the supervising teacher's suggestions, the students being taught, and the setting. Student teaching candidates are required to prepare formal lesson plans. Planning leads to greater flexibility in teaching and greater learning by students.

### Sample Lesson Plan Template

1. Introduction	<p><u>Setting of the standards</u> at the beginning of a lesson assures both the teacher and the students that the students know what they are supposed to do. Teacher must <b>clearly communicate to students what materials they are going to use and how the students are to behave in class.</b></p> <p><u>Focus Learner</u> by establishing a prearranged signal, a message on the board, or make a statement to <b>focus student's attention at the beginning of the period.</b> It is important that each student in the group is ready when the teacher begins the lesson.</p> <p><u>Create Bridges from the Students' Past Learning</u> by using information they already know to form a foundation for introducing new concepts. Teachers can <b>use a variety of instructional strategies to determine students' prior knowledge</b> such as a KWL chart.</p>
2. Lesson Objective	<p><u>State Instructional Objective(s)</u> which is/are aligned with the selected grade level <u>State Standard(s)</u>. It is important that students hear a clear statement of <b>what they will be able to do at the end of the lesson.</b></p> <p><u>Establish Purpose</u> for the lesson. Students should know why they are participating in a selected learning activity. Motivation increases when students understand how an activity has relevancy to their life or will help them to reach the stated objective.</p> <p><u>Establish Transfer to Prior Learning.</u> Students should know how past learning relates to present learning so there can be continuity. Teacher should <b>describe how the new learning is similar to or different from previous learning.</b></p>
3. Instruction	<p><u>Instructional Strategies for Providing Information</u> depends upon the lesson's objective, student learning styles and interests, and available materials. Resources that the teacher could use include: teacher demonstration, videotape, computer, overhead transparency, reading assignment, student demonstration and guest speaker. Differentiate instruction according to Bloom's Taxonomy.</p>

4. Guided Practice	<p><u>Include Student Activities Based on Lesson Objective.</u> Students should demonstrate their understanding of the lesson objective(s) by responding to a selected activity or activities such as responding to writing prompt, participating in an oral debate, creating a time line, or manipulating objects to solve a problem.</p> <p><u>Provide Ongoing Assessment and Feedback for Students.</u> Teachers should provide ongoing feedback to students during the guided practice to let them know how they are progressing in meeting the instructional objective(s).</p>
5. Closure	<p><u>Allocate Time for Students to Reflect</u> on what they have learned. Teacher provides opportunities at the completion of the lesson for students to share what they have learned through such activities as a class discussion. It is critical that the students reflect on what they have learned to enable them to practice independently.</p> <p><u>Explain and Model Independent Practice Activity.</u> Teacher should demonstrate expectations and procedures for the activity and <b>continually check for understanding to determine which students need further assistance.</b> For students who are having difficulty comprehending the lesson, the teacher can provide other activities that support the lesson's instructional objective(s).</p>
6. Independent Practice	<p><u>Assign Independent Practice</u> after the teacher believes students understand the Lesson's Objective(s). Students cannot practice a concept they do not understand.</p>
7. Reflection	<p><u>Teacher Reflects on Lesson</u> through self evaluation. (What did I do well? What would I change next time?)</p>



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Lesson Plan Design

*Tell Students What You Are Going to Teach. Teach the Lesson. Tell Students What You Taught.*

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Lesson Topic: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ ID # \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ NU Supervisor: \_\_\_\_\_

**Lesson Objective:** What do you want students to know at the end of the lesson?

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**State Standards:** What curriculum and grade level standards does this lesson address?

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**Resources:** What materials are you going to need for this lesson?

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**Technology:** What technology resources are you going to use for this lesson (e.g., computers, overhead projector)?

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**Focus Student:**

1. How are you going to focus students' attention at the beginning of the period?
2. How are you going to manage student behavior for the rest of the class period?

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**Prior Knowledge:** How are you going to use information that students already know to form a foundation for introducing new concepts?

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**Differentiated Instruction:** How are you going to differentiate the lesson for all students, including English Language Learners (ELLs) and students with special needs?

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**Learning Styles:** How does your lesson address the needs of the visual, auditory, and tactile learners?

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**Model:** How are you going to model for students what you expect them to be able to do? What should the finished instructional activity look like?

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**Guided Practice:** How are students going to demonstrate their understanding of the lesson objective(s)?

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**Checking for Understanding:** What questions and/or activities are you going to use to determine whether students are ready to do similar work on their own?

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**Ongoing Feedback:** How are you going to provide your students with ongoing feedback and assistance during the guided practice?

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**Formal/Informal Assessment:** How will you determine whether students have mastered the objective?

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**Closure:** What opportunities will you provide for students to reflect on what they have learned?

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**Independent Practice:** What independent practice activities will you provide for students to practice what they have learned in class? *(Note: These activities assume that students understand the concept well enough to work on their own.)*

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**Lesson Reflection:** What went well? What needs to be changed?

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## INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS AND SUBSETS

### INTASC 1: KNOWLEDGE OF CONTENT

- INTASC.1.A K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- INTASC.1.B K: The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- INTASC.1.C K: The teacher can relate his/her disciplinary knowledge to other subject areas.
- INTASC.1.D D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- INTASC.1.E D: The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- INTASC.1.F D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- INTASC.1.G D: The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
- INTASC.1.H P: The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- INTASC.1.I P: The teacher can represent and use differing viewpoints, theories, 'ways of knowing' and methods of inquiry in his/her teaching of subject matter concepts.
- INTASC.1.J P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- INTASC.1.K P: The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- INTASC.1.L P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- INTASC.1.M P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

### INTASC 2: KNOWLEDGE OF HUMAN DEVELOPMENT

- INTASC.2.A K: The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- INTASC.2.B K: The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- INTASC.2.C K: The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
- INTASC.2.D D: The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- INTASC.2.E D: The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

- INTASC.2.F P: The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- INTASC.2.G P: The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- INTASC.2.H P: The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

INTASC 3: ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS
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- INTASC.3.A K: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- INTASC.3.B K: The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- INTASC.3.C K: The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- INTASC.3.D K: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- INTASC.3.E K: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- INTASC.3.F D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- INTASC.3.G D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'
- INTASC.3.H D: The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- INTASC.3.I D: The teacher is sensitive to community and cultural norms.
- INTASC.3.J D: The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
- INTASC.3.K P: The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- INTASC.3.L P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- INTASC.3.M P: The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- INTASC.3.N P: The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- INTASC.3.O P: The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
- INTASC.3.P P: The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

INTASC.3.Q P: The teacher creates a learning community in which individual differences are respected.

INTASC 4: MULTIPLE INSTRUCTIONAL STRATEGIES
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- INTASC.4.A K: The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- INTASC.4.B K: The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- INTASC.4.C K: The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).
- INTASC.4.D D: The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- INTASC.4.E D: The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
- INTASC.4.F P: The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- INTASC.4.G P: The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
- INTASC.4.H P: The teacher constantly monitors and adjusts strategies in response to learner feedback.
- INTASC.4.I P: The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- INTASC.4.J P: The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

INTASC 5: CLASSROOM MOTIVATION AND MANAGEMENT SKILLS
--

- INTASC.5.A K: The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- INTASC.5.B K: The teacher understands how social groups function and influence people, and how people influence groups.
- INTASC.5.C K: The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- INTASC.5.D K: The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- INTASC.5.E K: The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.
- INTASC.5.F D: The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- INTASC.5.G D: The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

- INTASC.5.H D: The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- INTASC.5.I D: The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
- INTASC.5.J D: The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.
- INTASC.5.K P: The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
- INTASC.5.L P: The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- INTASC.5.M P: The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- INTASC.5.N P: The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- INTASC.5.O P: The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- INTASC.5.P P: The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- INTASC.5.Q P: The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

INTASC 6: COMMUNICATION SKILLS
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- INTASC.6.A K: The teacher understands communication theory, language development, and the role of language in learning.
- INTASC.6.B K: The teacher understands how cultural and gender differences can affect communication in the classroom.
- INTASC.6.C K: The teacher recognizes the importance of nonverbal as well as verbal communication.
- INTASC.6.D K: The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.
- INTASC.6.E D: The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- INTASC.6.F D: The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- INTASC.6.G D: The teacher is a thoughtful and responsive listener.
- INTASC.6.H D: The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
- INTASC.6.I P: The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- INTASC.6.J P: The teacher supports and expands learner expression in speaking, writing, and other media.
- INTASC.6.K P: The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes,

promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

- INTASC.6.L P: The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- INTASC.6.M P: The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

#### INTASC 7: INSTRUCTIONAL PLANNING SKILLS

- INTASC.7.A K: The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- INTASC.7.B K: The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- INTASC.7.C K: The teacher knows when and how to adjust plans based on student responses and other contingencies.
- INTASC.7.D D: The teacher values both long term and short term planning.
- INTASC.7.E D: The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- INTASC.7.F D: The teacher values planning as a collegial activity.
- INTASC.7.G P: As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- INTASC.7.H P: The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- INTASC.7.I P: The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- INTASC.7.J P: The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- INTASC.7.K P: The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

#### INTASC 8: ASSESSMENT OF STUDENT LEARNING

- INTASC.8.A K: The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- INTASC.8.B K: The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- INTASC.8.C K: The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.
- INTASC.8.D D: The teacher values ongoing assessment as essential to the instructional process and recognizes that many

different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

- INTASC.8.E D: The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
- INTASC.8.F P: The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- INTASC.8.G P: The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- INTASC.8.H P: The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- INTASC.8.I P: The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- INTASC.8.J P: The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- INTASC.8.K P: The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

INTASC 9: PROFESSIONAL COMMITMENT AND RESPONSIBILITY
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- INTASC.9.A K: The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- INTASC.9.B K: The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).
- INTASC.9.C D: The teacher values critical thinking and self-directed learning as habits of mind.
- INTASC.9.D D: The teacher is committed to reflection, assessment, and learning as an ongoing process.
- INTASC.9.E D: The teacher is willing to give and receive help.
- INTASC.9.F D: The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- INTASC.9.G D: The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
- INTASC.9.H P: The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- INTASC.9.I P: The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- INTASC.9.J P: The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

INTASC 10: RELATIONSHIP WITH PARTNERSHIPS

- INTASC.10.A K: The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- INTASC.10.B K: The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- INTASC.10.C K: The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
- INTASC.10.D D: The teacher values and appreciates the importance of all aspects of a child's experience.
- INTASC.10.E D: The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- INTASC.10.F D: The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- INTASC.10.G D: The teacher respects the privacy of students and confidentiality of information.
- INTASC.10.H D: The teacher is willing to work with other professionals to improve the overall learning environment for students.
- INTASC.10.I P: The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- INTASC.10.J P: The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- INTASC.10.K P: The teacher can identify and use community resources to foster student learning.
- INTASC.10.L P: The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- INTASC.10.M P: The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- INTASC.10.N P: The teacher acts as an advocate for students.



SCHOOL OF EDUCATION
National University Nevada Campus

2850 West Horizon Ridge Parkway, Suite 301, Henderson, NV 89052 • Phone (702) 531-7800 • Fax (702) 531-7896

CLASSROOM OBSERVATION FORM

- TED 465A #1, TED 465A #2, TED 465B #1, TED 465B #2, TED 465C #1, TED 465C #2, TED 465D #1, TED 465D #2

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_
Date \_\_\_\_\_ Elementary Secondary: \_\_\_\_\_ Grade \_\_\_\_\_
School \_\_\_\_\_
Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

INTASC STANDARD

Table with 3 columns: Standard Number, Lesson Format (Introduction, Lesson Objective, Instruction, Guided Practice, Closure, Independent Practice, Reflection), and Observations/Commendations/Questions/Reflections/Future Improvement. Includes checkboxes for various criteria.



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### MONTHLY GRADE FORM

*This cumulative document portrays the candidate's progress month by month in student teaching. Using one form, the placement of the numbers will chart the candidate's growth. Additional evidence of competence for each Domain is provided in the candidate's Portfolio.*

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_  
Student Teaching Dates \_\_\_\_\_  
Course: TED465A or TED465B or TED455C or TED 465D \_\_\_ (Circle one)

Elementary Grade \_\_\_\_\_  Secondary Subject \_\_\_\_\_

School/District \_\_\_\_\_ Phone \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_  
University Supervisor \_\_\_\_\_

TED 465A Date \_\_\_\_\_ TED 465A Grade: \_\_\_\_\_

\_\_\_\_\_  
*Candidate's signature Cooperating Teacher's signature University Supervisor's signature*

TED 465B Date \_\_\_\_\_ TED 465B Grade: \_\_\_\_\_

Activity 1 School Culture  Activity 2 Interviews

\_\_\_\_\_  
*Candidate's signature Cooperating Teacher's signature University Supervisor's signature*

TED 465C Date \_\_\_\_\_ TED 465C Grade: \_\_\_\_\_

\_\_\_\_\_  
*Candidate's signature Cooperating Teacher's signature University Supervisor's signature*

TED 465D Date \_\_\_\_\_ TED 465D Grade: \_\_\_\_\_

Activity 3 Site Observations

\_\_\_\_\_  
*Candidate's signature Cooperating Teacher's signature University Supervisor's signature*

**White:** Student Teacher **Yellow:** University Supervisor **Pink:** University **Golden Rod:** Site Supervisor

## MONTHLY STUDENT TEACHING ASSESSMENT FORM

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_ Student Teaching Dates \_\_\_\_\_  
 Course: TED465A or TED465B or TED455C or TED 465D (Circle one)

Elementary Grade \_\_\_\_\_  Secondary Subject \_\_\_\_\_

School/District: \_\_\_\_\_ Phone \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

Please check a score for each category within each of the standards when appropriate. Use NA if not appropriate. Add comments to explain your score.

*Beginning:* Candidate has awareness of standard, but does not demonstrate it in practice.

*Emerging:* Candidate implements the standard with limited effectiveness.

*Applying:* Candidate applies the standard with some effectiveness.

*Integrating:* Candidate integrates the standard with effectiveness.

*Innovating:* Candidate demonstrates innovative use of the standard with great effectiveness.

<b>INTASC 1: Knowledge of Content</b>	1	2	3	4	5	NA
Exhibits thorough understanding of content.						
Connects content to students' life experiences.						
Attempts to create interdisciplinary learning experiences.						

Average Score \_\_\_\_\_

<b>INTASC 2: Knowledge of Human Development</b>	1	2	3	4	5	NA
Stimulates students' reflection by activating prior knowledge.						
Provides varied levels of tasks and assignments that recognize the individuality of students and their developmental and/or special needs.						
Makes instructional decisions based on knowledge of human development.						

Average Score \_\_\_\_\_

<b>INTASC 3: Adapting Instruction for Individual Needs</b>	1	2	3	4	5	NA
Makes appropriate provision for individual students who have particular learning differences or needs.						
Creates a learning community in which race, ethnicity, gender, economic status, and differences in ability are respected.						
Identifies and designs instruction that recognizes student differences in learning styles, multiple intelligences, and developmental needs.						

Average Score \_\_\_\_\_

<b>INTASC 4: Multiple Instructional Strategies</b>	1	2	3	4	5	NA
Selects and creates learning experiences that are appropriate for						

curriculum goals, relevant to learners, and based upon the principles of effective instruction.						
Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners, including learning styles and performance models.						
Responds to unanticipated sources of input and adjusts plans to meet student needs.						
Creates long-term plans that are linked to student needs and performance.						

Average Score \_\_\_\_\_

<b>INTASC 5: Classroom Motivation and Management Skills</b>	1	2	3	4	5	NA
Organizes, allocates, and manages resources of time, space, activities, and materials to provide active and equitable engagement of students in productive tasks.						
Analyzes the classroom environment and makes decisions that enhance social relationships, student motivation, and engagement in productive work.						
Manages transitions effectively.						
Effectively manages groups to avoid inappropriate behavior.						

Average Score \_\_\_\_\_

<b>INTASC 6: Communication Skills</b>	1	2	3	4	5	NA
Uses oral communication skills effectively.						
Uses written communication skills effectively.						
Uses technology appropriately to enhance student learning.						
Asks questions at different cognitive levels to stimulate varying responses.						
Exhibits and responds to non-verbal communication.						
Uses clear, accurate presentations and alternative explanations.						

Average Score \_\_\_\_\_

<b>INTASC 7: Instructional Planning Skills</b>	1	2	3	4	5	NA
Evaluates and uses alternative teaching strategies and materials to achieve different instructional purposes to meet students' needs (developmental stages, prior knowledge, learning styles, and interests).						
Monitors and adjusts strategies in response to learner feedback.						
Encourages student interaction with subject matter in a variety of ways.						
Promotes critical thinking on an on-going basis.						
Uses appropriate wait-time						
Uses instructional time effectively (pacing of lesson)						

Average Score \_\_\_\_\_

<b>INTASC 8: Assessment of Student Learning</b>	1	2	3	4	5	NA
Uses a variety of informal assessment techniques to enhance						

learners' knowledge and evaluate their progress.						
Uses a variety of formal assessment techniques to enhance learners' knowledge and evaluate their progress.						
Monitors and adapts teaching strategies and behavior in relation to student success.						
Uses assessment strategies to involve learners in self-assessment activities.						
Maintains useful records.						

Average Score \_\_\_\_\_

<b>INTASC 9: Professional Commitment and Responsibility</b>	1	2	3	4	5	NA
Maintains professional memberships.						
Actively seeks professional development.						
Undertakes extra-curricular involvement.						
Participates in curricular and school governance committees						

Average Score \_\_\_\_\_

<b>INTASC 10: Relationships with Partnerships</b>	1	2	3	4	5	NA
Is willing to consult with other adults regarding the education and well being of students.						
Participates in collegial activities designed to make the school a productive learning environment.						
Establishes respectful and productive relationships with parents and guardians in support of student learning and well being.						

Average Score \_\_\_\_\_

Average Score: \_\_\_\_\_

Candidate Signature	Date
University Supervisor Signature	Date
Supervising Teacher Signature	Date

## PROFESSIONAL PORTFOLIOS

The information in the following sections is designed to increase your understanding of Professional Portfolios in several ways: The purpose; benefits; organization and contents; artifacts; educational philosophical statement; reflective summary; stages of development; assessment; artifact suggestions; resources.

← Formatted Table

<b>What is a Professional Portfolio?</b>	A Professional Portfolio is a purposeful collection and showcase of teaching activities and accomplishments. A Portfolio is a “work in progress” and is unique for each individual. It communicates the responsibility candidates have taken for their own professional growth and development through the evidence of artifacts and reflection.
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<b>How is the Professional Portfolio Organized?</b>	<p>The Professional Portfolio is divided into two sections:</p> <p><b>Part I</b> is a collection of professional documents. It includes philosophy of education statement, résumé, letters of recommendation, certificates, honors, awards, transcripts, test scores (PRAXIS I, PRAXIS II), etc.</p> <p><b>Part II</b> organizes the Ten INTASC Standards. Part II requires a minimum of three to five artifacts that cover a majority of the subsets of the standard. The candidate provides a rationale for the artifact, which includes how it connects to the subsets, and writes a reflective summary, describing how the chosen artifact(s) demonstrates the candidate’s competency in the standard. The candidate selects artifacts from either his/her coursework and/or student teaching.</p>
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<p>What is the <b>purpose</b> of a Professional Portfolio?</p>	<p>The Portfolio process encourages candidates to keep a record of the quality of their teaching and learning. This process empowers candidates to be responsible for portraying their growth and development through reflection and making changes in their teaching. Portfolios are one way for candidates to prepare for future job interviews.</p>
<p>*What should be <b>included</b> in my Professional Portfolio?</p>	<p>An <b>Electronic Portfolio</b> is required and will be started in TED 320 and completed during the Student Teaching Seminar (TED 470). Candidates should upload their artifacts and reflections into their electronic portfolio. The electronic portfolio will be reviewed by their student teaching seminar (TED 470) instructor and signed off as completed by a full-time faculty member in the School of Education. Upon successful completion of the electronic portfolio, the candidate will have met one of the requirements to exit the Teaching Education Program and to apply for a teaching license.</p> <p>A paper copy is <i>optional</i> and requires the following:</p> <ul style="list-style-type: none"> <li>• Three ring binder</li> <li>• Title Page</li> <li>• <i>Table of Contents</i> Create a detailed Table of Contents to facilitate easy access to artifacts as identified by the INTASC Standards. Color-coded dividers or tabs for each section are an effective way for organizing and categorizing artifacts.</li> <li>• <i>Plastic Page Protectors</i>. These page protectors allow pages to be presented without requiring whole punches in the paper. Store pages back-to-back to save space.</li> <li>• <i>Professional Documents</i></li> <li>• <i>Coursework and Student Teaching Documents</i>. A minimum of three artifacts per standard from the candidate's coursework and/or</li> </ul>

	<p>student teaching representing the Ten INTASC Standards. Artifact suggestions are found at the end of this section.</p>
<p>What does an <b>artifact</b> look like?</p>	<p>A good way to think of artifacts is to imagine preparing a bulletin board of your professional experiences. Include photos from your classroom, field trips or at extra curricular activities; evidence of involvement at professional development activities; samples of bulletin boards, special projects, lesson plans, artwork, lesson videotape, etc. Suggestions are found at the end of this section.</p> <p>Artifacts usually fall into two categories: Process and Product. The process artifacts are items such as planning pages, i.e., something to show your work in progress. The product artifacts tend to be the outcome, i.e., a unit plan.</p>

<p><b>What is an educational philosophical statement?</b></p>	<p>The candidate prepares an educational philosophical statement that summarizes his/her values and beliefs and should be included in Part I – Professional Documents.</p> <p>The development of a philosophical statement is an ongoing process. Candidates should review their original philosophical statement and revise it accordingly given the following questions:</p> <ul style="list-style-type: none"> <li>• Why do I want to become a teacher?</li> <li>• What will I stand for as a teacher? What is my philosophy, my beliefs?</li> <li>• What have I learned about myself? What are my values?</li> <li>• What do I believe about curriculum, learning, instruction, classroom activities, discipline, homework, evaluation and assessment?</li> <li>• What do I want my legacy as a teacher to be? (Palmer, 1998)</li> </ul>
<p><b>What is a reflective summary?</b></p> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p><i>A mind that is stretched by a new experience can never go back to its old dimensions.</i></p> <p style="text-align: right;"><i>Oliver Wendell Holmes</i></p> </div>	<p>A Reflective Summary is a key component to the Professional Portfolio. Learning improves through reflection; examining how learning takes place leads to personal discovery where theory takes on practical meaning.</p> <p>Reflective writing prompts candidates to think more deeply on their growth and development. This form of reflective writing describes thoughts, feelings, teaching insights and questions decisions and student reactions. Candidates choose artifacts and think and write about what they are doing and the effect it has on student behavior and achievement. A Reflective Summary describes the artifacts, their value, and why they were chosen. In addition, the candidate concludes with an analysis and summary of personal learning (self-evaluation) and projects how the learning may apply to future teaching.</p> <p>The Reflective Summary ends coverage of each INTASC standard.</p>

<p>How will the Professional Portfolio be <b>assessed</b>?</p>	<p>The E-Portfolio Exit Checklist will be used to indicate whether the Professional Portfolio is complete. The candidate's professional portfolio will be reviewed by the Student Teaching Seminar (TED 470) Instructor. A full time faculty member will sign the E-Portfolio Checklist once the Portfolio is complete.</p>
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## PROFESSIONAL PORTFOLIO TEMPLATE

### **Introduction**

This is the opening page of your portfolio. Use it to make the professional first impression that you desire.

Include name, date of submission and certification area. A photo of the candidate can be included.

Provide a statement to orient and guide the reader's experience.

### **Table of Contents**

Type in your Table of Contents here. It should follow the format below.

#### Table of Contents

#### Professional Documents

Resume

Educational Philosophy Statement

Letters of Recommendation

Other documents: certificates, honors, awards, transcripts, PRAXIS scores, etc...

#### Coursework and Student Teaching Documents

INTASC Standards

#### Standard 1 – Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 2 – Knowledge of Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 3 – Adapting Instruction for Individual Needs

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

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 4 – Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 5 – Classroom Motivation and Management Skills

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

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 6 – Communication Skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 7 – Instructional Planning Skills

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 8 – Assessment of Student Learning

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

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 9 – Professional Commitment and Responsibility

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

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

#### Standard 10 – Relationship with Partnerships

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

- Artifact 1 - Name of Artifact
- Artifact 2 - Name of Artifact
- Artifact 3 - Name of Artifact
- Artifact 4 - Name of Artifact
- Artifact 5 - Name of Artifact
- Reflection

## Résumé

### \*\*Teacher Resume Outline\*\*

FIRST & LAST NAME

Address

City, State Zip

Phone

Cell phone, if kept on and answered professionally

Email, if checked frequently

Use two addresses if you have a school address and a home address, or you may call them temporary and permanent addresses)

Objective:

of Résumé: Briefly discuss your qualifications for the position to which this résumé is intended

Education:

May 2007 Bachelor of Arts degree in Elementary Education  
*cum laude*,  
National University, Henderson, NV  
(note: if ECE, explain birth – grade 3)  
Concentration in English  
Include cumulative (or major) G.P.A. if 3.0 or above  
Overseas study, Honors program or special projects  
*or*  
May 2007 Bachelor of Arts in Teaching, Secondary Education  
Licensure,  
Major in History (or endorsements in...)  
(then bachelors degree info below Masters info)

Licenses List state, dates and any endorsements

Student Teaching School Name, City, State (Dates always to the right)  
(Use bullets and begin with action verbs, ie. taught, instructed, created)  
Grade levels/classes taught, classroom management/discipline, units (optional), teaching methods

Skills/Knowledge: Summary of Qualifications or Highlights (optional) use 3 – 5 bullet points  
(If utilized, at least one of the bullet points should be a teaching strength).

Experience: Utilized or type of population of students served, or skills gained, etc.  
Clinical (or Field)- not just a listing of places, but specific skills or teaching methodology

Employment or  
Related Experience: Substitute Teaching, Tutoring, Park District, Camp work, etc. (not babysitting)

Extra-Curricular  
Experience: Coaching, club sponsorship, or other activities to which you would volunteer to do

Other Experience: Feel free to include non-teaching related paid work, if it is significant and puts you and your  
skills/achievements in a positive light, keep brief

Activities/Interest: Awards, Honors, Professional Development, Memberships, Conferences, Languages, Significant  
Travel, Computer Skills, Volunteer Experience, Community Involvement, etc.

References: List up to five references, including contact information

## **Personal Philosophy of Teaching and Learning**

Your philosophy should address the following areas. Consider writing a paragraph on each following your introduction. Don't forget to write a concluding paragraph.

### **The Purpose of Education**

- Why do you teach?
- What is the purpose of education?
- What are your goals for students?
- What are your beliefs about how children learn?

### **The Role of the Teacher in Education**

- What is your role as an educator?
- How will your beliefs affect your teaching?
  - management
  - instructional strategies
  - curriculum design
  - assessment
- How do you balance the needs of the individual learner with the needs of the other students in your class?
- How will you reach the diverse children in your classroom?
- How do you define your community of learners?

### **The Role of the Student in Education**

- What is the role of the student in their education?
- What are the beliefs and expectations you have of students?
- How involved should students be in the "what" and "how" of learning?
- What is the student teacher relationship?

## **Artifact Section**

### **Standard**

List standard and its description.

### **Rationale of Artifact**

Use the heading Rationale of Artifact to begin this section. When you write your rationale, clearly articulate why the artifact was chosen and how the artifact demonstrates your mastery of the standard. When you select specific INTASC Knowledge, Disposition and/or Performance subset competencies these must be thoughtfully integrated into your rationale, as well.

Next, insert your artifact. Use FolioTech Links or to incorporate your artifact. If your artifact happens to be a journal, lesson plan, unit, assessment, web quest, teacher work sample, mini-course, teacher web site, or other standard-based assignment that you've previously created in your FolioTech account, you can just use "Text Links" (pops open a window) to choose a link from your FolioTech folder and add it at that point in your portfolio.

### **Subset Section**

The Subset Section of the Standard section following each Rationale of Artifact is for you to list each of the subsets to which the artifact you select relates. Select the appropriate INTASC Standard, and then check the subset(s) represented by your artifact.

Repeat Artifact section for each artifact included, between three and five artifacts.

## Reflection

Your reflection should show evidence of the following:

- changes in practice based upon reflections
- reflection throughout preservice teaching experiences
- commitment toward the teaching profession
- goals for continued growth
- answers to these 2 questions: how have I grown to date? how do I want to grow in the future?

## ASSESSMENT RUBRIC FOR PROFESSIONAL PORTFOLIO

**Context:**

The Professional Portfolio represents the concluding assessment of teacher candidates. It also serves as an introduction to schools to which the newly certified teacher seeks employment.

**Purpose:**

To assess teacher candidates' growth and development towards meeting the INTASC standards, the performance based portfolio is evaluated at the conclusion of TED 470.

Successful completion of the portfolio requires a rating of 3 points (Applying Teacher Candidate Expectations) for each of the four Required Elements in each of the ten INTASC Standards. Evidence of connecting to the standard includes 3-5 artifacts, rationale, subsets, and reflection as established by the Professional Portfolio Template.

**Assessor:**

The assessors for your portfolio are either members of the faculty of National University (Nevada), adjuncts of the school of Education to the university, or education practitioners.

	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>	<b>Integrating</b>	<b>Innovating</b>
<b>Artifacts</b>	One or two artifacts that are singular and/or offer little support for principle.	At least two artifacts, which are singular but offer some support for principle.	Three to four artifacts, which sufficiently support the principle.	At least four artifacts, which are multi-layered in their support of the principle.	Five or more artifacts, which are rich and multi-layered and comprehensively support the principle.
<b>Artifact Rationales</b>	Rudimentary artifact rationales that barely demonstrate each artifact's relationship to principle.	Artifact rationales imply, but do not explicitly demonstrate each artifact's relationship to principle.	Artifacts are clearly written and demonstrate each artifact's relationship to principle.	Artifacts are well-written and clearly demonstrate each artifact's relationship to principle.	Artifact rationales are exceptionally written and explicitly demonstrate each artifact's relationship to principle.
<b>Student Work</b>	Student work is not yet included or does not always support the main artifacts.	Student work is included in less than three sections, or does not always support the main artifacts, and/or does not demonstrate student achievement.	Student work is included in at least three sections, supports the main artifacts, and occasionally demonstrates student achievement.	Student work is included in at least four different sections, clearly supports the main artifacts, and occasionally demonstrates student achievement.	Student work is included in at least five different sections and comprehensively supports the main artifacts, and consistently demonstrates student achievement.
<b>Reflection</b>	Reflection is cursory but at least relates artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.
<b>General Guidelines</b>	Preservice Teacher expectations are beginning to be reached as the portfolio demonstrates aspects of the portfolio.	Preservice Teacher expectations are emerging as the portfolio demonstrates more and better representations of all aspects of the portfolio.	The portfolio demonstrates application of Preservice Teacher expectations in its representations of all aspects of the portfolio.	The portfolio demonstrates integration of Preservice Teacher expectations in its representations of all aspects of the portfolio.	The portfolio demonstrates innovation of Preservice Teacher expectations in its representations of all aspects of the portfolio.

**PROFESSIONAL DOCUMENTS**

**Resume**

	<b>Does Not Meet Teacher Candidate Expectations (0 pt)</b>	<b>Meets Teacher Candidate Expectations (3pt)</b>
<b>Resume</b>		

**Comments:**

**Personal Philosophy of Teaching and Learning**

	<b>Does Not Meet Teacher Candidate Expectations (0 pt)</b>	<b>Meets Teacher Candidate Expectations (3pt)</b>
<b>Philosophy</b>		

**Comments:**

**Other Documents of Teaching and Learning**

	<b>Does Not Meet Teacher Candidate Expectations (0 pt)</b>	<b>Meets Teacher Candidate Expectations (3pt)</b>
<b>Item</b>		

**Comments:**

INTASC Standard 1

The teacher understands the central concepts, tool of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Content Knowledge (25%)</b> 1.A 1.B 1.D 1.G 1.J	Beginning evidence of content knowledge that is central to certification area.	Cursory evidence of content knowledge that is central to certification area.	Well developed evidence of content knowledge that is central to certification area.	Comprehensive evidence of content knowledge that is central to certification area.	Rich/sophisticated evidence of content knowledge that is central to certification area.
<b>Tools of Inquiry (25%)</b> 1.I 1.K 1.L	Beginning evidence of tools of inquiry for the certification area that makes student learning meaningful.	Cursory evidence of tools of inquiry for the certification area that makes student learning meaningful.	Well developed evidence of tools of inquiry for the certification area that makes student learning meaningful.	Comprehensive evidence of tools of inquiry for the certification area that makes student learning meaningful.	Rich/sophisticated evidence of tools of inquiry for the certification area that makes student learning meaningful.
<b>Integration of Content (25%)</b> 1.C 1.E 1.F 1.H 1.M	Beginning evidence of integration of content within and across disciplines, and/or with student prior knowledge and life experiences that makes content meaningful to students.	Cursory evidence of integration of content within and across disciplines, and/or with student prior knowledge and life experiences that makes content meaningful to students.	Well developed evidence of integration of content within and across disciplines, and/or with student prior knowledge and life experiences that makes content meaningful to students.	Comprehensive evidence of integration of content within and across disciplines, and/or with student prior knowledge and life experiences that makes content meaningful to students.	Rich/sophisticated evidence of integration of content within and across disciplines, and/or with student prior knowledge and life experiences that makes content meaningful to students.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 2

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Social, Emotional, Intellectual Development (25%)</b> 2.B 2.C	Beginning evidence of how knowledge of social, emotional, and intellectual development is used to make instructional decisions or how social and emotional development is used in the classroom.	Cursory evidence on evidence of how knowledge of social, emotional, and intellectual development is used to make instructional decisions or how social and emotional development is used in the classroom.	Well developed evidence of how knowledge of social, emotional, and intellectual development is used to make instructional decisions or how social and emotional development is used in the classroom.	Comprehensive evidence of how knowledge of social, emotional, and intellectual development is used to make instructional decisions or how social and emotional development is used in the classroom.	Rich/sophisticated evidence of how knowledge of social, emotional, and intellectual development is used to make instructional decisions or how social and emotional development is used in the classroom.
<b>Student Learning (25%)</b> 2.A 2.E 2.F 2.G 2.H	Beginning evidence of knowledge about how students learn is used to make instructional decisions or of how cognitive development is encouraged in the classroom.	Cursory evidence of knowledge about how students learn is used to make instructional decisions or of how cognitive development is encouraged in the classroom.	Well developed evidence of knowledge about how students learn is used to make instructional decisions or of how cognitive development is encouraged in the classroom.	Comprehensive evidence of knowledge about how students learn is used to make instructional decisions or of how cognitive development is encouraged in the classroom.	Rich/sophisticated evidence of knowledge about how students learn is used to make instructional decisions or of how cognitive development is encouraged in the classroom.
<b>Individual Variation and Development</b> 2.A 2.B 2.C 2.D	Beginning evidence of appreciating individual variation within each area of development as means to use students' strengths for growth and errors for opportunities for learning.	Cursory evidence of appreciating individual variation within each area of development as means to use students' strengths for growth and errors for opportunities for learning.	Well developed evidence of appreciating individual variation within each area of development as means to use students' strengths for growth and errors for opportunities for learning.	Comprehensive evidence of appreciating individual variation within each area of development as means to use students' strengths for growth and errors for opportunities for learning.	Rich/sophisticated evidence of appreciating individual variation within each area of development as means to use students' strengths for growth and errors for opportunities for learning.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 3

The teacher understands how children differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners.

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Relationship to Diversity (25%)</b> 3.A 3.B 3.C 3.D 3.E 3.G 3.H 3.L	Beginning evidence of relationship to diversity, which includes understanding, identifying, and committing to all the differences of students.	Cursory evidence of relationship to diversity, which includes understanding, identifying, and committing to all the differences of students.	Well developed evidence of relationship to diversity, which includes understanding, identifying, and committing to all the differences of students.	Comprehensive evidence of relationship to diversity, which includes understanding, identifying, and committing to all the differences of students.	Rich/sophisticated evidence of relationship to diversity, which includes understanding, identifying, and committing to all the differences of students.
<b>Connection to Community</b> 3.D 3.E 3.I 3.N 3.O 3.P 3.Q	Beginning evidence of connection to community of learners and/or to the community both inside and outside the school.	Cursory evidence of connection to community of learners and/or to the community both inside and outside the school.	Well developed evidence of connection to community of learners and/or to the community both inside and outside the school.	Comprehensive evidence of connection to community of learners and/or to the community both inside and outside the school.	Rich/sophisticated evidence of connection to community of learners and/or to the community both inside and outside the school.
<b>Instructional Strategies</b> 3.A 3.C 3.F 3.J 3.K 3.L 3.M	Beginning evidence of developing and using instructional strategies that relate to diversity or connect to community.	Cursory evidence of developing and using instructional strategies that relate to diversity or connect to community.	Well developed evidence of developing and using instructional strategies that relate to diversity or connect to community.	Comprehensive evidence of developing and using instructional strategies that relate to diversity or connect to community.	Rich/sophisticated evidence of developing and using instructional strategies that relate to diversity or connect to community.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Variation of Instructional Strategies (25%)</b> 4.A 4.B 4.C 4.F 4.G 4.I	Beginning evidence of the use of various instructional techniques and materials.	Cursory evidence of the use of various instructional techniques and materials.	Well developed evidence of the use of various instructional techniques and materials.	Comprehensive evidence of the use of various instructional techniques and materials.	Rich/sophisticated evidence of the use of various instructional techniques and materials.
<b>Promotes Critical Thinking (25%)</b> 4.A 4.D 4.G 4.J	Beginning evidence of promoting the development of students' critical thinking, independent problem solving, and performance capabilities.	Cursory evidence of promoting the development of students' critical thinking, independent problem solving, and performance capabilities.	Well developed evidence of promoting the development of students' critical thinking, independent problem solving, and performance capabilities.	Comprehensive evidence of promoting the development of students' critical thinking, independent problem solving, and performance capabilities.	Rich/sophisticated evidence of promoting the development of students' critical thinking, independent problem solving, and performance capabilities.
<b>Adaptation of Instruction (25%)</b> 4.E 4.F 4.G 4.H 4.I	Beginning evidence of adapting instruction to student responses, ideas, and needs.	Cursory evidence of adapting instruction to student responses, ideas, and needs.	Well developed evidence of adapting instruction to student responses, ideas, and needs.	Comprehensive evidence of adapting instruction to student responses, ideas, and needs.	Rich/sophisticated evidence of adapting instruction to student responses, ideas, and needs.
<b>Reflection (33%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 5

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

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Individual Motivation (25%)</b> 5A 5.E 5.I 5.J 5.L 5.O 5.Q	Beginning evidence of understanding and creating an atmosphere that promotes individual motivation.	Cursory evidence of understanding and creating an atmosphere that promotes individual motivation.	Well developed evidence of understanding and creating an atmosphere that promotes individual motivation.	Comprehensive evidence of understanding and creating an atmosphere that promotes individual motivation.	Rich/sophisticated evidence of understanding and creating an atmosphere that promotes individual motivation.
<b>Group Motivation (25%)</b> 5.A 5.B 5.C 5.L 5.O 5.Q	Beginning evidence of understanding how groups function, influence people, and how people influence groups.	Cursory evidence of understanding how groups function, influence people, and how people influence groups.	Well developed evidence of understanding how groups function, influence people, and how people influence groups.	Comprehensive evidence of understanding how groups function, influence people, and how people influence groups.	Rich/sophisticated evidence of understanding how groups function, influence people, and how people influence groups.
<b>Classroom Environment (25%)</b> 5.D 5.F 5.G 5.H 5.K 5.M 5.N 5.O 5.P	Beginning evidence of understanding and applying principles of classroom management, and establishing a positive classroom climate.	Cursory evidence of understanding and applying principles of classroom management, and establishing a positive classroom climate.	Well developed evidence of understanding and applying principles of classroom management, and establishing a positive classroom climate.	Comprehensive evidence of understanding and applying principles of classroom management, and establishing a positive classroom climate.	Rich/sophisticated evidence of understanding and applying principles of classroom management, and establishing a positive classroom climate.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Diversity Linked to Communication (25%)</b> 6.A 6.B 6.E 6.F 6.H 6.L	Beginning evidence of linking diversity through role of language, affects on communication, power of language, modes of communication, dimensions of communication, or sensitivity to communication styles.	Emerging evidence of linking diversity through role of language, affects on communication, power of language, modes of communication, dimensions of communication, or sensitivity to communication styles.	Well developed evidence of linking diversity through role of language, affects on communication, power of language, modes of communication, dimensions of communication, or sensitivity to communication styles.	Comprehensive evidence of linking diversity through role of language, affects on communication, power of language, modes of communication, dimensions of communication, or sensitivity to communication styles.	Rich/sophisticated evidence of linking diversity through role of language, affects on communication, power of language, modes of communication, dimensions of communication, or sensitivity to communication styles.
<b>Teacher Communication Skills Tools</b> 6.A 6.C 6.D 6.E 6.F 6.G 6.I 6.K 6.M	Beginning evidence of teacher knowledge and/or use of communication theory, language development, verbal and nonverbal communication, power of language, modes of communication, listening skills, effective communication strategies, or variety of media communication skills.	Emerging evidence of teacher knowledge and/or use of communication theory, language development, verbal and nonverbal communication, power of language, modes of communication, listening skills, effective communication strategies, or variety of media communication skills.	Well developed evidence of teacher knowledge and/or use of communication theory, language development, verbal and nonverbal communication, power of language, modes of communication, listening skills, effective communication strategies, or variety of media communication skills.	Comprehensive evidence of teacher knowledge and/or use of communication theory, language development, verbal and nonverbal communication, power of language, modes of communication, listening skills, effective communication strategies, or variety of media communication skills.	Rich/sophisticated evidence of teacher knowledge and/or use of communication theory, language development, verbal and nonverbal communication, power of language, modes of communication, listening skills, effective communication strategies, or variety of media communication skills.
<b>Student Communication Skills</b> 6.B 6.C 6.F 6.H 6.J	Beginning evidence of student use of effective communication skills, including speaking, writing, and other media.	Emerging evidence of student use of effective communication skills, including speaking, writing, and other media.	Well developed evidence of student use of effective communication skills, including speaking, writing, and other media.	Comprehensive evidence of student use of effective communication skills, including speaking, writing, and other media.	Rich/sophisticated evidence of student use of effective communication skills, including speaking, writing, and other media.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 7

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Planning Instruction (25%)</b> 7.A 7.D 7.F 7.G 7.J	Beginning evidence of planning instruction based upon knowledge of learning theory, subject matter, curriculum development, and student development, use of short and long range planning, planning as a collegial activity, and as a basis of effective instruction.	Emerging evidence of planning instruction based upon knowledge of learning theory, subject matter, curriculum development, and student development, use of short and long range planning, planning as a collegial activity, and as a basis of effective instruction.	Well developed evidence of planning instruction based upon knowledge of learning theory, subject matter, curriculum development, and student development, use of short and long range planning, planning as a collegial activity, and as a basis of effective instruction.	Comprehension evidence of planning instruction based upon knowledge of learning theory, subject matter, curriculum development, and student development, use of short and long range planning, planning as a collegial activity, and as a basis of effective instruction.	Rich/sophisticated evidence of planning instruction based upon knowledge of learning theory, subject matter, curriculum development, and student development, use of short and long range planning, planning as a collegial activity, and as a basis of effective instruction.
<b>Contextual Considerations (25%)</b> 7.B 7.G 7.H 7.I	Beginning evidence of taking contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) to create an effective bridge between curriculum goals and students' experiences.	Emerging evidence of taking contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) to create an effective bridge between curriculum goals and students' experiences.	Well developed evidence of taking contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) to create an effective bridge between curriculum goals and students' experiences.	Comprehensive evidence of taking contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) to create an effective bridge between curriculum goals and students' experiences.	Rich/sophisticated evidence of taking contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) to create an effective bridge between curriculum goals and students' experiences.
<b>Lesson Adjustments (25%)</b> 7.C 7.E 7.G 7.I 7.K	Beginning evidence of adjusting lessons to meet student needs based on student response, changing circumstances, diversity issues, activating students' prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills.	Emerging evidence of adjusting lessons to meet student needs based on student response, changing circumstances, diversity issues, activating students' prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills.	Well developed evidence of adjusting lessons to meet student needs based on student response, changing circumstances, diversity issues, activating students' prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills.	Comprehensive evidence of adjusting lessons to meet student needs based on student response, changing circumstances, diversity issues, activating students' prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills.	Rich/sophisticated evidence of adjusting lessons to meet student needs based on student response, changing circumstances, diversity issues, activating students' prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 8

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

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Use of Variety of Assessments (25%)</b> <b>8.A</b> <b>8.B</b> <b>8.D</b> <b>8.E</b> <b>8.F</b> <b>8.H</b>	Beginning evidence of understanding and selecting different types of assessments, valuing ongoing assessment, using assessment to identify student strengths, appropriately using a variety of formal and informal assessment techniques, and involving learners in self-assessment activities.	Emerging evidence of understanding and selecting different types of assessments, valuing ongoing assessment, using assessment to identify student strengths, appropriately using a variety of formal and informal assessment techniques, and involving learners in self-assessment activities.	Well developed evidence of understanding and selecting different types of assessments, valuing ongoing assessment, using assessment to identify student strengths, appropriately using a variety of formal and informal assessment techniques, and involving learners in self-assessment activities.	Comprehension evidence of understanding and selecting different types of assessments, valuing ongoing assessment, using assessment to identify student strengths, appropriately using a variety of formal and informal assessment techniques, and involving learners in self-assessment activities.	Rich/sophisticated evidence of understanding and selecting different types of assessments, valuing ongoing assessment, using assessment to identify student strengths, appropriately using a variety of formal and informal assessment techniques, and involving learners in self-assessment activities.
<b>Using Data to Inform Instruction (25%)</b> <b>8.B</b> <b>8.C</b> <b>8.G</b> <b>8.K</b>	Beginning evidence of selecting, constructing, and evaluating assessment strategies for diagnostic purposes, understanding and using measurement theory and assessment-related issues, and maintaining useful records of student work.	Emerging evidence of selecting, constructing, and evaluating assessment strategies for diagnostic purposes, understanding and using measurement theory and assessment-related issues, and maintaining useful records of student work.	Well developed evidence of selecting, constructing, and evaluating assessment strategies for diagnostic purposes, understanding and using measurement theory and assessment-related issues, and maintaining useful records of student work.	Comprehensive evidence of selecting, constructing, and evaluating assessment strategies for diagnostic purposes, understanding and using measurement theory and assessment-related issues, and maintaining useful records of student work.	Rich/sophisticated evidence of selecting, constructing, and evaluating assessment strategies for diagnostic purposes, understanding and using measurement theory and assessment-related issues, and maintaining useful records of student work.
<b>Reevaluate Assessment Strategies (25%)</b> <b>8.D</b> <b>8.E</b> <b>8.F</b> <b>8.I</b> <b>8.J</b>	Beginning evidence of promoting student growth by using and reevaluating assessments and involving students in self-assessment activities to enhance knowledge of learners, identify student strengths, evaluate students' progress, and modify teaching and learning strategies.	Emerging evidence of Beginning evidence of promoting student growth by using and reevaluating assessments and involving students in self-assessment activities to enhance knowledge of learners, identify student strengths, evaluate students' progress, and modify teaching and learning strategies.	Well developed evidence of Beginning evidence of promoting student growth by using and reevaluating assessments and involving students in self-assessment activities to enhance knowledge of learners, identify student strengths, evaluate students' progress, and modify teaching and learning strategies.	Comprehensive evidence of Beginning evidence of promoting student growth by using and reevaluating assessments and involving students in self-assessment activities to enhance knowledge of learners, identify student strengths, evaluate students' progress, and modify teaching and learning strategies.	Rich/sophisticated evidence of Beginning evidence of promoting student growth by using and reevaluating assessments and involving students in self-assessment activities to enhance knowledge of learners, identify student strengths, evaluate students' progress, and modify teaching and learning strategies.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 9

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

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Methods of Inquiry (25%)</b> 9.A 9.B 9.C 9.F 9.H 9.I 9.J	Beginning evidence of understanding and using methods of inquiry and problem-solving strategies and discovering major areas of research in order to improve student learning.	Emerging evidence of understanding and using methods of inquiry and problem-solving strategies and discovering major areas of research in order to improve student learning.	Well developed evidence of understanding and using methods of inquiry and problem-solving strategies and discovering major areas of research in order to improve student learning.	Comprehensive evidence of understanding and using methods of inquiry and problem-solving strategies and discovering major areas of research in order to improve student learning.	Rich/sophisticated evidence of understanding and using methods of inquiry and problem-solving strategies and discovering major areas of research in order to improve student learning.
<b>Self-Assessment Reflection</b> 9.A 9.C 9.D 9.F 9.H 9.I 9.J	Beginning evidence of reflection, assessment, and learning as an ongoing process in refining practices that address the individual needs of students.	Emerging evidence of reflection, assessment, and learning as an ongoing process in refining practices that address the individual needs of students.	Well developed evidence of reflection, assessment, and learning as an ongoing process in refining practices that address the individual needs of students.	Comprehensive evidence of reflection, assessment, and learning as an ongoing process in refining practices that address the individual needs of students.	Rich/sophisticated evidence of reflection, assessment, and learning as an ongoing process in refining practices that address the individual needs of students.
<b>Professionalism (25%)</b> 9.C 9.D 9.E 9.F 9.G 9.I 9.J	Beginning evidence of professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.	Emerging evidence of professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.	Well developed evidence of professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.	Comprehensive evidence of professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.	Rich/sophisticated evidence of professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
<b>Reflection (25%)</b>	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

INTASC Standard 10

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

Required Elements	Beginning Teacher Candidate Expectations (1 pt)	Emerging Teacher Candidate Expectations (2 pts)	Applying Teacher Candidate Expectations (3 pts)	Integrating Teacher Candidate Expectations (4 pts)	Innovative Teacher Candidate Expectations (5 pts)
<b>Community Building</b> (25%) 10.A 10.B 10.J 10.K 10.L	Beginning evidence of building community in school and using community resources inside and outside the school in support of student learning and well being.	Emerging evidence of building community in school and using community resources inside and outside the school in support of student learning and well being.	Well developed evidence of building community in school and using community resources inside and outside the school in support of student learning and well being.	Comprehensive evidence of building community in school and using community resources inside and outside the school in support of student learning and well being.	Rich/sophisticated evidence of building community in school and using community resources inside and outside the school in support of student learning and well being.
<b>Collaboration</b> (25%) 10.F 10.H 10.I 10.J 10.L	Beginning evidence of consulting and working with other adults to improve the overall learning environment for students.	Emerging evidence of consulting and working with other adults to improve the overall learning environment for students.	Well developed evidence of consulting and working with other adults to improve the overall learning environment for students.	Comprehensive evidence of consulting and working with other adults to improve the overall learning environment for students.	Rich/sophisticated evidence of consulting and working with other adults to improve the overall learning environment for students.
<b>Student Advocate</b> (25%) 10.C 10.D 10.E 10.G 10.M 10.N	Beginning evidence of advocating for students by understanding laws related to students' rights, valuing all aspects of child's experience, and listening and respecting them.	Emerging evidence of advocating for students by understanding laws related to students' rights, valuing all aspects of child's experience, and listening and respecting them.	Well developed evidence of advocating for students by understanding laws related to students' rights, valuing all aspects of child's experience, and listening and respecting them.	Comprehensive evidence of advocating for students by understanding laws related to students' rights, valuing all aspects of child's experience, and listening and respecting them.	Rich/sophisticated evidence of advocating for students by understanding laws related to students' rights, valuing all aspects of child's experience, and listening and respecting them.
<b>Reflection</b> (25%)	Reflection is at beginning level in its relating artifacts to changes in practice.	Reflection sufficiently connects artifacts to changes in practice.	Reflection does a good job in connecting artifacts to changes in practice with attention to strengths and weaknesses.	Reflection strongly connects artifacts to changes in practice, highlighting strengths and weaknesses, and demonstrates both introspection and collaboration.	Reflection superbly connects artifacts to changes in practice, strongly highlights strengths and weaknesses, and sufficiently demonstrates both introspection and collaboration.

Comments:

## ARTIFACT SUGGESTIONS

Standard	Subsets	Artifact Samples
INTASC 1: Knowledge of Content	<ul style="list-style-type: none"> <li>• Evidence of content knowledge that is central to certification area.</li> <li>• Evidence of tools of inquiry for the certification area than makes student learning meaningful.</li> <li>• Evidence of integration of content across disciplines, and/or with student prior knowledge and life experiences that makes content meaningful to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans incorporating specific state content standards integrated into the lesson objective.</li> <li>• Lesson plans relating learning to real-life applications.</li> <li>• Lesson plans that highlight student participation.</li> <li>• Evidence of infusion of multicultural content into instruction.</li> <li>• Evidence of adaptation of instruction to students of diverse backgrounds and/or varied learning needs.</li> <li>• Evidence of students' thinking and problem solving skills.</li> <li>• Evidence of the use of technology to enhance instruction.</li> <li>• Evidence of integration of subject matter across the curriculum.</li> <li>• Samples of student work from a variety of levels, styles.</li> <li>• Video of large/small group instruction using a variety of instructional strategies.</li> </ul>
INTASC 2: Knowledge of Human Development and Learning	<ul style="list-style-type: none"> <li>• Evidence of how knowledge of social, emotional, and intellectual development is used to make instructional decisions or how social and emotional development is used in the classroom.</li> <li>• Evidence of knowledge about how students learn is used to make instructional decisions or of how cognitive development is encouraged in the classroom.</li> <li>• Evidence of appreciating individual variation within each area of development as means to use students' strengths for growth and weaknesses for opportunities for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of an emotional survey or learning style survey.</li> <li>• Sample of a student matrix depicting information about each student.</li> <li>• Lesson plan using an activity geared to character education.</li> <li>• Classroom work from Education Psychology course.</li> <li>• Review of the literature on childhood learning stages.</li> <li>• Samples of differentiating classroom activities.</li> <li>• Use of pre- and post-test used to ascertain students' learning levels.</li> </ul>
INTASC 3: Adapting Instruction for Individual Needs	<ul style="list-style-type: none"> <li>• Evidence of relationship to diversity, which includes understanding, identifying, and committing to all the differences of students.</li> <li>• Evidence of connection to community of learners and/or to the community both inside and outside the school.</li> <li>• Evidence of developing and using instructional strategies that relate to diversity or connect to community.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of activities geared to getting to know cultural heritage of all students.</li> <li>• Activities bent on getting students to accept and appreciate the diversity of the classroom.</li> <li>• Photos of the class involved in activities.</li> <li>• Use of multicultural literature.</li> <li>• Bulletin boards emphasizing diversity.</li> <li>• Evidence of field trips into the community, guest speakers, or celebrating members of the community.</li> <li>• Evidence of content related to diversity.</li> <li>• Teacher narrative regarding decisions about modifying instruction to meet diverse needs.</li> <li>• Photographs and/or student profiles that reflect an understanding of their unique learning needs.</li> <li>• Plans that show sensitivity to cultural and language issues.</li> <li>• Planning for ELL and/or special needs showing differentiated strategies, technology, and assessment.</li> </ul>
INTASC 4: Multiple Instructional Strategies	<ul style="list-style-type: none"> <li>• Evidence of the use of various instructional techniques and materials.</li> <li>• Evidence of promoting the development of</li> </ul>	<ul style="list-style-type: none"> <li>• Unit and lesson plans, indicating a variety of instructional techniques.</li> </ul>

	<p>students' critical thinking, independent problem solving, and performance capabilities.</p> <ul style="list-style-type: none"> <li>Evidence of adapting instruction to student responses, ideas, and needs</li> </ul>	<ul style="list-style-type: none"> <li>Alternative assessment that uses research, cooperative grouping skills, and individual communication techniques.</li> <li>Lesson plan of an activity based upon developing students' critical thinking, independent problem solving, or performance capabilities.</li> <li>Use of portfolio assessment that involves a variety of instructional techniques.</li> <li>Lesson plan resulting from a previous lesson, requiring adapting instruction due to students' learning needs.</li> </ul>
INTASC 5: Classroom motivation and management skills	<ul style="list-style-type: none"> <li>Evidence of understanding and creating an atmosphere that promotes individual motivation.</li> <li>Evidence of understanding how groups function, influence people, and how people influence groups.</li> <li>Evidence of understanding and applying principles of classroom management, and establishing a positive classroom climate.</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of classroom demonstrating positive climate.</li> <li>Classroom rules, procedures, lists, memos and seating charts, with explanations and consequences.</li> <li>Notes, comments, and reflections on classroom observations that identify and clarify how class time is used.</li> <li>Items that indicate how classroom time is used.</li> <li>Sample of a substitute teacher's packet.</li> <li>Class schedules indicating times and ways to promote independent reading.</li> <li>Evidence of a variety of instructional strategies.</li> <li>Evidence of developed classroom management plan.</li> </ul>
INTASC 6: Communication Skills	<ul style="list-style-type: none"> <li>Evidence of linking diversity through role of language, affects on communication, power of language, modes of communication, dimensions of communication, or sensitivity to communication styles.</li> <li>Evidence of teacher knowledge and/or use of communication theory, language development, verbal and nonverbal communication, power of language, modes of communication, listening skills, effective communication strategies, or variety of media communication skills.</li> <li>Evidence of student use of effective communication skills, including speaking, writing, and other media.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan geared to use of diversity of languages spoken among students.</li> <li>Evidence of knowledge of varying communication styles.</li> <li>Assignments geared to written, oral, or nonlinguistic forms of communication.</li> <li>Evidence of candidates' ability to communicate in a variety of ways.</li> <li>Sample of a power point presentation.</li> <li>Sample of student written work.</li> <li>Examples of use of technology as a form of communication.</li> <li>Use of flyers or letters to communicate with students and/or parents.</li> </ul>
INTASC 7: Instructional Planning Skills	<ul style="list-style-type: none"> <li>Evidence of planning instruction based upon knowledge of learning theory, subject matter, curriculum development, and student development, use of short and long range planning as collegial activity, and as a basis of effective instruction.</li> <li>Evidence of taking contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) to create an effective bridge between curriculum goals and students' experiences.</li> <li>Evidence of adjusting lessons to meet student needs based on student response, changing circumstances, diversity issues, activating students' prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills.</li> </ul>	<ul style="list-style-type: none"> <li>Unit plans and the corresponding lessons to demonstrate planning.</li> <li>Use of a variety of lessons that reflect various curricula, subject matter, and/or interdisciplinary activities.</li> <li>Narrative describing how a lesson was developed to include contextual considerations.</li> <li>Journaling that demonstrates re-evaluating a lesson and corresponding lesson that derives from the need to adjust.</li> <li>Activities to determine student needs.</li> <li>Activities to determine whether student needs are being met.</li> </ul>
INTASC 8: Assessment of Student Learning	<ul style="list-style-type: none"> <li>Evidence of understanding and selecting different types of assessments, valuing ongoing assessment, using assessment to identify student strengths, appropriately using a variety of formal and informal assessment techniques, and</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of teacher-made assessments and analysis of results.</li> <li>Evidence of student quick-writes, learning logs, journals, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>involving learners in self-assessment activities.</li> <li>Evidence of selecting and constructing, and evaluating assessment strategies for diagnostic purposes, understanding and using measurement theory and assessment-related issues, and maintaining useful records of student work.</li> <li>Evidence of promoting student growth by using and re-evaluating assessments and involving students in self-assessment activities to enhance knowledge of learners, identify student strengths, evaluate students' progress, and modify teaching and learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Instructions for self-assessment strategies.</li> <li>Anecdotal notes from observations of writing groups or other peer critiquing sessions.</li> <li>Evidence of alternative assessments with details regarding their purpose.</li> <li>Designs for student portfolios.</li> <li>Artifacts that represent making student-centered decisions about instructional plans.</li> <li>Instructional plans that contain "check points" for authentic assessments.</li> <li>Evidence of student projects and rubrics for their evaluation.</li> <li>Evidence of total process student writing (rough draft to finished product).</li> <li>Video showing teacher interaction, observation, and feedback to students.</li> <li>Video of teacher giving directions clearly stating expectations and outcomes.</li> <li>Evidence of students using collaborative peer critique.</li> <li>Evidence of specific oral and written feedback to students.</li> </ul>
INTASC 9: Professional Commitment and responsibility	<ul style="list-style-type: none"> <li>Evidence of understanding and using methods of inquiry and problem-solving strategies and discovering major areas of research in order to improve student learning.</li> <li>Evidence of reflection, assessment, and learning as an ongoing process in refining practices that address the individual needs of students.</li> <li>Evidence of professional responsibility for engaging in and supporting appropriate practices for self and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Annotated bibliography/webliography of recent journal articles and videos related to teaching and professional growth.</li> <li>Reflections of significant / meaningful journal articles and videos or from participation in workshops/staff development.</li> <li>Reflection of conversations with teachers to update expertise in content areas.</li> <li>Collections of standards and exemplary practices in subject matter area(s).</li> <li>Evidence of membership in a Professional Organization.</li> <li>Materials from networks and/or Professional Organizations.</li> <li>Information about innovations and technology used in subject area(s).</li> <li>Examples of conferences, meetings, with parents and community members.</li> <li>Items from personal activities that contribute to balance between professional and personal life.</li> </ul>
INTASC 10: Relationship with Partnerships	<ul style="list-style-type: none"> <li>Evidence of building community in school and using community resources inside and outside the school in support of student learning and well being.</li> <li>Evidence of consulting and working with other adults to improve the overall learning environment for students.</li> <li>Evidence of advocating for students by understanding laws related to students' rights, valuing all aspects of child's experience, and listening and respecting them.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews of key members of the school and the community.</li> <li>Emails or other evidence of communicating and working with other adults in the school environment.</li> <li>Evidence of valuing children and their experiences.</li> <li>Summary paper of the laws that protect and govern students.</li> </ul>

### **III: SUPPORTING DOCUMENTS**

- School Culture
- Interviews
- Interview Questions
- Classroom Observations
- Cooperating Teacher Requirements
- University Candidate and Program Review
- University Supervisor Evaluation
- Cooperating Teacher Review
- Candidate Growth and Development Plan A
- Candidate Growth and Development Plan B
- Code of Ethics of the Education Profession



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## ACTIVITY 1: SCHOOL CULTURE

**Candidate** \_\_\_\_\_

**School** \_\_\_\_\_

Define your school's culture. Collect the following information that will assist you in preparing an "Orientation Handbook" that includes:

1. A map of the school showing facilities, library, restrooms, cafeteria, offices, parking regulations, faculty lounge, location of instructional resources and classrooms
2. Collect a school accountability report card. Note student ethnic composition.
3. School / District Handbook containing Policies and Procedures, including daily schedules, discipline, attendance, tardiness, safety and emergency procedures, grading, opening exercises, support services such as counselors.
4. Classroom Policies and Procedures, including class lists, discipline, attendance, tardiness, grading, grouping for instruction, seating plan, student assessment system, copy of report card, accommodations for exceptional needs students, parent communication, and parent support programs.
5. A one to two page reflection about the relevance and importance of each of the components collected. Describe your feelings, thoughts, and impressions of the school environment. Give specific examples of how you might apply the gathered information.

*Note: Completion of Activity 1 is recorded on the Monthly Assessment.*



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## ACTIVITY 2: INTERVIEWS

**Candidate** \_\_\_\_\_

**School** \_\_\_\_\_

The candidate is responsible for interviewing one person from each of the following four categories. Prepare a list of 8-10 questions and share with the interviewee prior to the interview. Complete each interview within 10 – 15 minutes. See Part IV of the Student Teaching Handbook for sample interview questions.

### 1. Administration

Principal, Assistant Principal, Department Chair

### 2. Support Staff

Teacher Aid, Secretary, Attendance Recorder / Clerk, School Nurse, Custodian / Plant Manager

### 1. Student Services

School Counselor, Security/Safety Personnel, Librarian, A-V Coordinator, Resource Personnel, Peer Coach, Activities Coordinator, ASB Officer

### 2. Resource Personnel

Parent, Parent Teacher Association President, SAC member, Partnership Organization

Prepare a one page reflection of each of your interviews. Include the reflection and attached interview questions in your Professional Portfolio.

*Note: Completion of Activity 2 is recorded on the Monthly Assessment.*

## Interview Questions for Activity 2

Schools are composed of many individuals who collectively contribute to the school community. When convenient for the individuals you interview, ask about their efforts and qualities they bring to their position. Be sure to let the individuals know the approximate time needed for the interview.

The following questions are provided as a guide and may require rephrasing or eliminating if not applicable.

### Principal

1. As a principal, what traits do you most admire in a classroom teacher?
2. How would you describe the school? What is a school goal for this year?
3. What is your advice on implementing effective classroom control?
4. What procedures does the school use to report suspected child abuse?
5. Are there any workshops or conferences planned in the district that you would recommend I attend?

### Assistant Principal

1. Could you please summarize the responsibilities of an assistant principal?
2. What can I do as a classroom teacher to help the school function smoothly?
3. What common mistakes can I avoid?
4. What is your advice on implementing effective classroom control?
5. What is the referral process for disciplinary problems? Learning problems? Emotional problems?

### Department Chair

1. As a Department Chair, what are the traits you most admire in a classroom teacher?
2. What goals have you set for your department during this semester?
3. Are there any specific suggestions you would like to give that will help me during my teacher preparation program?

### Secretary

1. What are your responsibilities?
2. What can I do to support your role?
3. Are there any specific suggestions you would like to give that will help me during my teacher preparation program?

### Attendance Recorder/Clerk

1. What are your responsibilities?
2. What can I do to support your role?
3. What common mistakes can I avoid?

### School Nurse

1. What are your responsibilities?
2. What are procedures for referring students to your office?
3. What problems incurred by students should I bring to your attention?
4. Where are student health records kept? May I have access to them? Do you have a list of the medical needs of my students so I can be aware of and respond appropriately to these needs?
5. What health screenings do you do yearly and at which grade levels?
6. What can I do to support your role?
7. What kind of things do teachers typically do that make your job easier/harder?

### Custodian / Plant Manager

1. What are your responsibilities?
2. What can I do to support your role?
3. What kind of things do teachers typically do that make your job easier/harder?
4. What common mistakes can I avoid?

**School Counselor**

1. How do students qualify for your services?
2. What characteristics do the students you see have?
3. What is the referral process for students?
4. What common mistakes can I avoid?
5. What is your advice on implementing effective classroom control?

**Security/Safety Personnel**

1. What are your responsibilities?
2. What can I do to support your role?
3. When I need your assistance, where can I find you?
4. What kinds of things do teachers typically do that make your job easier/harder?

**Librarian**

1. What are your responsibilities?
2. How do you assist teachers and students?
3. What do you appreciate from those you work with?
4. How do I plan for students to work in the library?

**A-V Coordinator**

1. What A-V equipment is available at this school?
2. How do I get equipment and/or materials for my class? Is there a form I need to fill out?
3. How much lead time should I plan for prior to ordering equipment and/or materials?
4. When and how do I return the equipment?
5. Do you have a list of audio-visual materials that are available for use in my subject area?

**Resource Personnel**

1. What responsibilities do you have?
2. How do students qualify for your program?
3. Who tests the English Language Learners for language proficiency?
4. Where do I get Spanish language materials for my students? What characteristics do the students in your program have?
5. Are there any specific suggestions you would like to give that will help me during my teacher preparation program?

**Peer Coach**

1. What are your responsibilities?
2. What do you find most challenging about your position?
3. Are there any specific suggestions you would like to give that will help me during my teacher preparation program?

**Activities Coordinator**

1. What are your responsibilities?
2. If I want to schedule an activity, how do I do it?
3. What can I do to support your role?
4. What kind of things do teachers typically do that make your job easier/harder?

**ASB Officer**

1. What are your responsibilities?
2. What are the benefits of what you do to students and the school?
3. What are the challenges in your position?



### ACTIVITY 3: CLASSROOM OBSERVATIONS

Candidate \_\_\_\_\_

School \_\_\_\_\_

Observation 1 Location: \_\_\_\_\_

Observation 2 Location: \_\_\_\_\_

Prior to Observation, ask the teacher to identify:

- Information to profile the class (number of students, special needs, routines, etc)
- State adopted core curriculum content standards;
- Nevada State Content Standards in lesson;
- Context of lesson in relation to previous lessons;
- Instructional strategy;
- Types of assessment.

During Lesson, make notes describing as objectively as possible your observations in *three or four* of the following areas:

- Introducing the lesson;
- Gaining students' attention;
- Routines to facilitate work and on-task behavior;
- Transitions between parts of lesson;
- Explanations;
- Monitoring student work;
- Incorporating resource materials;
- Adapting to varying ability levels;
- Establishing a positive learning atmosphere
- Differentiated instruction for exceptional needs students, students performing above and below grade level, and/or ELL;
- Concluding the lesson.

Following Lesson:

- Discuss your observations with the teacher.
- Write a one to two page reflection about **each** of the two observations based on your notes made during the lesson. For each of the two observations, include the date, teacher's name, school, subject, and grade level. Note your interest in teaching students at this grade level. Describe what you learned and what practices you would like to implement in your classroom and teaching practice.

*Note: Completion of Activity 3 is recorded on the Monthly Assessment.*



### COOPERATING TEACHER REQUIREMENTS

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_

Student Teaching Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class Size \_\_\_\_\_  Elementary  Secondary: \_\_\_\_\_

School \_\_\_\_\_ Phone \_\_\_\_\_

School Address \_\_\_\_\_

District \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Principal \_\_\_\_\_ University Supervisor \_\_\_\_\_

**A. Criteria for Cooperating Teacher**

1. Recommendation from the principal
2. Tenure in the school district
3. Possession of a valid Nevada teaching license matching the candidate's license sought. Special Education: Masters Degree.
4. State-adopted core curriculum content standards taught in the classroom.
5. Competent in all ten INTASC standards.

**B. Cooperating Teacher's and Candidate's Roles and Responsibilities**

1. Read and follow National University's *Student Teaching Handbook*
2. Follow Responsibilities Chart and Timeline

**C. Verification**

I understand the commitment and my responsibility pertaining to each of the above elements of the Student Teaching Program.

\_\_\_\_\_  
*Candidate's Signature* *Date*

I verify that I fulfill the criteria for a supervising teacher. I have reviewed my roles and responsibilities for the Student Teaching Program and I will cooperate in helping the candidate meet program requirements.

\_\_\_\_\_  
*Cooperating Teacher's Signature* *Date*

I verify that the Supervising Teacher fulfills the criteria for a supervising teacher. I will provide appropriate support in helping the supervising teacher and candidate meet program requirements.

\_\_\_\_\_  
*Principal's Signature* *Date*

**Please return this form to the University Supervisor.**



SCHOOL OF EDUCATION

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NATIONAL UNIVERSITY NEVADA
CANDIDATE AND PROGRAM REVIEW
To be Completed By Cooperating Teacher

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ Phone \_\_\_\_\_

School Address \_\_\_\_\_

District \_\_\_\_\_

Grade Level(s): [ ] Elementary [ ] Middle School [ ] High School Subject: \_\_\_\_\_

Student Teaching Dates \_\_\_\_\_

How many NU candidates have you supervised? \_\_\_\_\_

How many candidates from other universities have you supervised? \_\_\_\_\_

Please circle the number that best describes your opinion.

- 1. NU candidate
a. Knowledge of subject area
b. Oral and written communication skills
c. Classroom teaching skills
d. Classroom management skills
e. Ability to work with youth of diverse abilities, cultures, languages, learning styles, and special needs
f. Would you recommend this candidate as a teacher?
2. NU Teacher Preparation Program
a. The design and content of the student teaching program
b. The design and content of the Student Teaching Handbook
c. The quality of assistance and level of support provided by the University Supervisor
3. Would you accept another candidate from National University?

Comments:

Cooperating Teacher's Signature

Date

Thank you for being a NU cooperating teacher and for completing this evaluation. Please place this evaluation in a sealed envelope and give to the University Supervisor.



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**NATIONAL UNIVERSITY NEVADA**  
**UNIVERSITY SUPERVISOR EVALUATION**  
 To Be Completed By Candidate

University Supervisor: \_\_\_\_\_

Dates of Teaching Assignment: \_\_\_\_\_ to \_\_\_\_\_

Please evaluate your University Supervisor by answering the following questions. There is space provided for additional comments. Please be thoughtful and candid.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I felt free to come to my supervisor for advice.	5	4	3	2	1
2. I had confidence in my supervisor's knowledge of teaching methods.	5	4	3	2	1
3. My supervisor helped me apply knowledge and techniques presented in the classroom.	5	4	3	2	1
4. My supervisor was able to help me with specific questions regarding problems.	5	4	3	2	1
5. My supervisor provided me with alternate teaching techniques as needed.	5	4	3	2	1
6. My supervisor demonstrated understanding, support, and openness.	5	4	3	2	1
7. My supervisor completed a pre conference/ observation/ post conference supervision cycle.	5	4	3	2	1
8. My supervisor stayed for a whole lesson.	5	4	3	2	1
9. My supervisor completed a post conference within one day.	5	4	3	2	1
10. My supervisor gave frank and constructive feedback.	5	4	3	2	1
11. My work was reviewed fairly by my supervisor.	5	4	3	2	1

Comments: \_\_\_\_\_

\_\_\_\_\_

**Please complete and give to your University Supervisor**



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### CANDIDATE GROWTH AND DEVELOPMENT PLAN A

The Candidate Improvement Plan A is completed to identify areas of candidate concern during student teaching. Areas for candidate improvement are supported with a plan to be completed by a due date.

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Course \_\_\_\_\_ Date \_\_\_\_\_  
 Elementary Grade \_\_\_\_\_  Secondary: \_\_\_\_\_ Grade \_\_\_\_\_

University Supervisor \_\_\_\_\_ Phone \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ Phone \_\_\_\_\_

Areas for Candidate Improvement	Plan for Improvement
<input type="checkbox"/> Lesson Format <ul style="list-style-type: none"> <li><input type="radio"/> Lesson Objective</li> <li><input type="radio"/> Introduction</li> <li><input type="radio"/> Instruction               <ul style="list-style-type: none"> <li><input type="radio"/> Clear Directions / sequencing</li> <li><input type="radio"/> Classroom Management</li> <li><input type="radio"/> Use of Resources</li> <li><input type="radio"/> Planning Skills</li> </ul> </li> <li><input type="radio"/> Guided Practice</li> <li><input type="radio"/> Closure</li> <li><input type="radio"/> Independent Practice</li> <li><input type="radio"/> Reflection</li> </ul> <input type="checkbox"/> Academics <ul style="list-style-type: none"> <li><input type="radio"/> Reading skills</li> <li><input type="radio"/> Writing Skills</li> <li><input type="radio"/> Oral Communication Skills</li> </ul> <input type="checkbox"/> Student diagnosis, achievement and evaluation <input type="checkbox"/> Professional responsibilities <input type="checkbox"/> Interpersonal relationships	<p>(Continue on back if needed)</p>

**Review Date:** \_\_\_\_\_

\_\_\_\_\_  
*Candidate's Signature* *Date*

\_\_\_\_\_  
*Cooperating Teacher's Signature* *Date*

\_\_\_\_\_  
*University Supervisor's Signature* *Date*



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### CANDIDATE GROWTH AND DEVELOPMENT PLAN B

The Candidate Improvement Plan B is completed when concerns continue following completion of Plan A. Several options are available.

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_

Phone \_\_\_\_\_

Course \_\_\_\_\_ Date \_\_\_\_\_

Elementary Grade \_\_\_\_\_  Secondary: \_\_\_\_\_ Grade \_\_\_\_\_

University Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Phone \_\_\_\_\_

#### Candidate Improvement Options:

*Option A:* The candidate has the potential to become a successful educator. It is recommended that the candidate remain in the Program and repeat this grading period. Areas of improvement and the Improvement Plan are found on page 2 of this document.

*Option B:* The candidate is committed to being a successful educator and requires additional time and/or experiences in specified areas to become competent. A grade of Unsatisfactory is assigned for the grading period. It is recommended that the candidate be temporarily dismissed from the Program while completing the Plan for Improvement found on page 2 of this document. Upon successful review of the Plan, the candidate may re-enroll and repeat the unsuccessful grading period.

*Option C:* It is recommended that the candidate be permanently dismissed from the Program.

\_\_\_\_\_  
*Candidate's Signature*

\_\_\_\_\_  
*Other Participant's Signature*

\_\_\_\_\_  
*University Supervisor's Signature*

\_\_\_\_\_  
*Lead Supervisor's Signature*

\_\_\_\_\_  
*Field Experience Coordinator's Signature*

\_\_\_\_\_  
*Date*

This Appeals Process is included in the current National University catalogue.

# Code of Ethics of the Education Profession

## Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

## Principle I

### Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator -

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation, unfairly -
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **Principle II**

### **Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator -

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly