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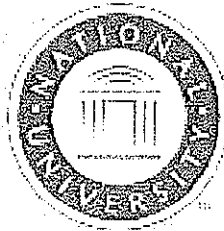
TEACHER EDUCATION PROGRAM

**Master of Education**  
**in Elementary and Secondary Education**  
**with Nevada Licensure**

STUDENT TEACHING  
HANDBOOK

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February 2007



*The University of Values*

1000 University Blvd  
Las Vegas, NV 89169

National University  
School of Education  
Teacher Education Program

**Master of Education in Elementary  
and Secondary Education  
with Nevada Licensure with Nevada Licensure**

**Student Teaching Handbook**



The University of Values

**February 2007**

National University Nevada  
School of Education  
2850 West Horizon Ridge Parkway, Suite 301  
Henderson, NV 89052-4395

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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 semester-long experience.

Part I: Program Guidelines,

Part II: Elementary/Secondary Candidates

Part III: Supporting Documents

# PREFACE

## 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 Interstate New Teacher Assessment and Support Consortium (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 sessions TED 649. Individually completed assignments and participation in group discussions 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 following chart 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

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

## Teacher Preparation Program Candidate Coursework

- ❖ NUI 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

**FOUNDATION COURSES**

**TED 605  
TED 615  
EXC 625**

**TED 621A  
TED 616A  
TED 616B  
TED 616C  
TED668  
MAT 644  
MAT 640**

**TED 623  
TED 624  
TED 625A  
TED 625B  
MAT 643  
MAT 640**

	<b>Foundations of Education Foundation Courses</b>
TED 615 TED 605 EXC 625	The Diverse Classroom Educational Psychology
	<b>Elementary Program</b>
TED 621A TED 621B TED 668 TED 616A TED 616B TED 616C	Language Development Methods for the Elementary School Reading and Language Arts Methods for the Elementary School Survey of Multicultural Literature Curriculum and Instruction I: History and Social Science Curriculum and Instruction II: Mathematics and Science Curriculum and Instruction III: Visual and Performing Arts, Health and Physical Education
	<b>Secondary Program</b>
TED 623 TED 624 TED 625A TED 625B	Language Development Methods for Secondary and Middle Schools Content Area Literacy for Secondary and Middle Schools Curriculum Development for Secondary and Middle Schools Instruction and Classroom Management for Secondary and Middle Schools
	<b>Student Teaching</b>
TED 640 A-B TED 649	Student Teaching Classroom Management & The Student Teaching Seminar

# Candidate Placement Policies

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

- By the University 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 one full academic semester. 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 one of the following grades: K-5.

**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 semester 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 640A and TED 640 D).
- Under the supervision of a University Supervisor and Cooperating Teacher(s) who model(s) effective teaching, implement(s) Nevada Department of Education curriculum frameworks and standards, and mentors the candidate.
- 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 one course of the two-course sequence (TED 640A-TED 640 B).

- Under the supervision of a University Supervisor and Cooperating Teacher(s) who model(s) effective teaching, implement(s) Nevada Department of Education curriculum frameworks and standards, 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 semester. 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, developing competent candidates who will add to the quality of the teaching profession.

### ***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.

## 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 Classroom Management & The Student Teaching Seminar (TED 649).

To ensure candidate quality and success, the Cooperating Teacher and University Supervisor conduct periodic observations, assessments, and evaluations that reflect the candidate's progress. 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. The following assistance and interventions are available for all candidates throughout the Monthly Assessments Growth and Development Process.

#### 1. *Growth and Development Plan A.*

If a candidate is not satisfactorily fulfilling responsibilities in student teaching, the University Supervisor identifies the areas of concern and provides specific direction and opportunities for the candidate to show improvement within a specified time period. The candidate continues in the program and the areas of concern are reviewed.

#### 2. *Growth and Development Plan B.*

If improvement does not occur, or if the host school requests that the candidate be removed from his/her placement, the candidate receives a grade of "unsatisfactory" for that portion of their student teaching. The candidate may return to student teaching upon successful completion of Plan B. At a formal meeting, the candidate is given a plan to show improvement through assignments that specifically address the areas of concern. If a candidate earns an unsatisfactory grade for the second time in student teaching or does not successfully complete their plan, they may be recommended for dismissal. The hearing and appellate process is outlined in the Policies and Procedures section of the National University Catalog.

### *Grades*

To verify the completion of TED640A and TED640B, 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 is 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 host school/district 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 recommendation for a license.*

### ***Student Teaching Equivalency Application***

Elementary/Secondary Candidates who are working towards a Nevada Teaching License may be eligible to receive credit for the *first half* of their student teaching experience. For Elementary/Secondary candidates to receive credit for one half of their student teaching, they must have documentation showing:

- A minimum of one year of successful full-time teaching experience in a long-term substitute or contracted position.
- An earned Bachelor's Degree.
- A completed contract of the teaching assignment within the license area being pursued.
- Evaluations completed by site administrator that indicate satisfactory or above performance.

The Student Teaching Equivalency Application is found on page 12 of the *Student Teaching Handbook*. This form must be submitted to the Field Experience Coordinator at least 30 days prior to the commencement of student teaching for his/her application to be considered for approval.



SCHOOL OF EDUCATION

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# ELEMENTARY/SECONDARY TEACHING EQUIVALENCY APPLICATION

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

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

Academic Center \_\_\_\_\_

To receive credit for half of their student teaching, candidate must complete the following:

1. Date of conferral of BA / BS degree \_\_\_\_\_
2. An evaluation of successful teaching for a minimum of one year from the supervising administrator
3. **A Contract or letter** on District letterhead from an administrator verifying a minimum of one year of successful teaching experience in the area that the student is pursuing a credential. This documentation is required to be considered for receiving credit for one-half of your student teaching experience.

Teaching Experience: K-12 Full-time teaching experience for a minimum of one full year in the same regular education classroom

- School \_\_\_\_\_ Phone \_\_\_\_\_  
District \_\_\_\_\_
- Dates and time length of contract \_\_\_\_\_
- Match to grade level and credential area
  - Elementary Or
  - Secondary Area: \_\_\_\_\_
- School /district follows state curriculum standards
- School / district employs teachers who hold a valid license

I am requesting the above experience to be considered equivalent to one half of my Student Teaching.

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

-----NU Use-----

## RECOMMENDATION OF FIELD EXPERIENCE COORDINATOR

Signature \_\_\_\_\_ Date \_\_\_\_\_  Approved  Denied

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

**Note: Must be completed and returned to Placement Processor or Field Experience Coordinator a minimum of 30 days prior to student teaching.**



## SUPERVISING ADMINISTRATOR EVALUATION FORM

If evaluation of candidate's competencies is less than average, candidate will be required to complete one (1) full academic semester of student teaching.

If verification and evaluation of full-time teaching experience is approved, student will be eligible to waive 640A only. 640B must be completed with a grade of "S." Student teaching is never completely waived and student teaching from another University is not transferable. If experience is waived based on private/court/alternative school experience, student must complete a minimum of four weeks in a public school. Teaching experience for waiver consideration should be in the core curricular areas based on the Nevada Content Standards and in the appropriate credential area sought.

**Please rank the Candidate in the following areas by putting a check in the appropriate box.**

<b>Domain F: Developing As A Professional Educator</b>	<b>Needs to Improve</b>	<b>Below Average</b>	<b>Competent</b>	<b>Outstanding</b>
1. Responsible for student academic outcomes and ensures they are met				
2. Maintains a non-hostile classroom environment				
3. Understands and implements state, federal law and school/district policies				
4. Honors professional and legal obligations and models ethical behaviors				
5. Evaluates and reflects own teaching practices and subject matter knowledge and solicits feedback				

<b>CANDIDATE COMPETENCE AND PERFORMANCE</b>	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Excels</b>
1. Domain A: Making Subject Matter Comprehensible To Students. Demonstrates ability to teach the state-adopted academic content standards					
2. Domain B: Assessing Student Learning. Utilizes multiple sources of information to assess student learning and interpret assessment results to plan instruction					
3. Domain C: Engaging And Supporting Students In Learning. Incorporates and uses developmentally appropriate teaching practices by incorporating strategies and instructional materials to communicate learning objectives					
4. Domain D: Teaching English Learners. Uses effective strategies and differentiates instruction leading to English literacy					
5. Domain E: Creating And Maintaining Effective Environments For Student Learning. Allocates instructional time to maximize student achievement. Develops and maintains clear academic and behavioral expectations. Establishes rapport with students and parents through caring, respect, fairness and sensitivity.					

**I certify that the above information is true and correct. I \_\_\_\_\_ recommend/ \_\_\_\_\_ do not recommend that candidate be granted equivalency for ½ of the student teaching assignment based on experience.**

Signature of Administrator \_\_\_\_\_ Title \_\_\_\_\_  
 Print Name \_\_\_\_\_ Email: \_\_\_\_\_ Telephone \_\_\_\_\_

# 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 process by gathering information on the candidate's progress in 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: Policies and Procedures.

*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. The Monthly Assessment Form 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

<p>1. Introduction</p>	<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>
<p>2. Lesson Objective</p>	<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>
<p>3. Instruction</p>	<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 # \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ NU Supervisor: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**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?

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**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

- 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
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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

- 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
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- 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

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# FINAL GRADE FORM

*This cumulative document portrays the candidate's progress in student teaching.*

Candidate ..... Student ID # .....

Elementary  Secondary: ..... Grades .....

District ..... Phone .....

School ..... Phone .....

Cooperating Teacher .....

University Supervisor .....

**TED 640A** Date ..... **TED 640A Grade:** .....

X  
Candidate's Signature

X  
Cooperating Teacher's Signature

X  
National University Supervisor's Signature

**TED 640B** Date ..... **TED 640B Grade:** .....

- Activity 1 School Culture
- Activity 2 Interviews
- Activity 3 Site Observations

X  
Candidate's Signature

X  
Cooperating Teacher's Signature

X  
National University Supervisor's Signature



NATIONAL COUNCIL ON TEACHER EDUCATION

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# FINAL STUDENT TEACHING ASSESSMENT FORM

To be completed at the end of each eight week session.

Check one:  TED 640A or  TED 640B

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

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

Elementary  Secondary: \_\_\_\_\_ Grades \_\_\_\_\_

District \_\_\_\_\_ Phone \_\_\_\_\_

School \_\_\_\_\_ 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.

- 1 *Beginning*: Candidate has awareness of standard, but does not demonstrate it in practice.
- 2 *Emerging*: Candidate implements the standard with limited effectiveness.
- 3 *Applying*: Candidate applies the standard with some effectiveness.
- 4 *Integrating*: Candidate integrates the standard with effectiveness.
- 5 *Innovating*: Candidate demonstrates innovative use of the standard with great effectiveness.

## INTASC 1: Knowledge of Content 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 \_\_\_\_\_

## INTASC 2: Knowledge of Human Development 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 \_\_\_\_\_

Distribution: *White*: National University    *Yellow*: Student Teacher Candidate    *Pink*: Cooperating Teacher    *Gold/Orange*: University Supervisor



**INTASC 7: Instructional Planning Skills**

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 \_\_\_\_\_

**INTASC 8: Assessment of Student Learning**

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 \_\_\_\_\_

**INTASC 9: Professional Commitment and Responsibility**

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 \_\_\_\_\_

**INTASC 10: Relationships with Partnerships**

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 \_\_\_\_\_

X

Candidate Signature

Date

X

University Supervisor Signature

Date

X

Supervising Teacher Signature

Date

Blue: Nonmember    White: National University    Yellow: Student Teacher Candidate    Pink: Cooperating Teacher    Gold/Red: University Supervisor

# 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.

<p><b>What is a Professional Portfolio?</b></p>	<p>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.</p>
<p><b>How is the Professional Portfolio Organized?</b></p>	<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>

<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 completed during the Student Teaching Seminar (TED 649). Candidates should upload their artifacts and reflections into their electronic portfolio. The electronic portfolio will be reviewed by their student teaching seminar (TED 649) 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 preliminary teaching credential.</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</li> </ul>

	<p>candidate's coursework and/or 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>

How will the Professional Portfolio be assessed?

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 649) Instructor. A full time faculty member will sign the E-Portfolio Checklist once the Portfolio is complete.

# INITIAL CERTIFICATION 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
- Self 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
- Self 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

Master 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

Master of Arts in Teaching, Secondary Education  
certification,

Major in History (or endorsements in...)

(then bachelors degree info below Masters info)

Certification

Nevada Type 3, 4, 9, or 10 – ex. -

Certificate, expected June 2007

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 Foliotec folder and emb 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, 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? and how do I want to grow in the future?

# ASSESSMENT RUBRIC FOR PROFESSIONAL PORTFOLIO

**Context:**

The Initial Certification 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 preservice teacher candidates' growth and development towards meeting the INTASC standards, the performance based portfolio is evaluated at the conclusion of TED 649.

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 Initial Certification Portfolio Template.

**Assessor:**

The assessors for your portfolio are either members of the faculty of National University (Nevada), adjuncts of the school of Education of 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.J 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> 5.A 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:**