CLINICAL EXPERIENCE HANDBOOK: A Handbook for Teacher/Academic Interns, Cooperating Teachers, School Administrators, and University Supervisors

Prepared by
The Office of Teacher Clinical Experiences
College of Education
University of Louisiana at Lafayette
Lafayette, Louisiana 70504
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Section I:
WELCOME TO THE TEACHER/ACADEMIC
INTERN CLINICAL EXPERIENCE
AT THE
UNIVERSITY OF LOUISIANA
LAFAYETTE

Welcome

This handbook was created as a guide to a successful clinical experience for teacher interns, cooperating teachers, administrators, and university supervisors at UL Lafayette. Throughout this handbook, the following terms will be utilized with the following contexts applied:

- **Teacher Candidate** refers to an undergraduate student in the College of Education seeking a degree prior to formal admittance into clinical experiences.
- **Teacher Intern** refers to an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences.
- **Academic Intern** refers to an individual who is employed as a teacher and completes 2 semesters of internship [fall and spring only].
- **Cooperating Teacher** refers to the school-based person who has met the College of Education’s criteria and is responsible for mentoring and modeling best practices for the teacher intern throughout the clinical experience.
- **University Supervisor** refers to the person who represents the College of Education and the Office of Teacher Clinical Experiences and serves as a link between the college and the assigned school for the teacher intern.
- **Clinical Experience** refers to specified activities focusing on application of skill and/or knowledge to be completed in an approved school.
- **Students** refer to the children enrolled in the school system in which the teacher intern completes clinical experiences.

The following areas are specifically targeted during the clinical experience and are vital for teacher education programs to address: 1) **Apprenticeship**, 2) **Intensive fieldwork**, and 3) **Authentic performance**.

**Teacher Interns**: USE this handbook, refer to it often and make sure that your Cooperating Teacher and your principal are apprised of the information provided here.

**Cooperating Teachers, Administrators, and University Supervisors**: Thank you for investing your time and sharing your expertise to help our future teachers. Your input, guidance, and assistance in this process are crucial to its success. Cooperation among all parties will ensure
a viable program that provides the best opportunities, experiences, and learning environments for assisting teacher candidates to become competent professionals.

We hope this handbook is a helpful resource to you. It contains many useful ideas, and important documents. If there is anything this office can do to assist you, please do not hesitate to contact me. I look forward to working with you.

David J. Beard, Director
Office of Teacher Clinical Experiences

The Office of Teacher Clinical Experiences welcomes all inquiries related to the student teaching program. Mr. David J. Beard (Director), Mrs. Patricia Thomas (Administrative Assistant) and Mr. Corbett East (Coordinator of Field Experiences) may be reached by dialing (337) 262-1067. Fax: (337) 262-1065. P.O. Box 44812, Lafayette, LA 70504-4812.
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Mission Statements

Mission of the College of Education

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the College to be responsive to community, regional and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the College strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships, which systemically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Mission of the Office of Teacher Clinical Experiences

The mission of the Office of Teacher Clinical Experiences is to: 1) prepare and assist undergraduate students in becoming effective teachers through nurturing and placement in the best possible field learning sites; 2) to assist post-baccalaureate students who are seeking certification; and 3) to facilitate open, effective communication among this office and all three departments in the College of Education as well as among the numerous faculty members this office supports, and the eight parishes we serve.
The Conceptual Framework of the UL Lafayette College of Education is designed to expand upon the institution’s commitment to be a responsive university. The College strives for excellence in the production of Responsive Professionals—individuals who serve the community with professionalism and leadership in education and allied fields. The College of Education’s Conceptual Framework forms a foundation for innovative, interdisciplinary, and research-based curricula dedicated to the development of reflective practitioners who demonstrate expertise in knowledge and practice. Through these programs, the College fosters collaboration, advocacy, respect for diversity, and commitment to on-going professional growth.
**Objectives and Expected Candidate Performance**
stemming from our Conceptual Framework include the following:

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<tr>
<th><strong>KNOWLEDGE AND PRACTICE</strong></th>
<th>The responsive professional demonstrates knowledge of content disciplines and engages in effective pedagogical practices.</th>
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<tr>
<td><strong>REFLECTION</strong></td>
<td>The responsive professional actively, persistently, and carefully considers practice, experiences and available alternatives to guide decision-making.</td>
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<td><strong>PROFESSIONALISM</strong></td>
<td>The responsive professional actively seeks opportunities to grow professionally and generates plans for increasing knowledge of his/her field.</td>
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<tr>
<td><strong>DIVERSITY</strong></td>
<td>The responsive professional articulates an understanding that beliefs, traditions and values across and within cultures can affect both learning and relationships with learners, their families and the community.</td>
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<tr>
<td><strong>COLLABORATION</strong></td>
<td>The responsive professional recognizes the complex needs of learners and the necessity to collaborate to meet their needs.</td>
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<td><strong>ADVOCACY</strong></td>
<td>The responsive professional demonstrates knowledge, reflection, appreciation of and sensitivity to the interdependent nature of education and professional communities.</td>
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<tr>
<td><strong>SERVICE</strong></td>
<td>The responsive professional fuses knowledge, reflection, advocacy, leadership and collaboration through service.</td>
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<tr>
<td><strong>LEADERSHIP</strong></td>
<td>The responsive professional demonstrates effective interpersonal communication and decision-making skills in leadership roles.</td>
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**CONCEPTUAL FRAMEWORK UNIT OUTCOMES**

## CANDIDATE PROFICIENCIES

### Knowledge and Expertise in Practice – The Responsive Professional

The Responsive Professional demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- **CF-K1** Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- **CF-K2** Demonstrates knowledge of content discipline and related standards.
- **CF-K3** Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- **CF-K4** Plans and implements effective standards-based learning experiences.
- **CF-K5** Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- **CF-K6** Demonstrates effective management skills.
- **CF-K7** Uses and integrates technology as appropriate.
- **CF-K8** Models and utilizes effective planning that incorporates higher order thinking.
- **CF-K9** Identifies and articulates relevant education policies and laws.

### Reflection – The Responsive Professional

actively, persistently, and carefully considers practice, experiences and available alternatives to guide decision-making. The candidate:

- **CF-R1** Reviews systematically one’s own educational practice and learns from experience.
- **CF-R2** Uses assessment and evaluation to inform instruction.
- **CF-R3** Searches persistently for information and solutions to problems.

### Diversity – The Responsive Professional

articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, families, and the community. The candidate:

- **CF-D1** Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- **CF-D2** Accommodates learning styles and individual needs through developmentally appropriate practices.
- **CF-D3** Engages and involves students in relevant and challenging learning experiences.
- **CF-D4** Exhibits respect for all types of diversity.
- **CF-D5** Is informed about and responsive to cultural differences.

### Professionalism – The Responsive Professional

actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- **CF-P1** Collaborates effectively with students, parents, and colleagues.
- **CF-P2** Models appropriate behaviors and attitudes.
- **CF-P3** Sustains commitment to professional growth.
- **CF-P4** Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- **CF-P5** Engages in service to the profession.
- **CF-P6** Participates in educational advocacy.
- **CF-P7** Participates in professional organizations, meetings, and conferences.
Section II:
PROFESSIONAL DEVELOPMENT SCHOOLS

Clinical Experience in a
Professional Development School

What is a Professional Development School (PDS)?

The concept of Professional Development Schools (PDS) took shape as a part of the “second wave” of educational reform in the United States during the late 1980’s. In contrast to the initial reform efforts of the 80’s that stressed academic rigor and blamed teachers for low student performance, the UL Lafayette PDS schools will focus on the professionalism of teaching and education at all levels. The Carnegie Task Force (1986) and the Holmes Group (1986) called for new types of schools to support initial preparation and continuing education for teachers. Carnegie referred to these proposed institutions as ‘clinical schools’; the Holmes Group called them “Professional Development Schools”. These schools are intended to bring practicing teachers together with university faculty in partnership with a focus on simultaneous renewal of the teacher education programs and improvement of student performance in schools.

Different Internship Experiences of a PDS

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<th>PROFESSIONAL DEVELOPMENT SCHOOLS</th>
<th>TRADITIONAL SCHOOLS</th>
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<tr>
<td>1. Intern is with a team of teachers</td>
<td>1. Intern is assigned to a single teacher</td>
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<tr>
<td>2. Intern is part of a cohort</td>
<td>2. Intern may be alone</td>
</tr>
<tr>
<td>3. Intern may have more than one rotation</td>
<td>3. Intern may remain with one teacher</td>
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<tr>
<td>4. University liaison visits weekly</td>
<td>4. University supervisor visits about once per month</td>
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UL Lafayette PDS Mission

The UL Lafayette PDS Mission is to improve student learning in P-12 schools through simultaneous renewal of the teacher education programs at the University and teaching and learning in P-12 schools.
Goals of the UL Lafayette PDS Clinical Experience

- To support student learning through the increased exemplary program in P-12 schools.
- To include the professional staff of the schools in pre-professional education of teachers.
- To provide collaborative, planned supportive induction systems for teacher interns and new teachers.
- To support inquiry and applied research in the schools.

Description of TREE Logo

The tree logo was developed in 2001 to reflect our vision for teacher clinical experience. The Oak Tree was selected since it is very common in South Louisiana and is a symbol of strength. The roots represent the University, establishing the beginning of the training and knowledge base for the teacher candidate. The trunk represents the Schools and the School System, the learning environment for which we are preparing future teachers. The branches represent the teachers, as they reach out to nurture and meet the needs of the children. The leaves represent the children, the fruits of our labor, and the reason behind an effective teacher preparation program.
There is also a reflective pool below the tree. This is an integral part of the logo, as it represents the importance of all stakeholders reflecting on actions, evaluating themselves, and constantly seeking better ways to reach the children we serve. In our reflections, we can keep practices that are good and should be continued, and change practices that need adjusting. It is precisely this idea of reflection that suggests that the teacher candidate become a **RESPONSIVE PROFESSIONAL**.

Roles and Responsibilities of Professional Development Schools and the University

**Role of the Professional Development School**

- Include practicing P-12 professionals as full partners with their University counterparts in the development of teacher candidates and in applied research activities in the schools.
- Provide systematic and planned support systems for teacher interns and new teachers in the schools.
- Develop a collaborative relationship between schools and the University integrating teacher preparation, applied research, and induction with a focus on improved teaching and learning at all levels.
- Foster a conceptual change from the University as a ‘place’ to the University as a partner in teaching and learning at all levels.

**Role of the University**

- Provide a liaison to the school to serve as the link between theory/research and practice.
- Facilitate the development and implementation of a school improvement plan.
- Facilitate instructional improvement teams for all teachers within the school.
- Provide the 51 hours (minimum) professional development for all PDS teachers.
- Establish continuity between pre-service and in-service staff development programs.
- Promote a collegial openness for teacher interns and faculty to seek professional assistance and/or support.
- Include school practitioners on University teacher education curriculum and faculty selection committees, action research, etc.
- Respond to the needs of the schools/systems.
Section III:
CLINICAL EXPERIENCE
POLICIES AND PROCEDURES

Eligibility Requirements

Clinical experiences for teacher interns consist of full-day assignments under the joint supervision of a cooperating teacher and a university supervisor, for one semester. Therefore, requirements to enter clinical experiences are as follows:

- Successful completion of all coursework listed in the program of study which includes regular undergraduates and alternate certification candidates as verified by a completed degree audit for regular under grads and a prescription for alternate certification candidates (Permission must be obtained for those wishing to enter clinical experiences with only one course remaining, provided that the remaining course is not a “methods” course)
- Successful completion of Portal III in PASS-PORT
- 2.5 cumulative grade point average overall
- 2.5 grade point average in education courses, and in the candidate’s teaching field(s)
- Passing scores on all parts of the Praxis tests, including the Principles of Learning and Teaching (PLT) and the Specialty Exams (Content)
- Application completed electronically through PASS-PORT the semester before the teacher internship is to begin.
- Official complete degree audit with signature of approval from the Office of Student Services.

Clinical experiences for Academic interns consist of an assignment for one academic year as a full-time teacher hired by a state approved school or system. The Academic Intern will be under the supervision of a university supervisor, who will collaborate with the school administration. Therefore, requirements to enter clinical experiences are as follows:

- Successful completion of all coursework listed on the candidate’s prescription.
- Successful completion of Portal III in PASS-PORT
- 2.5 cumulative grade point average overall
- 2.5 grade point average in education courses, and in the candidate’s teaching field(s)
- Passing scores on all parts of the Praxis tests, including the Principles of Learning and Teaching (PLT) and the Specialty Exams (Content)
- Application completed electronically through PASS-PORT the semester before the Academic internship is to begin.
- Official complete prescription with signature of approval from the Office of Student Services.
Procedures for Assigning Teacher Intern to Cooperating Teacher

The Director of Teacher Clinical Experiences gives consideration to the following in making assignments: prior field experiences which should be varied; the availability of trained, qualified Cooperating teachers; and extenuating circumstances known to exist.

Once assignments are completed, information is sent out to the candidates, schools and to the Cooperating Teachers. Candidates should arrange the initial meeting with the Cooperating Teacher, or the liaison at the Professional Development School site.

Teaching is more than a job; it is a way of life for those who choose it. Begin to prepare yourself now. You are more ready than you realize! Utilize this time to learn all you can from those teachers you come in contact with each day. Skilled teachers have a rich repertoire of effective instructional strategies. Remember that you are part of a community of persons dedicated to helping children learn.

Grading Procedures

At the completion of the clinical experience, the teacher intern will receive a credit or non-credit decision. Successful completion is determined by a joint decision between the Cooperating Teacher, university supervisor and the director of clinical experiences. Following are the minimum requirements for the completion of clinical experiences. [Cooperating teachers, university supervisors, and/or individual programs of study may require additional activities, evidence, or artifacts for a teacher intern to successfully exit the clinical experience.]

Minimum requirements are as follows:

Unit Assessment

All teacher interns are required to obtain a paid subscription to Pass-Port for the semester they complete their clinical experience. All teacher interns will submit designated artifacts and work samples through Pass-Port as designated by their University Supervisor and EDCI 440 Professor/Instructor, if enrolled in the course. If a teacher intern is not enrolled in EDCI 440, then all artifacts will be submitted to their University Supervisor for evaluation. Items submitted should demonstrate the teacher intern’s knowledge, skills and dispositions. The chosen artifacts should communicate to the unique personal and professional qualities of the teacher intern.
Successful completion of all Unit Assessment Artifacts is required for degree completion and a teacher intern’s participation in graduation ceremonies.

All teacher interns are required to complete and submit all Unit Assessment artifacts. A teacher intern who submits a Unit Assessment artifact which fails to meet the minimum assessment criteria set forth will have a Portal IV Exit Review Committee convened to determine the teacher intern’s eligibility for degree completion. The Portal IV Exit Review Committee will consist of the Director of Teacher Clinical Experiences, the University Supervisor of the teacher intern, the Cooperating Teacher, and one other person designated by the Dean of the College of Education.

The committee will review the teacher intern’s unsuccessful artifact and the intern’s progress over the semester. If the committee finds that the teacher intern’s work is unsatisfactory, the teacher intern will receive either an “I” for the semester and be allowed to complete the missing requirement the next semester, or assigned “No Credit” for the clinical experience in which the teacher intern will have the opportunity to repeat the clinical experience. In such a case, the teacher intern will not graduate that semester and can not “walk” at graduation ceremonies.

If the committee finds that the teacher intern’s work is satisfactory after reviewing the work and progress over the semester, the teacher intern’s artifact will be accepted and the intern obtain “credit” for clinical experience and will be eligible for graduation.

For descriptions and assessment criteria of the Unit Assessment Artifacts, refer to the Portal IV Assessment Guide found in Appendix D.

Clinical Experience Hours
Teacher interns must complete a minimum of **180 hours** of direct instructional time and an additional **200 hours** of observations (Appendix B: Teacher Intern Hours of Documentation Form – to be turned in to OTCE on the last day of student teaching). These hours must also be documented as field experiences in Pass-Port in the field experience template entitled “Portal IV: Teacher Intern Information and Teaching Context”. For further information, refer to the Portal IV Candidate Instructions, Section 3, Number 6.

Code of Ethics of the Education Profession

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

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

**PRINCIPLE II**

**Commitment to the Profession**

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

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

In fulfillment of the obligation to the profession, the educator—

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

— Adopted by the NEA 1975 Representative Assembly
Section IV: 
TEACHER INTERNs

Teacher Intern Information

This first section is designed for the Teacher Intern. It details the responsibilities you must adhere to during this semester, and follows our Conceptual Framework for the College of Education. Should you have any questions, you should first contact your University Supervisor. You may also contact our office for assistance and advice. (See the contact information on page 5.) Good luck this semester!

In order to fulfill the UL Lafayette College of Education’s mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as a teacher intern. A teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. The term “teacher intern” is used to signify the important responsibilities undertaken during the time of clinical experience. Clinical experience is a time to learn and practice the art of teaching and to put to use the many instructional strategies learned and practiced throughout the preceding years enrolled at the university.

During this experience, a pattern of thinking and knowing emerges with respect to understanding yourself as a teacher, which is broadened and heightened by instructional and didactic knowledge and practices. In addition to broadening pedagogical knowledge, you also have the opportunity to apply and share new knowledge with your cooperating teacher.
Guidelines and Management Tips PDS Teacher Interns

- Create a personal binder, appropriately divided, to hold all paperwork that you will accumulate during the internship that you do not turn in to your cooperating teacher/university supervisor.
- Remember confidentiality!!!!
- Meet with assigned teacher as directed by PDS liaison.
- Discuss when lesson plans, tests, worksheets, etc. must be turned in to your Cooperating Teacher. The number of copies to be determined by PDS liaison.
- Lesson plans MUST be turned in on time.
- Do not write in the teacher’s manual. Instead, use sticky notes while making your lesson plans if you need to mark anything you feel you must stress while teaching.
- Detailed lesson plans will be required each time you start with a Cooperating Teacher. Shorter plans will be allowed when the Cooperating Teacher and the liaison feel you are ready. All lesson plans should include STATE BENCHMARKS, which will be given to you by each Cooperating Teacher.
- Tests, worksheets, etc. must be approved before duplicating.
- Let the Cooperating Teacher see the corrected test papers before handing them back to the students.
  - Be prompt in grading. Record grades in grade book with: score, test topic/name, date, points, etc.
- You will be required to prepare a minimum of 1-2 bulletin boards per semester.
- Check with your school regarding the use of the laminating machine and the copier.
- Do not do any work while observing the teacher. Observation tips are included in your packet.
- Replace classroom materials after you use them.
- Use a variety of materials and activities in your lessons to accommodate children with different styles of learning (auditory, visual, tactile, and multi-sensory).
- Provide activities that correlate to the lesson for students who finish class activities or tests early.
- Be aware of what needs to be done in the classroom. When your assigned teacher is teaching, use this time to help monitor student’s work and give individual help when needed.
- Attempt to anticipate as many problems that may occur in your lesson ahead of time. Discuss these potential problems with your Cooperating Teacher.
  - Focus especially on lesson plans that involve technology. Have an alternative lesson prepared in case of technical problems.
- React calmly in all situations, remembering that most of the behaviors in your classroom are normal and merely need some reshaping and control. Be firm and consistent.
- Ask for assistance when needed!
Teacher Intern Responsibilities

Knowledge and Expertise in Practice

- Demonstrate knowledge of students
- Demonstrate knowledge of content, pedagogy, and resources
- Establish a culture for learning
- Communicate clearly and accurately
- Use question and discussion techniques
- Engage students in learning
- Assess student learning
- Provide timely feedback to students
- Create a classroom environment of respect and rapport
- Communicate with families

Planning and Professional Growth

- Introduce yourself to the students in a creative way
- Design coherent instruction
- Become actively involved in the classroom instructional program
- Select instructional goals
- Reflect on teaching
- Observe teachers other than the Cooperating Teacher including other subject or grade level teachers
- Grow and develop professionally, accepting suggestions and criticism in a professional spirit
- Conform to rules, philosophy, and policies of the assigned school including the school day schedule and yearly calendar
- Maintain proper professional relationship with all other school personnel
- Communicate to your supervisor questions, concerns or problems as early as possible
- Critique current professional readings
- Complete and submit all necessary University requirements through Pass-Port
- Complete and submit any specified requirements by your University Supervisor or program of study
School and Community

- Learn about the physical plant, where various facilities are located, and what rules govern their use
- Exhibit a good attitude with students, faculty, and staff at all times
- Perform willingly and cheerfully such extra duties as supervision in the cafeteria, on the school grounds, or in the halls
- Participate in non-instructional activities such as Parent Teacher Organization, faculty meetings, and parent-teacher conferences
- Contribute to the school and district by participating in extra-curricular activities

Classroom Management

- Manage classroom procedures to provide an effective learning climate
- Establish and implement a successful classroom discipline plan in collaboration with the Cooperating Teacher
- Organize the physical space so that it is conducive to learning
- Maintain accurate records

Attendance

- An intern is allowed three days absence. Any teacher intern absent for more than three days, regardless of the reason, will be required to make up those days after their last day of student teaching.
- Follow the Cooperating Teacher’s schedule for reporting to school and departing, as well as faculty meetings, teacher-parent conferences, and other after-school activities.
- Attendance at all scheduled university seminars is required.
- Follow the holidays as noted on the school calendar in your assigned parish. The only exceptions are the required university seminars or scheduled meetings.
- Teacher interns are required to follow the Cooperating Teacher’s daily schedule, arriving at school punctually and remaining as late as the Cooperating Teacher is required to remain. If an absence is necessary, these steps are to be followed:
  - Notify the school office personnel, Cooperating Teacher, and university supervisor as far in advance as possible.
  - If a teacher intern must be absent on a day when he or she is expected to teach, lesson plans and materials must be delivered to the Cooperating Teacher before the class begins.
  - Complete and submit the absence form with the Office of Teacher Clinical Experiences within one week of the absence.
Dress Code

- Teacher interns are expected to observe the conventions of dress, personal appearance, and professional behavior for teachers in the assigned school. (The Cooperating Teacher has this information for you.)
- Remember that appearances do count when setting an example for students and when pursuing a teaching position.
- The university does expect its teacher interns to dress appropriately, conservatively, and professionally while a member of the school staff.

Legal Issues/Liability

- The teacher intern is a guest in the classroom and is not protected by any professional contract or certificate.
- Every teacher intern must be a member of a professional education organization and must have documentation of acceptable liability insurance for student teachers.
- Teacher interns should not be left alone in the classroom for extended periods of time. The legal responsibility rests upon the Cooperating Teacher, the substitute and/or the school.
- Teacher interns cannot serve as substitute teachers until after their last day of student teaching.
- The teacher intern should be introduced to and abide by the district and school policies.
- The teacher intern should use professional skills and techniques in modifying student behavior and rely on the professional judgment of the Cooperating Teacher while addressing the issues of classroom management.
- Confidentiality. IMPORTANT: the teacher intern must recognize the importance of maintaining confidentiality when viewing student information. Failure to adhere to this principle is a serious infraction that could involve serious consequences.

Teacher Recruitment/Job Placement

- The Cooperating Teacher may have the opportunity to assist the teacher intern in applying for the initial teaching job.
- A teacher intern will be excused from teaching one day in order to attend the university-sponsored Teacher Recruitment Day (arrangements must be made in advance with the Director of Career Services).
- The Cooperating Teacher may advise the teacher intern about placement agencies, letters of application, and preparation for interviews.

Certification Procedures

- After graduation the intern will apply for certification through the Office of Student Services located in Room 105 of Maxim Doucet.
General Tips for Teacher Interns

- Promptness is critical
- Dress professionally
- Treat each child as an individual
- Avoid gossip
- Develop positive relationships with students
- Attitudes are important
- Show initiative
- Use strategies for varying learning styles
- Use positive comments as often as possible
- Be a good role model in dress, action, and speech
- Remember to smile
- Respect the child and they will respect you
- Model good cooperating techniques
- Involve all students in the lesson
- Use inflection when speaking
- Make eye contact with students
- Learn as much as you can from the students and Cooperating Teacher during this experience
- Get to know the faculty and staff at the school
- Keep parents informed on what is going on in the classroom and with their individual child
- Remember all children can learn!
Resources for the Teacher Interns

Instructional Materials Center
This facility, open from 7:30 am - 5:00 pm daily is housed in Maxim Doucet Building. The room includes teacher’s manuals, children’s and young adult trade books, periodicals, reference materials, professor’s reserve materials, computers, and other professional development resources.

Computer Laboratories
Numerous sites throughout campus are available (PC and MAC) to students wishing to utilize computers.

Office of Student Services
Located in Maxim Doucet Room 105, and open daily from 7:45-4:30, this office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences
Located in Soulier House and open daily from 8:00 am to 4:30 pm, this office serves teacher interns, cooperating teachers, principals, and university supervisors. If you experience any problems or questions, do not hesitate to contact us. We also welcome positive feedback.

Career Services
This office coordinates Teacher Recruitment Day every semester. They also maintain a database for job options, and put resumes online for teacher candidates.

PASS-PORT (Professional Accountability Support System)
This electronic portfolio system is a web-based tool to gather and evaluate performance data on teacher candidates. The system provides functionality for the creation of electronic portfolios and a tool for guiding teacher candidates and institutions through the stages of pre-service teacher development and evaluation.

Useful Websites
www.ull.edu – University of Louisiana at Lafayette
http://www.coe.louisiana.edu/ - ULL College of Education
http://www.doe.state.la.us/lde/index.html - Louisiana Department of Education
Section V: ACADEMIC INTERN INFORMATION

ALL ACADEMIC INTERNS MUST PREPARE FOR ONE SCHOOL YEAR FALL/SPRING RESPECTIVELY.

Minimum Requirements:

1. Evaluated 7-10 times during the year.
   The university supervisor will observe the academic intern about once a month. A variety of instruments can be used and will include a minimum of 2 evaluations using the Mid-Term/Final Evaluation Form, 3 evaluations using the Lesson Evaluation Report, and 2 using the Reflective Evaluation Experience.

2. Written Daily Lesson Plans
   The lesson plan format is to conform to the school district form and, as a bare minimum, should include the main components of:
   1. STANDARDS-BASED GOALS AND OBJECTIVES
   2. PURPOSE AND PROCEDURES
   3. ASSESSMENT

3. Teaching Schedule
4. Monthly Reflection Emailed to University Supervisor
5. Self Evaluation of a lesson (1 fall and 1 spring)
6. Completion of Portal IV

Academic Intern Responsibilities

It is the responsibility of the intern to secure a full time teaching position, in a public, parochial, or private elementary or secondary school. The school must be listed in the State Department of Education’s School Directory and approved for the certification which the intern is seeking. The intern must abide by and faithfully fulfill the requirements of the contract with the employing school/system. The intern is also responsible for the requirements of UL Lafayette’s Alternate Certification Academic Internship Program.
General Tips for Academic Interns

- Promptness is critical
- Dress professionally
- Treat each child as an individual
- Avoid gossip
- Develop positive relationships with students
- Attitudes are important
- Show initiative
- Use strategies for varying learning styles
- Use positive comments as often as possible
- Be a good role model in dress, action, and speech
- Remember to smile
- Respect the child and they will respect you
- Model good cooperating techniques
- Involve all students in the lesson
- Use inflection when speaking
- Make eye contact with students
- Learn as much as you can from the students and Cooperating Teacher during this experience
- Get to know the faculty and staff at the school
- Keep parents informed on what is going on in the classroom and with their individual child
- Remember all children can learn!
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[www.ull.edu](http://www.ull.edu) – University of Louisiana at Lafayette  
[http://www.doe.state.la.us/lde/index.html](http://www.doe.state.la.us/lde/index.html) - Louisiana Department
Section VI: COOPERATING TEACHERS

This section is designed for the Cooperating Teacher. It will assist you with information you need to make this a meaningful experience for you, for the students you teach, and for the teacher intern. We have divided the sections according to our Conceptual Framework. There are checklists included to assist you. Should you have any questions, contact our office for assistance. Good luck this semester!

In order to fulfill the UL Lafayette College of Education’s mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as that of a teacher intern under the supervision, guidance, and mentoring of a Cooperating Teacher. A teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. The Cooperating Teacher is the person(s) responsible for mentoring and modeling the best practice for the teacher intern throughout the clinical experience.

The term “teacher intern” is used to signify the important responsibilities undertaken during the time of clinical experience. Clinical experience is a time to learn and practice the art of teaching and to put to use the many instructional strategies learned and practiced throughout the preceding years enrolled at the university. This is an important time, as the Cooperating Teacher assists the teacher intern in establishing a pattern of thinking and knowing with respect to understanding himself/herself as a teacher, which is broadened and heightened by instructional and didactic knowledge and practices. In addition to broadening pedagogical knowledge, Cooperating teachers also provide opportunities for teacher interns to apply, share and reflect on new knowledge.
Criteria for Becoming a Cooperating Teacher

The University strives to select fully certified and qualified teachers as defined by state certification requirements. The following criteria have been established for individuals willing to serve as a Cooperating Teacher:

- A valid Type A Louisiana certificate in the field of the supervisory assignment; or
- A valid Type B Louisiana certificate in the field of the supervisory assignment and successful completion of the three-hour-course in the supervision of student teaching; or
- A valid Type B Louisiana certificate in the field of the supervisory assignment and completion of assessor training through Louisiana Teacher Assistance and Assessment Program (LaTAAP).
- National Board Certification
- Faculty assigned to Teacher Advancement Program (TAP) schools, who have completed the training program

The selection of Cooperating teachers is a collaborative effort by the Director of the Office of Teacher Clinical Experiences, the district’s superintendent, and/or the building administrator of the prospective Cooperating Teacher. Selection is made on a one-semester basis and reviewed each semester for continued eligibility thereafter.

As is true for teachers generally, the financial remuneration for the Cooperating Teacher is not commensurate with the importance of the service rendered. It should be noted that the greatest rewards associated with working with teacher interns are intangible in nature. Cooperating teachers report great satisfaction derived from contributing to the professional growth of a future teacher and extending a personal influence of lasting significance to the profession.

Procedures for Assigning Teacher Intern to Cooperating Teacher

Collaboration is sought when assigning teacher interns to Cooperating teachers. The superintendent and/or the school’s administrator make recommendations based on the teacher intern’s qualifications, interest, and enthusiasm for the job. The Director of the Office of Teacher Clinical Experiences then makes the final determination as to placement of each teacher intern.
Cooperating Teacher Responsibilities

The Cooperating Teacher undertakes some definite responsibilities in the program of educating beginning teachers. Essentially, the Cooperating Teacher is responsible for showing the novice how to connect theory with practice and how to put into practice effective instructional strategies. It is the Cooperating Teacher who inducts the novice into the practical work of teaching in such a manner as to avoid the mistakes a beginning teacher is prone to make. Responsibilities of a Cooperating Teacher consist of, but are not limited to, the following:

Reflection
- Explain personal teaching philosophy and practices
- Explain school’s mission and policies
- Inform teacher intern of location of important school materials and areas
- Introduce intern to professional books and periodicals

Advocacy
- Show awareness of evolving instructional practices
- Promote the Teacher Intern Program to the school and larger community

Leadership
- Inform intern of preferred lesson-plan format and timelines for submission (see Appendix)
- Demonstrate and support a variety of learning activities and teaching strategies
- Promote and maintain a positive climate in the classroom
- Observe and provide informal feedback
  - Periodic verbal and/or written (see appendix)
  - Periodic conferences and ongoing dialogue
- Communicate expectations regarding:
  - Lesson-plan including format (a sample lesson plan template is provided for the intern by the university), oversight and approval of lesson plans before teaching
  - Classroom management techniques
    - Teacher interns have stated that the area they feel least prepared for is classroom management and discipline techniques. Please remember to share with them your tricks of the trade!
    - Teaching strategies and methodologies
    - Record keeping including roll book, grade book, cumulative records
    - Duties beyond the classroom (recess duty, club sponsorship, etc.)
- Formal written evaluation, including pre- and post-conferences (Note due dates on calendar)
  - Mid-year
  - Final
Collaboration
- Conduct regular cooperative planning sessions
- Demonstrate and support effective daily lesson planning and unit or long range planning which correlate with state standards and benchmarks
- Assist in the development of assessment tools that reflect the goals and objectives of the lesson
- Provide professional and emotional support

Diversity
- Guide the understanding of different learning styles
- Encourage the awareness of different cultural needs
- Model respecting, valuing, and affirming all types of diversity
- Promote and provide inclusive learning environments

Professional Growth
- Encourage maintenance of membership in professional organizations
- Introduce intern to area(s) on campus where professional reading materials are housed
- Encourage attendance at in-services and other opportunities for professional growth

Service
- Encourage membership on school committees
- Maintain awareness of policy issues
- Promote community involvement
Cooperating Teacher’s Checklist

_____ Complete the Cooperating Teacher Information Form (see appendix) and give to intern

_____ Have the following available for the teacher intern:
   ____ Designated area for teacher intern and belongings
   ____ Class roster /seating charts
   ____ Daily schedule
   ____ Lesson plan book/grade book
   ____ Copies of all forms (observations, evaluation, conference, etc)
   ____ Copies of student texts, teacher manuals, Comprehensive Curriculum Guides
   ____ Faculty and student handbooks
   ____ Access to School Improvement Plan

_____ Become familiar with school policy concerning teacher intern responsibilities and communicate those to intern:
   ____ Reporting to school
   ____ Absences
   ____ Attendance at faculty meetings
   ____ Supervisory activities

_____ Schedule initial meeting with the teacher intern:
   ____ Date of meeting _____________________________

_____ Introduce intern teachers to school personnel:
   ____ Secretary
   ____ Custodial staff
   ____ Administration
   ____ Faculty at grade-level or department
   ____ Librarian and/or media specialist

_____ Conduct two lesson evaluations
   ____ Lesson evaluation prior to mid-term formal evaluation
   ____ Lesson evaluation prior to the formal final evaluation

_____ Schedule and conduct two formal evaluations:
   ____ Mid-term
   ____ Final

_____ Verification of Documents
   ____ Teacher Intern Documentation of Hours Form
   ____ Student Release Forms

_____ Orient teacher intern to procedures involving:
   ____ Daily schedules
____ Fire drill and other building evacuation procedures
____ Copy room
____ Restroom
____ Library
____ Other
Section VII: ADMINISTRATORS

This section is designed for school administrators. It describes your importance in the teacher intern process. Should you have any questions, contact our office as soon as possible. Good luck during this semester!

In order to fulfill the UL Lafayette College of Education’s mission, as well as the mission of the Office of Teacher Clinical Experiences, undergraduate students enter the clinical experience setting as that of a teacher intern under the supervision, guidance, and mentoring of a Cooperating Teacher. As the administrator and instructional leader, you play a key role in the professional development of the teacher intern.

A teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. As the administrator, you will work with the Cooperating Teacher in mentoring the teacher intern and providing overall assistance during the clinical experience. Also, you will assist in the overall induction of the intern, conduct periodic evaluations and assist the Cooperating Teacher when needed.
Administrator Responsibilities

Reflection
- Assist in the orientation of teacher intern to physical plant
- Explain school’s philosophy, mission statement, policies and program
- Assist Cooperating Teacher in orientation of areas of grading, resource area, and discipline

Advocacy
- Encourage and model awareness of evolving educational practices
- Involve the intern teacher in school and community projects (PTO, fund-raisers, etc.)

Leadership
- Establish positive school climate that fosters optimal development of students and faculty members
- Participate in planning the teacher intern experience

Collaboration
- Confer with the university supervisor on a regular basis
- Communicate closely with the Director of Teacher of Clinical Experience on the progress of the intern
- Assist teacher intern in the development of appropriate professional relationships with faculty, staff, students and the community

Diversity
- Promote an atmosphere of acceptance for all cultures
- Encourage practices designed to include multi-cultural education

Professional Growth
- Make available information regarding professional organizations
- Encourage attendance at professional meetings and conferences
- Promote professional readings and a commitment to life-long learning

Service
- Include teacher intern on faculty committees (SACS, SIPS)
- Provide opportunities to observe policy development and decision making
Administrator’s Checklist

_____ Provide resources and materials for teacher intern:
   _____ Teacher and student handbooks
   _____ Textbooks
   _____ Curriculum guides/ Comprehensive Curriculum
   _____ Resource books
   _____ Access to School Improvement Plan
   _____ Other

_____ Assign responsibilities of duties beyond the classroom:
   _____ Duty post
   _____ Meeting schedules

_____ Meet with teacher intern

_____ Conduct a tour of the school and/or provide a map for reference
   (Emergency drill maps would serve a dual purpose)

_____ Provide an opportunity to introduce teacher intern to faculty/ staff

_____ Conduct one formal observation of teacher intern

_____ Counsel regularly with Cooperating Teacher concerning
   progress of teacher intern
Section VIII:
UNIVERSITY SUPERVISORS

The university supervisor serves as the link between the university and the school for the teacher intern. In addition to establishing a professional relationship with the personnel at the cooperating school, the university supervisor maintains a close supervisory relationship with the teacher intern throughout the semester. The university supervisor should communicate the progress of teacher interns to the Director of the Office of Teacher Clinical Experiences on a biweekly basis.

Eligibility Requirements

The university utilizes full-time professors in education and other colleges for on-site supervision. It is vital for university faculty to remain current and active in the field. In addition to regular faculty, adjunct personnel are hired to supervise and mentor students during this experience. All supervisors must be qualified to supervise and have experience in their areas of supervision. Every effort is made to place supervisors with candidates in their area of expertise.

University Supervisor Responsibilities

The first and foremost task of the University Supervisor, in conjunction with the Cooperating Teacher, is to initiate the transformation from student to teacher and from participator to professional educator. The University Supervisor has the responsibility of being a mentor and confidante to the teacher intern but also has the job of coordinating efforts to ensure teacher intern success, one that he/she should be proud to complete.

Reflection

• Provide timely feedback to teacher intern
• Encourage self-evaluation of teacher intern
• Determines and reports final grade in conjunction with Cooperating Teacher
• Prepares final evaluation

Advocacy

• Maintain contact with school’s administrator to let him/her know you will be working with the teacher intern
• Provide an example by modeling behaviors of support, interest, and concern for the teacher intern’s professional growth and development
• Focus on positive behaviors and growth
• Contact teacher intern weekly via e-mail or telephone
• Give teacher intern the opportunities to share successes/failures/frustrations

Leadership

• Arrange for introductory visit and other subsequent visits
• Contact the teacher intern the first week of school
• Provide your phone number and e-mail address to teacher intern
• Require the teacher intern to e-mail or call you periodically to keep you informed of his/her situation when you are not on campus
• Maintain on-going routes of communication with teacher intern, Cooperating Teacher and the Director of Teacher Clinical Experiences
• Distribute required paperwork to the schools as needed
• Remind teacher intern to submit absentee forms in a timely manner

Professional Growth
• Subsequent visits
  ▪ look for growth in the teacher intern’s preparation, classroom image and routine functioning
• Check to see if the teacher intern is functioning smoothly within the school, has the supplies needed to teach and is following procedures and rules
• Assess instructional and classroom management strategies and appropriate Unit Assessment artifacts as assigned in Pass-Port.
• Appropriately space visits to teacher intern’s site, adding more as needed
• Follow up on previous concerns
• Aid in the development of self-confidence
• Maintain pre- and post-observation format
  ▪ Submit evaluations regularly
  ▪ Mark numerical scores
  ▪ Provide helpful comments in addition to numerical scoring
  ▪ Deliver mid-term and final evaluations promptly
  ▪ Enter Final Evaluation from Cooperating Teaching into Pass-Port.
  ▪ Assess appropriate artifacts as designated by the Office of Clinical Experience and Unit Assessment and submit through Pass-Port.
• Submit travel forms, either monthly or at the end of semester. (Reimbursement will be given at the end of the semester)
• Act, following consultation with Cooperating Teacher and Director of Teacher Clinical Experiences, to initiate a plan of remediation for teacher interns displaying:
  ▪ Unprofessional behavior
  ▪ Lack of preparation for teacher duties
  ▪ Frequent absenteeism and/or tardiness
  ▪ Incompetence
University Supervisor’s Checklist

_____ Contact the teacher intern the first week of school
_____ Contact the school’s administrator and let him/her know you will be working with the teacher intern
_____ Contact the Cooperating Teacher the first week of school to introduce yourself and discuss expectations, Unit Assessment Artifacts and submission through Pass-Port.
_____ Coordinate efforts between the Cooperating Teacher and administration
_____ Provide your phone number and email address to teacher intern
_____ Make contact with teacher intern about once a week Discuss progress of Unit Assessment Artifacts.
_____ Remind your intern to submit absentee forms in a timely manner
_____ Inform Office of Teacher Clinical Experiences of advancements and/or problems the teacher intern voices or you observe
_____ Evaluate the teacher intern at least 5-6 times during the semester, which is about once every three weeks
  * It is up to you whether or not you wish to announce your visits to the teacher intern. It might be beneficial, so you can ensure your intern will be teaching at the time of your visit.
_____ Submit your evaluation sheets regularly
  * You should mark numerical scores and make comments
_____ Offer to deliver the Cooperating Teacher’s evaluation forms to ensure their timely deliverance
_____ Submit your final evaluation and evaluation of all required Unit Assessment Artifacts for teacher interns through Pass-Port by the designated date.
_____ Make arrangements with the Director of the Office of Teacher Clinical Experiences for delivery of other submissions
_____ Submit your travel forms either at the end of the month or the end of the semester.
APPENDICES

A. Suggested Timelines for Teacher Interns
   Schedule for Teacher Intern with Two Placements
   Schedule for Teacher Intern with One Placement

B. Forms for Teacher Interns
   Cooperating Teacher Information Form
   Teacher Intern Observation Form
   Teacher Intern Documentation of Hours Form
   Optional Evaluation Forms
      The Reflective Evaluation Experience (5-Minute Snapshot)
      Daily Feedback Form
   Required Evaluation Forms
      Individual Lesson Evaluation Form
      Mid-Term/Final Evaluation Form
   Suggested Daily Lesson Plan Format


D. Portal IV Assessment Guide
Appendix A:

SUGGESTED TIMELINE

The teacher intern might be placed with one Cooperating Teacher or several, depending on the area of certification and on the availability of Cooperating teachers at a school site, or if the site is a Professional Development School. Every effort is made to provide the teacher intern with as broad an experience as possible, ensuring that he/she is able to learn from several teachers in different grade levels and/or different content areas. The following guidelines will help the team determine an appropriate calendar and timetable for the intern to complete a minimum of 180 hours of actual teaching as required by the state of Louisiana.

Option 1

PHASE-IN SCHEDULE FOR TEACHER INTERNS WITH TWO PLACEMENTS

The following schedule is a suggested phase-in plan. It is to be adjusted with the consent of the university supervisor. All teacher interns are to gradually assume responsibility in the classroom, and all must spend at least 180 hours in instructional contact with students. This should include, but not be limited to, small group instruction, tutoring, lab work, facilitated learning stations, and discussion groups, as well as whole class instruction.
## PLACEMENT #1

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TEACHER INTERN</th>
<th>COOPERATING TEACHER</th>
</tr>
</thead>
</table>
| ONE  | • Activate Portal IV Folio in PassPort  
      • Complete Questionnaires in Pass-Port: Candidate Consent Form and All Portals Professional Conduct Form.  
      • Reports to school principal first school day  
      • Learns pupils’ names, interests & abilities and assists them when needed  
      • Studies printed material received  
      • Observes actively (Observation Worksheet)  
      • Assists with classroom routines | • Provides information on school policies & traditions  
• Demonstrates classroom routines and accepted procedures  
• Shares copies of texts and manuals  
• Shares personal teaching philosophy  
• Discusses expectations  
• Introduces teacher intern to staff & faculty |
|      | TWO & THREE  
• Obtain parent permission to utilize student work in Unit Assessment  
• Begin Resume Artifact  
• Review Artifact for Managing an Effective Learning Environment  
• Learn about the accountability assessments at your grade level for the Case Study Artifact  
• Works with small groups  
• Assumes responsibility for routines  
• Plans & implements one or two lessons daily  
• Gradually adds responsibility in teaching  
• Submits lesson plans to Cooperating Teacher prior to teaching  
• Observes other classrooms  
• Contacts second placement teacher | • Arranges for observations of other teachers  
• Develops a system of daily & weekly evaluation  
• Provides written and verbal feedback to teacher intern  
• Allows teacher intern to share in weekly planning  
• Completes formal evaluation & shares with intern at end of week three  
• Discuss the types of standardized assessments which are required by the state of Louisiana at your grade level. |
**END OF PLACEMENT #1**

During the second placement, this phase-in schedule may be adjusted to meet the developmental needs of the teacher intern with the advice and consent of university supervisor. The teacher intern, Cooperating Teacher, and university supervisor should work to enhance the learning experience for the teacher intern and the pupils that he or she will be teaching.

**PLACEMENT #2**

<table>
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<tr>
<th>WEEK</th>
<th>TEACHER INTERN</th>
<th>COOPERATING TEACHER</th>
</tr>
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</table>
| EIGHT | • Complete and submit Unit Plan through Pass-Port  
• Complete and submit Lesson Plan, and Assessment of Lesson Artifact: Pre/Posttest Artifacts.  
• Reports to school principal prior to beginning of first day, only if second placement is at a different school  
• Learns pupils’ names, interests & abilities  
• Studies printed material received  
• Observes actively (Observation Worksheet)  
• Assists pupils when need | • Provides information on school policies & traditions  
• Demonstrates classroom routines and accepted procedures  
• Shares copies of texts and manuals  
• Shares personal teaching philosophy  
• Discusses expectations  
• Introduces teacher intern to staff & faculty  
• Assist in the selection of a Unit of instruction for the Unit Plan Artifact |
<table>
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<tr>
<th>Nine &amp; Ten</th>
<th>Eleven &amp; Twelve</th>
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<tbody>
<tr>
<td>- Assists with classroom routines</td>
<td>- Assist in the selection of the Lesson Plan for the Lesson Plan and Assessment Artifacts.</td>
</tr>
<tr>
<td>- Administer Pre-test for Lesson Plan to be taught</td>
<td>- Arranges for observations of other teachers</td>
</tr>
<tr>
<td>- Deliver Lesson as designed in lesson plan artifact with appropriate adjustments</td>
<td>- Develops a system of daily &amp; weekly evaluation</td>
</tr>
<tr>
<td>- Administer Post-test, Complete Assessment of Lesson: Analyzing Results Artifact and submit through Pass-Port</td>
<td>- Provides written and verbal feedback to teacher intern</td>
</tr>
<tr>
<td>- Focus on individual with special needs and collect information to complete Case Study Artifact</td>
<td>- Allows teacher intern to share in weekly planning</td>
</tr>
<tr>
<td>- Works with small groups</td>
<td>- Completes formal evaluation and shares with intern at end of week three</td>
</tr>
<tr>
<td>- Assumes responsibility for routines</td>
<td>- Plans &amp; implements one or two lessons daily</td>
</tr>
<tr>
<td>- Gradually adds responsibility in teaching</td>
<td>- Submits detailed lesson plans prior to teaching to Cooperating Teacher</td>
</tr>
<tr>
<td>- Observes in other classrooms or with specialty teachers</td>
<td>- Completes formal evaluation</td>
</tr>
<tr>
<td>- Assumes full responsibility for all</td>
<td>- Provides daily feedback and evaluation</td>
</tr>
<tr>
<td>- Assists with classroom routines</td>
<td>- Guides teacher intern in curriculum requirements and instructional techniques</td>
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<tr>
<td>- Assists with classroom routines</td>
<td>- Advises teacher intern on classroom management</td>
</tr>
<tr>
<td>- Assists with classroom routines</td>
<td>- Assist teacher intern in the development of a professional development plan</td>
</tr>
<tr>
<td>ROUTINES, INSTRUCTION, AND CLASSROOM MANAGEMENT</td>
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<td>------------------------------------------------</td>
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</tbody>
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| • Invites principal to observe
|• Gradually returns teaching responsibilities to Cooperating Teacher
|• Returns materials and text to appropriate persons
|• Observes in other classrooms
|• Works on professional portfolio
|• Complete and submit to Pass-Port the Clinical Experience End-of-Course Reflection
|• Complete Pass-Port Questionnaires: Teacher Preparation Program Accountability Survey, Standard 3-4-5 Candidate Survey, Portal IV Survey of Portal Experience with Pass-Port, Candidate Disposition Survey and PIV Teacher Intern Exit Questionnaire
|• Completes evaluation forms for teacher intern
|• Writes any recommendations
|• Formally confers with university supervisor
|• Resumes full responsibility in classroom

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<tr>
<th>THIRTEEN &amp; FOURTEEN</th>
</tr>
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<tbody>
<tr>
<td>ONE</td>
</tr>
<tr>
<td>• Activate Portal IV Folio in Pass-Port</td>
</tr>
<tr>
<td>• Complete Questionnaires in Pass-Port: Candidate Consent Form and All Portals Professional Conduct Form</td>
</tr>
<tr>
<td>• Reports to school principal prior to beginning of first day</td>
</tr>
<tr>
<td>• Learns pupils’ names, interests &amp; abilities</td>
</tr>
<tr>
<td>• Studies printed material received</td>
</tr>
<tr>
<td>• Observes actively (Observation Worksheet)</td>
</tr>
<tr>
<td>• Assists pupils when needed</td>
</tr>
<tr>
<td>• Provides information on school policies &amp; traditions</td>
</tr>
<tr>
<td>• Demonstrates classroom routines and accepted procedures</td>
</tr>
<tr>
<td>• Shares copies of texts and manuals</td>
</tr>
<tr>
<td>• Shares personal teaching philosophy</td>
</tr>
<tr>
<td>• Discusses expectations</td>
</tr>
<tr>
<td>• Introduces teacher intern to staff &amp; faculty</td>
</tr>
<tr>
<td>• Provides inventory of instructional techniques, methods, and approaches used in that school and uniquely appropriate to teaching in that endorsement area</td>
</tr>
</tbody>
</table>

**OPTION 2**

**PHASE-IN SCHEDULE FOR TEACHER INTERN WITH ONE PLACEMENT**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TEACHER INTERN</th>
<th>COOPERATING TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>• Activate Portal IV Folio in Pass-Port</td>
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</tr>
<tr>
<td></td>
<td>• Provides inventory of instructional techniques, methods, and approaches used in that school and uniquely appropriate to teaching in that endorsement area</td>
<td></td>
</tr>
</tbody>
</table>
| TWO, THREE, & FOUR | • Assists with classroom routines | • Obtain parent permission to utilize student work in Unit Assessment  
| | | • Begin Resume Artifact  
| | | • Review Artifact for Managing an Effective Learning Environment  
| | | • Learn about the accountability assessments at your grade level for the Case Study Artifact  
| | | • Complete and submit Unit Plan through Pass-Port  
| | | • Complete and submit Lesson Plan, and Assessment of Lesson Artifact: Pre/Posttest Artifacts  
| | | • Works with small groups  
| | | • Assumes responsibility for routines  
| | | • Plans & implements one, two or more lessons daily  
| | | • Gradually adds responsibility in teaching  
| | | • Submits detailed lesson plans prior to teaching to Cooperating Teacher  
| | | • Observes in other classrooms or with specialty teachers  
| FIVE, SIX, & SEVEN | • Administer Pre-test for Lesson Plan to be taught  
| | | • Deliver Lesson as designed in lesson plan artifact with appropriate adjustments  
| | | • Administer Post-test, Complete Assessment of Lesson: Analyzing Results Artifact and submit through Pass-Port  
| | | • Focus on individual with special needs and collect information to complete Case Study Artifact  
| | | • Assumes responsibility for  
| | | • Arranges for observations of other teachers  
| | | • Develops a system of daily & weekly evaluation  
| | | • Provides written and verbal feedback to teacher intern  
| | | • Allows teacher intern to share in weekly planning  
| | | • Discuss the types of standardized assessments which are required by the state of Louisiana at your grade level  
| | | • Assist in the selection of a Unit of instruction for the Unit Plan Artifact  
| | | • Assist in the selection of the Lesson Plan for the Lesson Plan and Assessment Artifacts  
| | | • Continues shared planning with teacher intern  
| | | • Guides teacher intern in planning and assessments  
| | | • Completes mid-term evaluation at end of week seven |
| EIGHT, NINE, & TEN | • Complete Case Study Artifact and Submit through Pass-Port  
| | • Reflect on Unit/Lessons taught throughout semester and complete and submit Professional Development Plan through Pass-Port  
| | • Reflect on semester and complete the Managing An Effective Learning Environment Reflection and submit through Pass-Port  
| | • Assumes responsibility for planning, implementing, and evaluating of all instruction  
| | • Assumes Cooperating Teacher responsibilities | • Guides teacher intern in curriculum requirements and instructional techniques  
| | | • Provides specific suggestions for classroom management  
| | | • Assist teacher intern in the development of a professional development plan |
| ELEVEN & TWELVE | • Assumes full responsibility for all routines, instruction, and classroom management  
• Invites principal to observe | • Provides daily feedback and evaluation  
• Advises teacher intern on classroom management, instruction, and assessment |
|---|---|---|
| THIRTEEN & FOURTEEN | • Gradually returns teaching responsibilities to Cooperating Teacher  
• Returns materials and text to appropriate persons  
• Observes in other classrooms  
• Works on professional portfolio  
• **Complete and submit to Pass-Port the Clinical Experience End-of-Course Reflection**  
• **Complete Pass-Port Questionnaires:**  
  Teacher Preparation Program Accountability Survey, Standard 3-4-5  
  Candidate Survey, Portal IV Survey of Portal Experience with Pass-Port,  
  Candidate Disposition Survey and PIV Teacher Intern Exit Questionnaire | • Completes evaluation forms for teacher intern  
• Writes any recommendations  
• Formally confers with university supervisor  
• Resumes full responsibility in classroom |
Appendix B:

Forms
Cooperating Teacher Information Form

(Complete and submit to Teacher Intern so he/she can learn more about you)

Semester: Fall / Spring / Summer 20__
(Circle one)

Name______________________________________________________________
(last name)                                                         (first name)                                    (middle)

School Name _______________________________________________________

Address____________________________________________________________

City_________________________State______________________Zip_________

Grade(s) & Subject(s) currently teaching________________________________

School Phone _________________ Home or Cell (optional) ______________________

E-mail Address______________________________________________________

Vision for Teacher Intern Experience____________________________________
____________________________________________________________________
____________________________________________________________________

Hobbies/Interests_____________________________________________________
____________________________________________________________________
____________________________________________________________________

Describe your feelings about being a teacher _____________________________
____________________________________________________________________
____________________________________________________________________

Share a memory or humorous experience from your own teacher internship or
teaching experience __________________________________________________
____________________________________________________________________
____________________________________________________________________

Add other information you think would be important for your teacher intern to know
about you
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
University of Louisiana
Lafayette, Louisiana
Teacher Intern Information Form
(Complete and give to Cooperating Teacher and University Supervisor)
Semester: Fall / Spring / Summer 20__
(Circle one)

Name______________________________________________________________
(last name) (first name) (middle)

Address _______________________________________________________________________

City ____________________ State_______________________ Zip______________

Home Phone No._____________________ Cell No.______________________________

E-mail address___________________________________________________________

Cooperating Teacher___________________________ Grade level/subject__________

Goals/Future Plans
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Hobbies/Interests_________________________________________________________
________________________________________________________________________
________________________________________________________________________

Honors/Scholarships______________________________________________________
________________________________________________________________________
________________________________________________________________________

Work
Experience____________________________________________________________________
________________________________________________________________________
________________________________________________________________________
OBSERVATION FORM
(To be used by Teacher Intern for observation of other teachers)

Teacher Observed ___________________ Grade and Subject Observed ____________

School ___________________________ Date_________________ Time____________

1. Purpose of the Lesson

2. Materials Used (media, technology, etc.)

3. Motivational Techniques Used (what was the hook?)

4. What activities were done?

5. How did the teacher maintain pupil interest?

6. What disciplinary devices did the teacher use?

7. What modifications or adaptations were used for special needs students?

8. How would you describe the teacher’s style of presenting the lesson?

9. What methods were used to ensure student learning?

10. What material/methods would you like to try and what things would you have done differently?

Comments or Question
Teacher Intern Name: ____________________________________________________

**Teacher Intern Documentation of Hours Form**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DIRECT INSTRUCTION (min. 180 hrs)</th>
<th>OBSERVATION (min 200 hrs) (min of 4 of other teachers)</th>
<th>OTHER</th>
<th>SIGNATURE OF TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Recap of Hours:  
Direct Instruction:  ______
Observation Time:  ______
Other:  ______

Total:  ______

Intern’s Signature: ___________________________  School:  ___________________________
NOTES FOR THE TEACHER INTERN DOCUMENTATION OF HOURS FORM:

1. Hours can be counted as **DIRECT INSTRUCTION** if the teacher intern is responsible for planning, instructing, and assessing for a whole class, small group, or one student, but is under the supervision of the Cooperating Teacher. Written plans must be presented.

2. **OTHER** hours are duty times or extracurricular, where the teacher intern is directly involved in a school related activity under the supervision of the Cooperating Teacher.

3. **OBSERVATION** hours consist of all other times the teacher intern is observing what is going on at the school, excluding free time, planning time (if planning alone), and breaks, etc. These would be counted under **OTHER**.

4. Absences must be documented on this form, with cooperating teacher’s signature.

5. This form is to be used by Teacher Interns Only!
# The Reflective Evaluation Experience

(A suggested 5-minute snapshot evaluation - **OPTIONAL**)

<table>
<thead>
<tr>
<th>Teacher _____________________________</th>
<th>School ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Subject _________________________</td>
<td>Date ___________________________</td>
</tr>
<tr>
<td>Beginning Time ___________</td>
<td>End Time ___________</td>
</tr>
<tr>
<td>Lesson Theme: _________________________</td>
<td></td>
</tr>
</tbody>
</table>

## I. PLANNING

<table>
<thead>
<tr>
<th>Current Lesson Plans include standards, address objectives, and exhibit evidence of proper planning and Best Practice</th>
<th>Comments/suggestions:</th>
</tr>
</thead>
</table>

## II. DIRECT INSTRUCTION

<table>
<thead>
<tr>
<th>Directs Activities</th>
<th>Connects Information to Real Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors Students</td>
<td>Connects Information to Prior Knowledge</td>
</tr>
<tr>
<td>Assists Students</td>
<td>Connects Across Curriculum</td>
</tr>
<tr>
<td>Sits at Desk</td>
<td>Monitors On-going Performance</td>
</tr>
<tr>
<td>Moves about the Classroom</td>
<td>Gives Specific, Timely Feedback</td>
</tr>
<tr>
<td>Provides Whole Class Instruction</td>
<td>Assesses Students (formal / informal)</td>
</tr>
<tr>
<td>Provides Small Group Instruction</td>
<td>Uses a Variety of Instructional Strategies</td>
</tr>
<tr>
<td>Provides Individualized Instruction</td>
<td>Reviews / Reteaches</td>
</tr>
<tr>
<td>Provides Multi-sensory Instruction</td>
<td>Gives Clear, Concise Directions</td>
</tr>
<tr>
<td>Lectures</td>
<td>Uses Higher Level Thinking Activities</td>
</tr>
<tr>
<td>Guides Instruction</td>
<td>Encourages Students to Participate</td>
</tr>
<tr>
<td>Explains</td>
<td>Sequences Lesson Appropriately</td>
</tr>
<tr>
<td>Discusses with student interaction</td>
<td>Incorporates Technology</td>
</tr>
<tr>
<td>Models / Demonstrates Skill / Task</td>
<td>Presents Accurate Subject Matter</td>
</tr>
<tr>
<td>Monitors / Adjusts Feedback</td>
<td>Uses Effective Communication w/Students</td>
</tr>
<tr>
<td>Asks appropriate Questions</td>
<td>Provides Specific Lesson Closure</td>
</tr>
</tbody>
</table>
### III. MANAGEMENT/CLIMATE

<table>
<thead>
<tr>
<th>O= Observed</th>
<th>NO= Not Observed</th>
<th>O+ = Acceptable</th>
<th>O- = Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides Conducive Atmosphere</td>
<td>Has Orderly Transitions/Routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains Orderliness / Neatness</td>
<td>Promotes Positive Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets High Expectations of Students</td>
<td>Manages / Adjusts Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posts Rules of Behavior</td>
<td>Displays Student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors Student Learning</td>
<td>Provides for Early Finishers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% Students Attentive, Focused, Participating (✓): 100% 90% 75% < 50%

### IV. PERSONAL/PROFESSIONAL

<table>
<thead>
<tr>
<th>O= Observed</th>
<th>NO= Not Observed</th>
<th>O+ = Acceptable</th>
<th>O- = Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits positive attitude</td>
<td>Demonstrates enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open to suggestions</td>
<td>Demonstrates poise and maturity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Dress &amp; grooming</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall strengths: ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Areas of additional growth: _______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Additional comments / suggestions: ________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Note: This evaluation instrument aligns with the Louisiana Components of Effective Teaching and targets areas of significance according to INTASC and NCATE.
Daily Feedback Form  
(OPTIONAL)

Name of the intern ___________________ Subject________________ Date________

This can be used by the cooperating teacher as a checklist or in a scaling manner. If using as a scale, use the following ratings:
1=unacceptable  2= developing   3= competent  4= highly effective

PLANNING:
___ Plans prior to presentation
___ Develops objectives
___ Includes one or more activities
___ Maintains records

MANAGEMENT:
___ Promotes learning
___ Organizes
___ Positive climate
___ Poise and self-control
___ Maximizes time
___ Manages routines
___ Adjusts allotted time
___ Establishes expectations
___ Monitors students
___ Maintains classroom control
___ Effective use of voice
___ Writing is effective
___ Use of materials

INSTRUCTION:
___ Focuses attention
___ States objectives
___ Explanation
___ Modeling
___ Questions/answers
___ Guided practice
___ Re-teaches
___ Independent practice
___ Closure

ROUTINE:
___ Greeting
___ Board Work
___ Time Control
___ Dismissal
**UL Lafayette Office of Teacher Clinical Experiences**  
**INDIVIDUAL LESSON EVALUATION REPORT**  
**(REQUIRED)**  
(To be used by the Cooperating Teacher or the University Supervisor to evaluate an individual lesson—Use The Framework for Teaching Evaluation Instrument by C. Danielson (2011) when completing this evaluation)

**DATE_______________  TIME:  Start ____________  End ____________**

**TEACHER/ACADEMIC INTERN__________________________________SCHOOL_____________________**

**Lesson Topic/Content ______________  Written Plans? ______ Yes ______No**

**Ratings:  1= Unacceptable   2= Developing   3= Competent   4= Highly Effective**

*(Please circle the appropriate rating for each; include comments that assist the teacher intern’s growth.)*

**DOMAIN I: PLANNING AND PREPARATION**

| 1A: Knowledge of Content and Pedagogy          | 1 2 3 4 |
| 1B: Demonstrating Knowledge of Students        | 1 2 3 4 |
| 1C: Setting Instructional Outcomes             | 1 2 3 4 |
| 1D: Demonstrating Knowledge of Resources       | 1 2 3 4 |
| 1E: Designing Coherent Instruction            | 1 2 3 4 |
| 1F: Designing Student Assessments             | 1 2 3 4 |

**Comments:**

**DOMAIN II: CLASSROOM ENVIRONMENT**

| 2A: Creating an Environment of Respect and Rapport | 1 2 3 4 |
| 2B: Establishing a Culture for Learning          | 1 2 3 4 |
| 2C: Managing Classroom Procedures                | 1 2 3 4 |
| 2D: Managing Student Behavior                    | 1 2 3 4 |

**Comments:**
DOMAIN III: INSTRUCTION

3A: Communicating With Students
3B: Questioning and Discussion Techniques
3C: Engaging Students in Learning
3D: Using Assessment in Instruction
3E: Demonstrating Flexibility and Responsiveness

Comments:

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

4A: Reflecting on Teaching
4F: Showing Professionalism

Comments:

LESSON CRITIQUE

1. Strengths: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Areas of improvement:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Teacher/Academic Intern ___________________________ University Supervisor ____________________________ Cooperating Teacher ____________________________
UL Lafayette Office of Teacher Clinical Experiences
Clinical Experience Mid-Term or Final Evaluation
(REQUIRED)

NAME ______________________________________________
Last    First    Middle
GRADE/SUBJECT TAUGHT____________________ Date _____________________
COOPERATING TEACHER _____________________ SEMESTER/YEAR __________________
SCHOOL _______________________________ UNIVERSITY SUPERVISOR _________________

Please select status of candidate:  Teacher Intern ______________ OR  Academic Intern ___________

Check the appropriate evaluation:  Mid-Term ________________ Final Evaluation ___________

Ratings:  (1) UNACCEPTABLE  (2) DEVELOPING  (3) COMPETENT  (4) HIGHLY EFFECTIVE

Please circle the appropriate rating for each objective and include comments to assist the teacher intern’s growth.

I. DOMAIN 1: PLANNING AND PREPARATION

1A Knowledge of Content and Pedagogy    1  2  3  4
1B Demonstrating Knowledge of Students    1  2  3  4
1C Setting Instructional Outcomes    1  2  3  4
1D Demonstrating Knowledge of Resources    1  2  3  4
1E Designing Coherent Instruction    1  2  3  4
1F Designing Student Assessments    1  2  3  4

Planning and Preparation    Narrative Evaluation:

II. DOMAIN 2: THE CLASSROOM ENVIRONMENT

2A Creating an Environment of Respect and Rapport    1  2  3  4
2B Establishing a Culture for Learning    1  2  3  4
2C Managing Classroom Procedures    1  2  3  4
2D Managing Student Behavior    1  2  3  4
2E Organizing Physical Space    1  2  3  4

The Classroom Environment    Narrative Evaluation:
III. DOMAIN 3: INSTRUCTION

| 3A | Communicating with Students | 1 | 2 | 3 | 4 |
| 3B | Questioning and Discussion Techniques | 1 | 2 | 3 | 4 |
| 3C | Engaging Students in Learning | 1 | 2 | 3 | 4 |
| 3D | Using Assessment in Instruction | 1 | 2 | 3 | 4 |
| 3E | Demonstrating Flexibility and Responsiveness | 1 | 2 | 3 | 4 |

**Instruction Narrative Evaluation:**

IV. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| 4A | Reflecting on Teaching | 1 | 2 | 3 | 4 |
| 4B | Maintaining Accurate Records | 1 | 2 | 3 | 4 |
| 4C | Communicating with Families | 1 | 2 | 3 | 4 |
| 4D | Participating in a Professional Community | 1 | 2 | 3 | 4 |
| 4E | Growing and Developing Professionally | 1 | 2 | 3 | 4 |
| 4F | Showing Professionalism |  |  |  |  |

**Professional Responsibilities Narrative Evaluation:**

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Teacher Intern</th>
<th>Cooperating Teacher</th>
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</thead>
<tbody>
<tr>
<td>White – Office of Teacher Clinical Experiences</td>
<td>Yellow – University Supervisor</td>
<td>Pink – Teacher Intern</td>
</tr>
</tbody>
</table>
### UL Lafayette
### Suggested Daily Lesson Plan Format

<table>
<thead>
<tr>
<th>Teacher Intern’s Name ____________________</th>
<th>Subject/Period(s) ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Taught ____________________________</td>
<td>Title of Lesson __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme &amp; Standard –Based Objective(s):</th>
<th>Materials (including technology integrated):</th>
</tr>
</thead>
</table>

#### Teaching Procedures (include whether procedure is modeled, guided practice, or independent practice):

**Focus/Introduction:**

**Procedures:**

**Closure:**

#### Pre and Post Assessment Methods:

#### Home Assignment/Lesson Extension:

#### Accommodations for Diverse Learners:

#### Suggested Daily Lesson Plan Descriptors
Primary Theme: Name the primary theme or concepts this lesson teaches

Material(s) needed: List all supplies and materials needed for both the teacher and the students

Key Skills: What foundation skills will be covered; what skills will the students gain upon completion of this lesson

Standard-based goal and objectives: Goal and objectives should be at an appropriate level of difficulty and complexity. Objectives should indicate what the student is expected to know upon completion of the lesson. Objectives should follow the state benchmarks for the subject(s) covered.

FOCUS: A KEY component!!
- Captures the students’ attention
- Develops readiness for instruction to follow
- Generates student involvement
- Relates to objectives and previous learning
- Is the “hook” that sets the stage, or creates a bridge between what the student already knows or can do with the new content or skill to be taught
- Engages students with the lesson

PURPOSE: Different from the focus; write the objective(s) on the board
- Informs the student as to what they will be able to do at the end of the lesson and why it is important or useful
- Should connect/link the lesson to the students’ real world; show relevance

PROCEDURES: The main body of the lesson. It is the process of meeting the objectives
- Each activity or procedure should be directed toward the goals and objectives
- Includes direct instruction that teaches facts, concepts, and/or processes
- Activities should develop from simple to complex, and should include higher order thinking components.
- State how the activities will be developed, what part the teacher plays in the lesson, and what part the student plays. The lesson could include some or all of the following:
  - **Modeling:** showing or telling students what they should strive for in their finished products; completing several examples as a class; demonstrating the process being taught, etc.
  - **Guided Practice:** Provides opportunities for the students to use/practice the process learned. Gives the teacher opportunity to give feedback, correct misconceptions, provide for individual needs, etc.
  - **Check for understanding:** Check on student progress using signaled responses, oral responses, or written responses. Provide feedback that gives immediate information as to whether the instruction needs clarification of adjustment. The planner should describe how this checking for understanding would be assessed (e.g., thumbs up, brief
statements, choral responses, etc. Tell if it is whole class, small groups, or individually)

- **Independent Practice:** Students work independently to practice skill or processes to ensure retention and understanding. Specific help can be given to those who need it.

**ASSESSMENT:**
- If applicable, student should be given a homework or home learning assignment
- It could be a lesson extension, a practice of what was covered in the lesson, or an application activity to reinforce the concepts taught. It should not incorporate anything new.

**CLOSURE:** A KEY component! Many teachers delete this section. The closure should summarize the learning experience, restate the objectives, connect to real life experiences, and give them a “hook” or a tease as to what they can expect in the next lesson.

*** Options to include in an individual lesson might include
- Higher order thinking questions to be asked
- How to monitor/provide feedback
- Enrichment, extensions, and re-teaching activities
- Technology component
- A personal self-assessment of the lesson written by the planner
Appendix C:
Charlotte Danielson’s
Framework for Effective Teaching
1a Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

Elements of component 1a:

Knowledge of content and the structure of the discipline
Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.

Knowledge of prerequisite relationships
Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy
Different disciplines have “signature pedagogies’ that have evolved over time and have been found to be most effective in teaching.

Indicators:
- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice
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<tr>
<th>UNSATISFACTORY</th>
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<tbody>
<tr>
<td>In planning and practice, teacher makes content errors or does not correct errors made by students.</td>
<td>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</td>
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<tr>
<td>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</td>
<td>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</td>
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<tr>
<td>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</td>
<td>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
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<tr>
<td>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</td>
</tr>
<tr>
<td>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</td>
</tr>
<tr>
<td>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</td>
<td>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</td>
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</table>
1b Demonstrating Knowledge of Students

Teachers don’t teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources to ensure that all students will be able to learn.

Elements of component 1b:

Knowledge of child and adolescent development
Children learn differently at different stages of their lives.

Knowledge of the learning process
Learning requires active intellectual engagement.

Knowledge of students’ skills, knowledge, and language proficiency
Children’s lives beyond school influence their learning.

Knowledge of students’ interest and cultural heritage
Children’s backgrounds influence their learning.

Knowledge of students’ special needs.
Children do not all develop in a typical fashion.

Indicators:
• Formal and informal information about students gathered by teacher for use in planning instruction
• Student interests and needs learned and used by teacher in planning
• Teacher participation in community cultural events
• Teacher-designed opportunities for families to share heritage
• Teacher-created database of students with special needs available for teacher use
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<tbody>
<tr>
<td>Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</td>
<td>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</td>
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<td>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</td>
<td>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</td>
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</tbody>
</table>
| The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. | }
1c Setting Instructional Outcomes
Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

Elements of component 1c:

Value, sequence, and alignment
Students must be able to build their understanding of important ideas from concept to concept

Clarity
Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance
Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students
Outcomes must be appropriate for all students in the class.

Indicators:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability
### 1c SETTING INSTRUCTIONAL OUTCOMES

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<tr>
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<tr>
<td>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</td>
<td>Outcomes represent moderately high expectations and rigor.</td>
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<tr>
<td>Outcomes are stated as activities rather than as student learning.</td>
<td>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
</tr>
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<td>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</td>
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<tr>
<td>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</td>
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<tr>
<td>Most outcomes represent rigorous and important learning in the discipline.</td>
<td>All outcomes represent rigorous and important learning in the discipline.</td>
</tr>
<tr>
<td>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</td>
<td>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</td>
</tr>
<tr>
<td>Outcomes reflect several different types of learning and opportunities for coordination.</td>
<td>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</td>
</tr>
<tr>
<td>Outcomes take into account the varying needs of groups of students.</td>
<td>Outcomes take into account the varying needs of individual students.</td>
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1d Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

Elements for component 1d:

Resources for classroom use
Materials align with learning outcomes.

Resources to extend context knowledge and pedagogy
Materials are available to further teachers’ professional knowledge.

Resources for students
Materials are appropriately challenging.

Indicators:
- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education
- courses or professional groups
- Community resources
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<tr>
<td>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</td>
<td>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</td>
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<tr>
<td>Teacher displays awareness of resources - not only through the school and district but also through sources external to the school and on the internet - available for classroom use, for the expansion of his or her own knowledge, and for students.</td>
<td>Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet – for classroom use, for the expansion of his or her own knowledge, and for students.</td>
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1e Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan for implementation is then manifested in Domain 3.

Elements of components 1e:

Learning activities
Instruction is designed to engage students and advance their learning through the content.

Instructional materials and resources
Materials and resources are appropriate to the learning needs of the students.

Instructional groups
Groups are intentionally organized to support student learning.

Lesson and unit structure
Organization is clear and sequenced to advance students’ learning.

Indicators:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans
### 1e DESIGNING COHERENT INSTRUCTION

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<th>UNSATISFACTORY</th>
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<tr>
<td>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</td>
<td>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</td>
</tr>
<tr>
<td>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</td>
<td>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</td>
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<tr>
<td>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</td>
<td>Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</td>
</tr>
<tr>
<td>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</td>
<td>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</td>
</tr>
<tr>
<td>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</td>
<td>The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.</td>
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1f Designing Student Assessment

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards understanding the learning outcomes.

Elements of component 1f:

Congruence with instructional outcomes
Assessments must match learning expectations.

Criteria and standards
Expectations must be clearly defined.

Design of formative assessments
Results of assessment guide future planning.

Indicators:
- Lesson plans indicating correspondence between assessments and instructional outcomes.
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessment available for individual students as needed
- Expectations clearly written, with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction
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<tr>
<td>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</td>
</tr>
<tr>
<td>Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.</td>
<td>Assessment criteria and standards have been developed, but they are not clear.</td>
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<td>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
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<td></td>
<td>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</td>
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<tr>
<td>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</td>
<td>Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</td>
</tr>
<tr>
<td>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</td>
<td>Assessment methodologies have been adapted for individual students, as needed.</td>
</tr>
<tr>
<td>Teacher intends to use assessment results to plan for future instruction for groups of students.</td>
<td>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</td>
</tr>
</tbody>
</table>
2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

Elements of component 2a:

Teacher interactions with students, including both words and actions
A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions
As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students is mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Indicators:
- Respectful talk and turn taking
- Respect for students’ background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness
### UNSATISFACTORY

Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.

Teacher does not deal with disrespectful behavior.

### BASIC

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.

Students rarely demonstrate disrespect for one another.

Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

### PROFICIENT

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.

Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.

Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

### DISTINGUISHED

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.

Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
2b Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.

Elements of component 2b:

Importance of the content and of learning
In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement
In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of success if they are prepared to work hard.

Student pride in work
When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators:

- Beliefs in the value of the work
- High expectations, supported through both verbal and nonverbal behaviors
- Expectation and recognition of quality
- Expectation and recognition of effort and persistence
- Confidence in students’ ability evident in teacher’s and students’ language and behaviors
- Expectation for all students to participate
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<tr>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</td>
<td>The classroom culture is characterized by little commitment to learning by teacher or students.</td>
</tr>
<tr>
<td>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</td>
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<tr>
<td>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. Many students indicate that they are looking for an “easy path.”</td>
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<tr>
<td>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</td>
<td>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</td>
</tr>
<tr>
<td>The teacher conveys that with hard work students can be successful.</td>
<td>The teacher conveys high expectations for learning by all students and insists on hard work.</td>
</tr>
<tr>
<td>Students understand their role as learners and consistently expend effort to learn.</td>
<td>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</td>
</tr>
<tr>
<td>Classroom interactions support learning and hard work.</td>
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2c Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.”

Elements of component 2c:

Management of instructional groups
Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions
Many lessons engage students in different types of activities – large group, small group, independent work. Little time should be lost as students move from one activity to another: students know the “drill” and execute it seamlessly.

Management of materials and supplies
Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties
Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:
- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move
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<tr>
<td>Much instructional time is lost through ineffective classroom routines and</td>
<td>Some instructional time is lost through only partially effective</td>
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<tr>
<td>procedures.</td>
<td>classroom routines and procedures.</td>
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<tr>
<td>There is little or no evidence that the teacher is managing instructional</td>
<td>The teacher’s management of instructional groups, transitions, and/or</td>
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<td>groups, transitions, and/or the handling of materials and supplies effectively.</td>
<td>the handling of materials and supplies is inconsistent, the result</td>
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<td>There is little evidence that students know or follow established routines.</td>
<td>being some disruption of learning.</td>
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<tr>
<td>There is little loss of instructional time because of effective classroom</td>
<td>Instructional time is maximized because of efficient classroom</td>
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<td>routines and procedures.</td>
<td>routines and procedures.</td>
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<tr>
<td>The teacher’s management of instructional groups and the handling of</td>
<td>Students contribute to the management of instructional groups,</td>
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<tr>
<td>materials and supplies are consistently successful.</td>
<td>transitions, and the handling of materials and supplies.</td>
</tr>
<tr>
<td>With minimal guidance and prompting, students follow established classroom</td>
<td>Routines are well understood and may be initiated by students.</td>
</tr>
<tr>
<td>routines.</td>
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2d Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

Elements of component 2d:

Expectations
It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior
Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle and thus a challenge to observe.

Response to student misbehavior
Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indictors:
- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior
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<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent.</td>
</tr>
<tr>
<td>Students challenge the standards of conduct.</td>
<td>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
</tr>
<tr>
<td>Response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>There is inconsistent implementation of the standards of conduct.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student behavior is generally appropriate.</td>
<td>Student behavior is entirely appropriate.</td>
</tr>
<tr>
<td>The teacher monitors student behavior against established standards of conduct.</td>
<td>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</td>
</tr>
<tr>
<td>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</td>
<td>Teachers’ monitoring of student behavior is subtle and preventive.</td>
</tr>
<tr>
<td>Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
<td>Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
</tr>
</tbody>
</table>
2e Organizing Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.

Elements of component 2e:

Safety and accessibility
Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.

Arrangement of furniture and use of physical resources
Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.

Indicators:
- Pleasant, inviting atmosphere
- Safe environment
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The physical environment is unsafe or many students don’t have access to learning resources.</td>
<td>The classroom is safe, and essential learning is accessible to most students.</td>
</tr>
<tr>
<td>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</td>
<td>The teacher’s use of physical resources, including computer technology, is moderately effective.</td>
</tr>
<tr>
<td>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
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<tbody>
<tr>
<td>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
<td>The classroom is safe, and learning is accessible to all students, including those with special needs.</td>
</tr>
<tr>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
<td>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
</tr>
<tr>
<td></td>
<td>Students contribute to the use or adaptation of the physical environment to advance learning.</td>
</tr>
</tbody>
</table>
3a Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students’ interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher’s use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

Elements of component 3a:

Expectations for learning
The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures
Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content
Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, when opportunity arises, anticipate possible student misconceptions.

Use of oral and written language
For many students, their teachers’ use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators:
- Clarity of the purpose of the lesson
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students comprehension of content
- Correct and imaginative use of language
### Communicating with Students

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
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<tbody>
<tr>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</td>
<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</td>
</tr>
<tr>
<td>The teacher’s explanation of the content contains major errors.</td>
<td>The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</td>
</tr>
<tr>
<td>The teacher’s spoken or written language contains errors of grammar or syntax.</td>
<td>The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</td>
</tr>
<tr>
<td>The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</td>
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<table>
<thead>
<tr>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</td>
<td>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td>Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.</td>
<td>The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests.</td>
</tr>
<tr>
<td>During the explanation of content, the teacher invites student intellectual engagement.</td>
<td>Students contribute to extending the content and help explain concepts to their classmates.</td>
</tr>
<tr>
<td>Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</td>
<td>The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</td>
</tr>
</tbody>
</table>
3b Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers’ practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered part of this component.

In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

Elements of component 3b:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students’ understanding.
Discussion techniques
Effective teachers promote learning through discussion. Some teachers report, “We discussed x” when what they mean is “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion, a teacher poses a question and invites all students’ views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation
In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators:
- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion in which the teacher steps out of the central, mediating role
- High levels of student participation in discussion
### QUESTIONING AND DISCUSSION TECHNIQUES

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
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<tbody>
<tr>
<td>Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</td>
<td>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</td>
</tr>
<tr>
<td>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</td>
<td>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</td>
</tr>
<tr>
<td>A few students dominate the discussion.</td>
<td>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</td>
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<th>PROFICIENT</th>
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<tbody>
<tr>
<td>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</td>
<td>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</td>
</tr>
<tr>
<td>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</td>
<td>Students formulate many questions, initiate topics, and make unsolicited contributions.</td>
</tr>
<tr>
<td>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>
3c Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Elements of component 3c:

Activities and assignments
The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students
How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.
**Instructional materials and resources**

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Although some teachers are obliged to use a school or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning – for example, the use of primary source materials in social studies.

**Structure and pacing:**

No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of students’ learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
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</thead>
<tbody>
<tr>
<td>The learning tasks and activities, materials resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</td>
</tr>
<tr>
<td>The pace of the lesson is too slow or too rushed.</td>
<td>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</td>
</tr>
<tr>
<td>Few students are intellectually engaged or interested.</td>
<td></td>
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</table>

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<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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<tbody>
<tr>
<td>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</td>
</tr>
<tr>
<td>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</td>
</tr>
<tr>
<td></td>
<td>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</td>
</tr>
<tr>
<td></td>
<td>Students may have some choice in how they complete tasks and may serve as resources for one another.</td>
</tr>
</tbody>
</table>
3d Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (It’s important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher’s monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component,

Elements of component 3d:

Assessment criteria
It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning
A teacher’s skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
Feedback to students
Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress
The culmination of students’ assuming responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and they have been taught the skills of checking their work against clear criteria.

Indicators:
- Teacher paying close attention to evidence of student understanding
- Teacher posing specially created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</td>
<td>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</td>
</tr>
<tr>
<td>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</td>
<td>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</td>
</tr>
<tr>
<td></td>
<td>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</td>
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<tr>
<th>PROFICIENT</th>
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</thead>
<tbody>
<tr>
<td>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</td>
<td>Assessment is fully integrated into instruction through extensive use of formative assessment.</td>
</tr>
<tr>
<td>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</td>
<td>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</td>
</tr>
<tr>
<td>Questions, prompts, assessments are used to diagnose evidence of learning.</td>
<td>Students self-assess and monitor their progress.</td>
</tr>
<tr>
<td></td>
<td>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</td>
</tr>
<tr>
<td></td>
<td>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</td>
</tr>
</tbody>
</table>
3e Demonstrating Flexibility and Responsiveness

“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.

Elements of component 3e:

Lesson adjustment
Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students
Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence
Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators:
- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding
- Teacher seizing on a teachable moment
### 3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
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</thead>
<tbody>
<tr>
<td>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</td>
<td>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</td>
</tr>
<tr>
<td>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</td>
<td>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</td>
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<th>PROFICIENT</th>
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<tbody>
<tr>
<td>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</td>
<td>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interest, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</td>
</tr>
<tr>
<td>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</td>
<td>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</td>
</tr>
</tbody>
</table>
4a Reflecting on Teaching

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event—an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

Elements of component 4a:

Accuracy
As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching
In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.

Indicators:
- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies
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<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
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</thead>
<tbody>
<tr>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</td>
<td>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</td>
</tr>
<tr>
<td>Teacher has no suggestions for how a lesson could be improved.</td>
<td>Teacher makes general suggestions about how a lesson could be improved.</td>
</tr>
</tbody>
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<tr>
<th>PROFICIENT</th>
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<tbody>
<tr>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</td>
</tr>
<tr>
<td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
</tbody>
</table>
4b Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. This record keeping includes student completion of assignments, student progress in learning, and records of noninstructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Elements of Component 4b

Student completion of assignments
Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students’ success in completing them.

Student progress in learning
In order to plan instruction, teachers need to know where each student “is” in his or her learning. This information may be collected formally or informally, but must be updated frequently.

Noninstructional records
Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permission slips for a field trip, or which students have paid for their school pictures.

Indicators:
- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records
<table>
<thead>
<tr>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>BASIC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</td>
<td>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</td>
</tr>
<tr>
<td>Teacher’s records for noninstructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROFICIENT</strong></th>
<th><strong>DISTINGUISHED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s system for maintaining information on student completion or assignments, student progress in learning, and noninstructional records is fully effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</td>
</tr>
<tr>
<td></td>
<td>Students contribute information and participate in maintaining the records.</td>
</tr>
</tbody>
</table>
4c Communicating with Families

Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages.

Elements of component 4c:

Information about the instructional program
Frequent information is provided to families, as appropriate, about the instructional program.

Information about individual students
Frequent information is provided to families, as appropriate, about students’ individual progress.

Engagement of families in the instructional program
Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.

Indicators:
- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher communication with families – about the instructional program, about individual students – is sporadic or culturally inappropriate.</td>
<td>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</td>
</tr>
<tr>
<td>Teacher makes no attempt to engage families in the instructional program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</td>
<td>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</td>
</tr>
<tr>
<td>Teacher makes some attempts to engage families in the instructional program.</td>
<td>Response to family concerns is handled with professional and cultural sensitivity.</td>
</tr>
<tr>
<td>Information to families is conveyed in a culturally appropriate manner.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
</tbody>
</table>
4d  Participating in a Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers – organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Elements of component 4d:

**Relationships with colleagues**
Teachers maintain a professional collegial relationship that encourages sharing, planning, and working together toward improved instructional skill and student success.

**Involvement in a culture of professional inquiry**
Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice.

**Service to the school**
Teachers’ efforts move beyond classroom duties by contributing to school initiatives and projects.

**Participation in school and district projects**
Teachers contribute to and support larger school and district projects designed to improve the professional community.

**Indicators:**
- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiative
- Regular teacher participation and support of community initiatives
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s relationships with colleagues are negative or self-serving.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</td>
</tr>
<tr>
<td>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</td>
<td>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</td>
</tr>
<tr>
<td>Teacher avoids becoming involved in school events or school and district projects.</td>
<td>Teacher participates in school events and school and district projects when specifically asked to do so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</td>
<td>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</td>
</tr>
<tr>
<td>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>Teacher takes a leadership role in promoting a culture of professional inquiry.</td>
</tr>
<tr>
<td>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</td>
<td>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</td>
</tr>
</tbody>
</table>
4e Growing and Developing Professionally

As in other professions, the complexity of teaching requires continuous growth and development in order to remain current. Conscientiousness, continuing to stay informed and increasing their skills allow teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Elements of component 4e:

Enhancement of content knowledge and pedagogical skill
Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues
Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession
Teachers are active in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.

Indicators:
- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; regular sharing of feedback
- Participation in professional organizations support academic inquiry
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher engages in no professional development activities to enhance knowledge or skill.</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</td>
</tr>
<tr>
<td>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</td>
<td>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</td>
<td>Teacher welcomes feedback from colleagues – either when made by supervisors or when opportunities arise through professional collaboration.</td>
<td>Teacher seeks out feedback on teaching from both supervisors and colleagues.</td>
</tr>
<tr>
<td>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher participates actively in assisting other educators.</td>
<td>Teacher initiates important activities to contribute to the profession.</td>
</tr>
</tbody>
</table>
4f Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students’ needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

Elements of component 4f:

Integrity and ethical conduct
Teachers act with integrity and honesty.

Service to students
Teachers put students first in all considerations of their practice.

Advocacy
Teachers support their students’ best interests, even in the face of traditional practice or beliefs.

Decision making
Teachers solve problems with students’ needs as a priority.

Compliance with school and district regulations
Teachers adhere to policies and procedures.

Indicators:

• Teacher having a reputation as someone who can be trusted and often being sought as a sounding board
• Teacher frequently reminding participants during committee or planning work that students are the highest priority
• Teacher supporting students, even in the face of difficult situations or conflicting policies
• Teacher challenging existing practice in order to put student first
• Teacher consistently fulfilling school district mandates regarding policies and procedures
<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher displays dishonesty in interactions with colleagues, students, and the public.</td>
<td>Teacher is honest in interactions with colleagues, students, and the public.</td>
</tr>
<tr>
<td>Teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.</td>
<td>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students’ being ill served by the school.</td>
</tr>
<tr>
<td>Teacher makes decisions and recommendations based on self-serving interests.</td>
<td>Teacher’s decisions and recommendations are based on limited but genuinely professional considerations.</td>
</tr>
<tr>
<td>Teacher does not comply with school and district regulations.</td>
<td>Teacher complies minimally with school and district regulations, doing just enough to get by.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
<td>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</td>
</tr>
<tr>
<td>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</td>
</tr>
<tr>
<td>Teacher maintains an open mind in team or departmental decision making.</td>
<td>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</td>
</tr>
<tr>
<td>Teacher complies fully with school and district regulations.</td>
<td>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>
Appendix D
Portal IV Assessment Guide
FOR
TEACHER INTERNS
AND
ACADEMIC INTERNS
INTRODUCTION
Teacher Work Samples and Portfolios have become accepted methods of presenting evidence of knowledge, skills and dispositions in the area of teacher preparation. Arens (2003) states that several organizations such as INTASC, NBPTS, and AACTE consider portfolios to be a preferred method for making informed decisions regarding teaching skills. The components of portfolios can be designed to contain artifacts which provide valuable evidence of competencies. Artifacts are documents or pieces of evidence that are used to substantiate your ability to perform required minimum skills. Satisfactory artifacts should demonstrate students’ ability to attain and apply information, not the ability to recall facts.

The University of Louisiana at Lafayette has utilized research-based, best practices in the field of teacher preparation to formulate the criteria for candidates exiting the clinical internship experience. Portal IV of the College of Education’s Unit Assessment Plan consists of criteria which must be met by candidates seeking exit from the teacher preparation program. Portal IV requirements are aligned to the Framework for Teaching Evaluation Instrument by Charlotte Danielson (2011) and INTASC Standards. The Louisiana State Department of Education adopted the Danielson Framework in 2011 from which the new COMPASS Teacher Evaluation was created.

Successful completion of Portal IV requires that designated artifacts are submitted and evaluated through PASS-PORT. Your University Supervisor will give you further details as to the completion and submission of hardcopies to assist them in assessing your work. Your University Supervisor and/or your program of study may require additional requirements and artifacts in addition to PASS-PORT. Your University Supervisor will advise you of such requirements. The artifacts and assessments submitted through PASS-PORT are the MINIMUM requirements for completing the Teacher Education Program.
Obtaining Permission from Parent/Guardian

Before beginning the assembly of your portfolio, you will need to obtain permission to utilize work from the students in the class you are assigned. When submitting student work samples or submitting any information concerning students, please protect the confidentiality and anonymity of any students by removing any identifying information from the student work submitted. Your University Supervisor will require that you produce the original documents upon classroom visitations for the verification of information you are submitting. Also, for Teacher Interns, your Cooperating Teacher should be made aware of the student information you choose to submit should there be a need for further verification.

The form on the next page is used by the Louisiana Department of Education and has been modified to reflect the purpose of your data collection. You should obtain a form from every student in the class you plan to use for the UNIT Portal IV Artifacts (See Appendix D for information regarding the required artifacts). Each Student Release Form signed by a parent/guardian must be electronically scanned and placed into the Student Release Form Folder on PASS-PORT. You may only utilize the information from those students who return a form with a parent/guardian signature and indicating “Yes” to utilize their work in your portfolio entries.
Date: _______________  Student’s Name: _______________

Dear Parent/Guardian:

My name is ________________. I am completing a clinical experience in your child’s classroom for the completion of my Bachelor’s Degree in Education at the University of Louisiana at Lafayette. I will be present in your child’s classroom beginning ______________ through ______________.

Throughout this semester I will be involved in the process of creating a portfolio as part of my program completion requirements. The portfolio documents my teaching knowledge and skills.

I am requesting permission to include your child’s work, assignments, and assessments in my portfolio as evidence of my developing teaching practice. The name of your child will be removed to protect his/her confidentiality and he/she will remain anonymous. My portfolio may contain pictures of classroom activities which may include your child.

My portfolio will be shared with my University Supervisor, your child’s classroom teacher and principal and other University Personnel who will determine if my portfolio meets necessary requirements for program completion. The College of Education is also requesting permission to utilize parts of my portfolio in the continued development of the exit criteria for teacher interns from their program in education. Should your child’s work be selected by the college, all identifying information on your child’s school will also be eliminated to further protect the anonymity of your child.

Please indicate below your permission to utilize your child’s work for the above stated reasons. Please return this form by ________________.

Sincerely,

____ Yes, you have my permission to utilize my child’s work in your portfolio.
____ Yes, the College of Education has my permission to utilize my child’s work in the development of the college’s exit criteria for teacher interns.
____ No, you do not have my permission to utilize my child’s work in your portfolio.
____ No, the College of Education does not have my permission to utilize my child’s work in the development of the college’s exit criteria for teacher interns.

Parent/Guardian Signature: ______________________________  Date: ___________
A. Portal IV: Teacher Intern Consent Form

NOTE: The Teacher Intern Consent Form is an electronic document in the Portal IV folio. You do not have to submit a hardcopy of this document, however you must complete this form in PASS-PORT. Please see example below:

UNIT PIV Teacher Intern Consent Form

The College of Education is continuously revising its Clinical Experience Exit criteria to ensure that graduates are well-prepared. By indicating “Yes” below, the College of Education has permission to utilize artifacts you submitted through PASS-PORT for Unit Assessment and Course Assessment. Your anonymity and confidentiality will be protected as all identifying information will be removed. Artifacts may also be altered to demonstrate items on the rubrics to serve as examples for future students. Your cooperation and participation in this process is crucial to the success and future of the College of Education’s Assessment Program to ensure that candidates exiting the program are prepared for their new career.

Please indicate your choice below:

- ☐ Yes, the College of Education has permission to utilize my unit assessment artifacts for the purpose of improving the unit assessment system as stated above.
- ☐ No, the College of Education does not have permission to utilize my unit assessment artifacts for the purpose of improving the unit assessment system as stated above.

Student Name:

Date:
B. Portal IV: Teacher Intern Information and Teaching Context

Portal IV: Teacher Intern Information and Teaching Context Form
(PASS-PORT Field Experience Template)

The following form is utilized to collect basic demographic information on your Clinical Experience Site (or sites) and students you work with during your clinical experiences for which you will enter into PASS-PORT as a field experience.

The form “Portal IV: Teacher Intern Information and Teaching Context” is to be completed by ALL Teacher/Academic Interns. This section consists of information on the classroom(s) in which you completed your clinical experience and individual differences which existed between the students in your classroom. For teacher/academic interns in departmentalized settings teaching numerous sections of classes, combine information for all sections. The information from this form will be entered into PASS-PORT in the Field Experience Template Entitled “Portal IV: Teacher Intern Information and Teaching Context.”

You will need to complete only one (1) Portal IV: Teacher Intern Information and Teaching Context Field Experience in PASS-PORT detailing the information of the site(s) at which you completed your clinical experience as follows:

Primary and Elementary 1 Rotation: Since you are in the same setting all day for the entire semester, you will enter only 1 Field Experience utilizing the Portal IV: Teacher Intern Information and Teaching Context template.

Primary and Elementary more than 1 Rotation: You will enter 1 field experience for each rotation utilizing the Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port. The field experience describing the rotation in which you completed the Lesson Plan and Assessment of Lesson Artifacts will be uploaded into your Portal IV Folio Field Experience Requirement. The other field experiences remain in your artifact’s bin.

Middle and High School 1 Rotation: You are in the same setting for the entire semester but have multiple sections of students. You will create a field experience utilizing the Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port for the section of students in which you completed the Lesson Plan and Assessment of Lesson Artifacts and this one will be uploaded into your Portal IV Folio Field Experience Requirement. You will create additional field experiences utilizing the Portal IV: Teacher Intern Information and Teaching Context template for the remaining sections of students which will remain in your artifacts bin. This can be done by either completing one field experience per section or by adding the students from the remaining sections and entering all of them into one field experience.

Middle and High School more than 1 Rotation: You are in multiple settings with multiple sections of students throughout the semester. You will create a field experience utilizing the Portal IV: Teacher Intern Information and Teaching Context template in Pass-Port for the section of students during the rotation in which you completed the Lesson Plan and Assessment of Lesson Artifacts and
"Culture" refers to backgrounds related to ethnicity, socio-economics, religious groups, etc.

One way to accommodate individual differences is through the identification and planning for the learning styles of students. Learning Styles Include:

- **Print**: This student depends on written word.
- **Aural**: This student is a listener.
- **Interactive**: This student is a talker.
- **Visual**: This student learns from visual images and pictures.
- **Haptic**: This student learns through touch and feel.
- **Kinesthetic**: This student must move to learn.
- **Olfactory**: This student uses smell and taste.

The learning utilized on this form are those utilized by the Danielson Framework for Teaching.

Students can take a free on-line learning styles inventory at: www.learning-styles-online.com

Areas on the form:

**NOTE**: Teacher Interns will enter Basic Information. This is also where you will enter the number of participants and the total internshiop hours. For detailed instructions, see Section III, Parts 5-9 of the Portal IV Candidate Instructions.

**I. Personal Information**

a. Teacher interns list their personal and contact information on this form, as well as information regarding their teaching assignment. The “Semester of Clinical Experience” is the term and year the teacher intern is completing clinical experience (Fall 20XX).

**II. Class/Classroom Information**

a. List the grade level(s) of students in the class you are interning. Separate each grade level with a comma. (For example, “5, 6, 7”)

b. List the age level(s) of students in the class you are interning. Separate each age level with a comma.

c. Enter the number of students enrolled in the class (as of the day you complete this form.).

d. Enter the “typical” attendance of students for the class. This is the number of students who attend regularly, or how many students you usually have in your class each day.

e. Survey the resources in your classroom. Place a check by the description which best describes the equipment, technology and supplies to which you have access in teaching your lessons.

f. During a typical teaching lesson, indicate the number of interruptions you or your cooperating teacher encounter during the entire lesson.

g. Place a check by any of the types of help listed which are available to you.

**III. Individual Differences**

The numbers provided in each response may or may not equal the total number of students enrolled in the class.

a. As you work with the students throughout the semester, you will need to adjust your lessons to meet the needs of some of the category of children listed in this section. Place a check by each category of students you worked with this semester.

b. As you worked with the students throughout this semester, you were able to determine an approximate ability level of students in the class. Approximate the percentage of students who displayed low patterns of
achievement, average patterns of achievement, and high patterns of achievement.

c. Indicate if the diversity of your class according to the categories listed is high, medium, or low.

d. Indicate the learning styles present in your class according to the categories listed.

e. Describe any other classroom conditions which affected the delivery of instruction and your overall clinical experience.
Portal IV: Teacher/Academic Intern Information and Teaching Context

Class/Classroom Information

a. Grade levels in class (list all that apply____
   ______________________________________

b. Ages in class (list all that apply _______
   ______________________________________

c. # Students enrolled _________________

d. # Typically present __________________

e. Place a √ beside the phrase that describes the resources (equipment, technology, and supplies) available for this class.
   ______ well-equipped/supplied    ____ adequately equipped/supplied     ____ poorly equipped/supplied

f. Place a √ beside the phrase that describes the number of teaching interruptions.
   _____ none          ____ few                           _____ some                          ____ many

g. Place a √ beside the phrase that describes the type of help available to you.
   ____ instructional assistant(s)    ____ parent volunteers     ____ peer(student) tutors
   ____ resource teacher              ____ other (Please specify) ______________________

Individual Differences

Place a √ beside the following if these categories of children were present in your class.

____ ESL                    ____ # with IEPs or IFSPs             ____ # with 504 modifications
____ Title I                ____ Gifted                                    ____ Other

Indicate the % of students for each pattern of achievement.

____ Low                         ____ Average                           ____ High

c. Enter low (L), medium (M), or high (H) to describe the level of diversity for each category below.
   ____ Ages     ____ Languages      ____ Cultures      ____ Achievement/Developmental Levels

d. Enter the appropriate label(s) for the # of students with each learning style listed below.
   None (0)               Few (1-3)                 Many (more than 3)
   ____ Print  ______ Aural  ______ Interactive  ______ Visual
   ______ Haptic  ______ Kinesthetic  ______ Olfactory  ______ Other

e. Describe any other classroom conditions (if any) that have caused you to adjust your instruction in some way.

*See the following page for details in completing Individual Differences of the Teaching Context Form*

List the grade levels of students in the class. Example: 4th

List the age range of students in the class. Example: 9-12 yrs old

Enter the number of students enrolled in the class at

Since students may miss school, enter the number of students you usually have in your class.

In your opinion, which of the three categories best describes the resources available for your use in teaching this class.

As a teacher intern, indicate which of the following were available to you or the classroom.

Reflecting on your clinical experiences, how many times was a teaching lesson interrupted for any reason (intercom, visitor, etc…).
II. Class/Classroom Information

<table>
<thead>
<tr>
<th>a. Grade levels in class (list all that apply)</th>
<th>b. Ages in class (list all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. # Students enrolled</td>
<td>d. # Typically present</td>
</tr>
</tbody>
</table>

Place a √ beside the phrase that describes the resources (equipment, technology, and supplies) available for this class.

- ____ well-equipped/supplied
- ____ adequately equipped/supplied
- ____ poorly equipped/supplied

Place a √ beside the phrase that describes the number of teaching interruptions.

- ____ none
- ____ few
- ____ some
- ____ many

Place a √ beside the phrase that describes the type of help available to you.

- ____ instructional assistant
- ____ parent volunteers
- ____ peer (student) tutors
- ____ resource teachers
- ____ other (please specify) ______________________

III. Individual Differences

| a. Place a √ beside the following if these categories of children were present in your class. |
|---------------------------------------------|-------------------------------------|
| ____ ESL                                    | ____ # with IEPs or IFSPs
| ____ Title I                                | ____ Gifted
| ____ # with 504 modifications               | ____ Other |

b. Indicate the % of students for each pattern of achievement.

- ____ Low
- ____ Average
- ____ High

c. Enter low (L), medium (M), or high (H) to describe the level of diversity for each category below.

- ____ Ages
- ____ Languages
- ____ Cultures
- ____ Achievement/Developmental Levels

d. Enter the appropriate label(s) for the # of students with each learning style listed below.

- None (0)
- Few (1-3)
- Many (more than 3)

- ____ Print
- ____ Aural
- ____ Visual
- ____ Haptic
- ____ Kinesthetic
- ____ Olfactory
- ____ Other

List any other conditions (if any) that have caused you to adjust your instruction in some way.

Describe any other classroom conditions (if any) which existed in your classroom which caused you to accommodate, adjust, or modify your lessons in any way.

This is a list of common categories used to identify individual differences of children and children with special needs. Place a check beside any category if a child of that category was in your clinical experience classroom.

Reflecting on your clinical experiences, what percentage of the class would you consider as students with low achievement, average achievement, and high achievement. Example: 37% - numbers should add up to 100%.

Reflecting on your clinical experiences, indicate with an “L” for low, an “M” for medium and an “H” for high, the level of diversity of each category listed.

Based on the learning styles listed, indicate whether each learning style has “none”, “few” or “many” learners possessing that learning style as their main mode of learning.
C. Planning for a Unit of Instruction

The Planning for Instruction section documents a candidate’s knowledge and skills in planning and constructing a unit of instruction. This section includes the following entries:

<table>
<thead>
<tr>
<th>Entry</th>
<th>Form</th>
<th>Artifact</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| C1.   |      | ✗        | The Unit Plan is a two- to four-week body of instruction in one subject area for one class. NOTE: The Unit Plan may vary in length depending on the grade level, discipline/subject matter, or classification of students. | Portal IV Unit Plan Artifact Rubric  
Criteria for Passing: One (1) may fall below Meets Expectations |
C1. Unit Plan Artifact

You will develop a unit of study in one subject area for one class. The unit may be built around a theme, or in many cases, will follow the comprehensive curriculum adopted by the parish in which you are assigned. The length of the Unit Plan will be determined in consultation with your Cooperating Teacher.

Your unit will include instruction that reflects your knowledge and application of the Louisiana Content Standards and/or Common Core State Standards (CCSS) and relevant standards in other fields not covered by the content standards. Long-range planning is an essential skill of any teacher. This artifact allows you to demonstrate your competencies in long-range planning, as well as your skill in organizing the content into smaller, more manageable units which can then be used for instruction.

You may utilize information from the comprehensive curriculum adopted by your district. However, it is your responsibility to organize this information ensuring it meets all evaluation criteria for this artifact. In some cases, you may have to add to the unit as components may be missing and necessary to receive a satisfactory evaluation on the artifact.

Below is a list of components the unit may contain. Consult your University Supervisor for specific instructions in meeting the assessment rubric for this artifact. The following are suggested areas to score satisfactorily on the rubric utilized to assess this artifact:

1. **Introduction** – a description of the unit to be taught and how all of the lessons within the unit are related. List all subject areas and grade level(s) included in the Unit Plan.
2. **Goals** - the general outcomes the unit will achieve aligned to the Louisiana Grade Level Expectations (GLEs) and Benchmarks and/or Common Core State Standards
3. **Objectives** – a list of appropriately worded student outcomes related to the goals of the unit and aligned to the Louisiana Grade Level Expectations and/or CCSS. Your objectives must specify an outcome that can be measured. An objective states what a student will be able to do at the end of unit.
4. **Master Material List** - a list of all materials needed to teach the unit of study.
5. **Calendar of Lesson Plans/Outline** – this is a sequential list of individual lessons to be taught in the unit of study. The list should contain an approximate date and title for each lesson.
6. **Accommodations and Modifications** – list and describe accommodations and modifications which may be considered throughout the unit to meet the needs of some learners.
7. **Attention to Diversity** – a brief statement of diverse issues you would need to consider and/or address in the delivery of the unit.
8. **Assessments** – describe the assessments used in the unit both formative and summative.
9. **Follow IEP or IFSP** as called for/based upon student population.
## Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A: Knowledge of Content and Pedagogy</strong></td>
<td>In planning and practice, candidate makes content errors or does not correct errors made by students. Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</td>
<td>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>Candidate displays said knowledge of the important concepts in the discipline and the ways they relate to one another. Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td></td>
</tr>
</tbody>
</table>

| **1B: Demonstrating Knowledge of Students** | Candidate demonstrates little or no understanding of how students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding | Candidate indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | Candidates understand the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students’ | 

University of Louisiana at Lafayette, College of Education
Unit Assessment Teacher Intern Handbook
Origination Date: 8/01/05; Rev 9/6/05; Rev 1/2006; Rev 8/1/2006; Rev 11/1/06; Rev 7/19/11; Rev 1.15.13; Rev 10.3.13 Page 127
<table>
<thead>
<tr>
<th>1C: Setting Instructional Outcomes</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</td>
<td>Outcomes represent moderately high expectations and rigor.</td>
<td>Most outcomes represent rigorous and important learning in the discipline.</td>
<td>All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</td>
<td>Outcomes take into account the varying needs of groups of students.</td>
</tr>
<tr>
<td>Outcomes are stated as activities rather than as student learning.</td>
<td>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration.</td>
<td></td>
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<tr>
<td></td>
<td>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1D: Demonstrating Knowledge of Resources</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</td>
<td>Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</td>
<td>Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1E: Designing Coherent Instruction</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>NOT OBSERVED</td>
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<tr>
<td>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</td>
<td>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety.</td>
<td>Candidates coordinate knowledge of content, or students, and or resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</td>
<td>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</td>
<td>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1F: Designing Student Assessments</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>Candidate’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate intends to use assessment results to plan for future instruction for the class as a whole.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate intends to use assessment results to plan for future instruction for groups of students.</td>
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</tbody>
</table>
## Portal IV: Unit Plan Artifact Scoring Guide

<table>
<thead>
<tr>
<th>Domain I: Planning and Preparation</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Knowledge of Content and Pedagogy</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1B: Demonstrating Knowledge of Students</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1C: Setting Instructional Outcomes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1D: Demonstrating Knowledge of Resources</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1E: Designing Coherent Instruction</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1F: Designing Student Assessments</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
This section documents a teacher intern’s knowledge and skills in planning, constructing, delivering, assessing and analyzing learner outcomes for a lesson of instruction. This section consists of the teacher intern developing and delivering a lesson of instruction from the Unit Plan submitted in the previous Section C. The teacher intern will develop and implement one lesson plan, administer a pre and post-test to students on the body of knowledge, analyze the assessment data, and make decisions utilizing this data for future planning and for impact on individual student learning. This section consists of the following:

<table>
<thead>
<tr>
<th>Entry</th>
<th>Form</th>
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<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. Portal IV Lesson Plan Artifact</td>
<td>Portal IV Lesson Plan Artifact Rubric</td>
<td>X</td>
<td>Evidence of ability to plan for instruction.</td>
<td>Criteria for Passing: Two (2) items may fall below Meets Expectations with No Ratings of Does Not Meet Expectations</td>
</tr>
<tr>
<td>D2. Portal IV Objective Pre/Post Test</td>
<td>Portal IV Objective Pre/Post Test and Performance Assessment Artifact</td>
<td>X</td>
<td>Evidence of sound assessment techniques including sample pre- and post. Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO PASS-PORT.</td>
<td>Criteria for Passing: One (1) item may fall below Meets Expectations with No Ratings of Does Not Meet Expectations</td>
</tr>
<tr>
<td>D3. Portal IV Analyzing Results Artifact</td>
<td>Portal IV Analyzing Results</td>
<td>X</td>
<td>Evidence of ability to analyze and apply assessment results for instructional planning and student growth. Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO PASS-PORT.</td>
<td>Criteria for Passing: One (1) item may fall below Meets Expectations with No Ratings of Does Not Meet Expectations</td>
</tr>
</tbody>
</table>
D1. Lesson Plan Artifact

In the previous artifact, the Unit Plan Artifact, you constructed a unit plan for the delivery of instruction. You constructed a calendar/outline in which you projected individual lessons and approximate dates you would teach those lessons. The Lesson Plan Artifact can be one of the lessons from the Unit Plan Artifact which has been expanded to meet the minimum criteria set forth for this artifact. **This artifact requires additional criteria from that set forth in the Suggested Daily Lesson Plan Format.** For some teacher/academic interns, your Lesson Plan Artifact may not be one from the Unit Plan you constructed. Either scenario is sufficient to complete this requirement as long as the lesson plan submitted meets the minimum criteria set forth below and in the Lesson Plan Artifact Rubric.

Before delivering the lesson, prepare and administer a pre-test to determine student knowledge prior to teaching the lesson. Upon completion of the lesson, you administer a post-test. This will serve as the D2 Portal IV Objective Pre/Post Test Artifact.

The content and format of the Lesson Plan Artifact should be a collaborative effort between you and the Cooperating Teacher. Your University Supervisor and/or Cooperating Teacher may require additional components to be considered as acceptable. The components listed below are **minimum criteria** in the absence of such instruction or directions from your University Supervisor and/or Cooperating Teacher.

- **Your Name**
- **School and District** in which you are completing your clinical experience
- **Cooperating Teacher’s Name**
- **University Supervisor’s Name**
- **Submission date** of your lesson plan to your University Supervisor
- **Date you plan to teach the lesson**
- **Title of Lesson** – What is the subject of the lesson?
- **Time** – How much time will be needed to accomplish this lesson?
- **Setting** – Age group/grade level of students will you be working with. Briefly list any other information that helps to “set the stage” for your lesson that would assist the person evaluating your lesson in understanding the context in which the lesson will occur.
  1. **Learner Outcomes/Objectives** – What will the student know or be able to do by the end of the lesson?
  2. **Standards Alignment** – What Louisiana Standards will be addressed in this lesson? This can be added to the end of each objective/learner outcome.
  3. **Materials and Technologies** to be utilized in lesson – What resources or technologies will you employ throughout the delivery of this lesson?
  4. **Preparation** – Are there any special room changes, etc... that need to take place before or during the delivery of this lesson?
  5. **Anticipatory Set** – What are you going to do to ensure that you have the attention and interest of the students you are teaching? Attention-getter and focuser. (“setting the stage” and providing a “hook”)
  6. **Modeling** (if appropriate) – A demonstration of processes and/or description of information shared.
7. **Guided Practice** (if appropriate) – Help students to begin applying new skills or knowledge.

8. **Insert Activities/Procedures** – Includes activities that develop the objectives. State purpose for the activity and its connection to standards and GLEs.

9. **Monitoring** – How are you going to informally assess student progress and use that information?

10. **Collaborative Strategies** (if appropriate) – Students work in groups with specified tasks.

11. **Closure** – How will you “wrap things up”? Pull it together? How will you relate this to the next lesson you teach to these students?

12. **Assessment Plan** (Include at least 1 Performance Assessment – See Below).

13. **Individual Differences** Identified – and accommodated.


15. **Feedback** - How and in what manner do you provide performance feedback to your students? Including verbal praise, oral feedback, daily or weekly correspondence with parents, progress reports or report cards, parent night, etc.

16. **IEP/IFSP** – If appropriate

### Performance Assessment

The term performance assessment refers to assessments that measure skills, knowledge, and ability directly – such as through performance. In other words, if you want students to learn to write, you assess their ability on a writing activity. One must find a way to score these results and make sense for individual students and groups of students.
### UNIT PORTAL IV: LESSON PLAN RUBRIC (Implementation)

#### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1A: Knowledge of Content and Pedagogy</td>
<td>In planning and practice, candidate makes content errors or does not correct errors made by students.</td>
<td>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</td>
<td>Candidate displays said knowledge of the important concepts in the discipline and the ways they relate to one another.</td>
<td>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
</tr>
<tr>
<td></td>
<td>Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</td>
<td>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</td>
<td>Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</td>
</tr>
<tr>
<td>1B: Demonstrating Knowledge of Students</td>
<td>Candidate demonstrates little or no understanding of how students’ backgrounds, cultures, skills, language.</td>
<td>Candidate indicates the importance of understanding how students learn and the students’ backgrounds,</td>
<td>Candidates understand the active nature of student learning and attains information about levels of development for groups of</td>
<td></td>
</tr>
</tbody>
</table>
The candidate also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.

### 1C: Setting Instructional Outcomes

<table>
<thead>
<tr>
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<tr>
<td>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</td>
<td>Outcomes represent moderately high expectations and rigor.</td>
<td>Most outcomes represent rigorous and important learning in the discipline.</td>
<td></td>
</tr>
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<td>Outcomes are stated as activities rather than as student learning.</td>
<td>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
<td>All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</td>
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<tr>
<td>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration.</td>
<td>Outcomes reflect several different types of learning and opportunities for coordination.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</td>
<td>Outcomes take into account the varying needs of groups of students.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Resources</td>
<td>Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</td>
<td>Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</td>
<td>Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.</td>
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</tr>
<tr>
<td>1E: Designing Coherent Instruction</td>
<td><strong>DOES NOT MEET EXPECTATIONS</strong>&lt;br&gt;The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. &lt;br&gt;The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</td>
<td><strong>APPROACHING EXPECTATIONS</strong>&lt;br&gt;Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the candidate at providing some variety.</td>
<td><strong>MEETS EXPECTATIONS</strong>&lt;br&gt;Candidates coordinate knowledge of content, or students, and or resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</td>
</tr>
<tr>
<td>1F: Designing Student Assessments</td>
<td><strong>DOES NOT MEET EXPECTATIONS</strong>&lt;br&gt;Assessment procedures are not congruent with instructional outcomes; the proposed approach contains</td>
<td><strong>APPROACHING EXPECTATIONS</strong>&lt;br&gt;Some of the instructional outcomes are assessed through the proposed approach, but others are not.</td>
<td><strong>MEETS EXPECTATIONS</strong>&lt;br&gt;Candidate’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may</td>
</tr>
</tbody>
</table>
no criteria or standards.
Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.

Assessment criteria and standards have been developed, but they are not clear.

Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.

Candidate intends to use assessment results to plan for future instruction for the class as a whole.

have been adapted for groups of students.

Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.

Candidate intends to use assessment results to plan for future instruction for groups of students.

**DOMAIN 3: INSTRUCTION**

**3A: Communicating with Students**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</td>
<td>The candidate’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</td>
<td>The candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</td>
<td>Candidate’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.</td>
</tr>
<tr>
<td>The candidate’s explanation of the content contains major errors.</td>
<td>The candidate’s explanation of the content may contain minor errors, some portions and clear; other portions are difficult to follow.</td>
<td>Candidate’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.</td>
<td>During the explanation of content, the candidate invites student intellectual engagement.</td>
</tr>
<tr>
<td>The candidate’s spoken or written language contains errors of grammar or syntax.</td>
<td>The candidate’s explanation consists of a monologue, with no invitation to the students for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B: Questioning and Discussion Techniques</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
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<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td>Candidate’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</td>
<td>Candidate’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</td>
<td>Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</td>
<td>Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3C: Engaging Students in Learning</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning tasks and activities used incorrectly, leaving students confused.</td>
<td>intellectual engagement.</td>
<td>Candidate’s spoken and written language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response.

The pace of the lesson is too slow or too rushed.

Few students are intellectually engaged or interested.

**3D: Using Assessment in Instruction**

**DOES NOT MEET EXPECTATIONS**

There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.

Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

**APPROACHING EXPECTATIONS**

Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.

Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.

Questions, prompts, and assessments are rarely used to diagnose evidence of learning.

**MEETS EXPECTATIONS NOT OBSERVED**

Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advanced learning.

Students appear to be aware of the assessment criteria; some of them engage in self-assessment.

Questions, prompts, assessments are used to diagnose evidence of learning.
Flexibility and Responsiveness

Candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.

Candidate ignores student questions, when students experience difficulty, the candidate blames the students or their home environment.

Candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.

Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.

Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4A: Reflecting on Teaching

DOES NOT MEET EXPECTATIONS
Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.

Candidate has no suggestions for how a lesson could be improved.

APPROACHING EXPECTATIONS
Candidate has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.

Candidate makes general suggestions about how lesson could be improved.

MEETS EXPECTATIONS
Candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instruction outcomes and can cite general references to support the judgment.

Candidate make a few specific suggestions of what could be tried another time the lesson is taught.

NOT OBSERVED

4F: Showing Professionalism

DOES NOT MEET EXPECTATIONS
Candidate displays dishonesty in interactions with colleagues, students, and the public.

APPROACHING EXPECTATIONS
Candidate is honest in interactions with colleagues, students, and the public.

MEETS EXPECTATIONS
Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.

NOT OBSERVED
Candidate is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school.

Candidate attempts, though inconsistently, to serve students. Candidate does not knowingly contribute to some students’ being ill served by the school.

Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations.

Candidate’s decisions and recommendations are based on limited by genuinely professional considerations.

Candidate complies minimally with school and district regulations, doing just enough to get by.

Candidate complies fully with school and district regulations.

Candidate is active in serving students, working to ensure that all students received a fair opportunity to succeed.

Candidate maintains an open mind in team or departmental decision making.

Candidate complies fully with school and district regulations.
# Portal IV: Lesson Plan Artifact Scoring Guide

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Knowledge of Content and Pedagogy</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>1B: Demonstrating Knowledge of Students</td>
<td>o</td>
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<tr>
<td>1C: Setting Instructional Outcomes</td>
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<td>o</td>
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<tr>
<td>1D: Demonstrating Knowledge of Resources</td>
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<tr>
<td>1E: Designing Coherent Instruction</td>
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<td>o</td>
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<tr>
<td>1F: Designing Student Assessments</td>
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</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>3A: Communicating with Students</td>
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<tr>
<td>3B: Questioning and Discussion Techniques</td>
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<tr>
<td>3C: Engaging Students in Learning</td>
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<tr>
<td>3D: Using Assessment in Instruction</td>
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<td>o</td>
</tr>
<tr>
<td>3E: Demonstrating Flexibility and Responsiveness</td>
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<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>4A: Reflecting on Teaching</td>
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<tr>
<td>4F: Showing Professionalism</td>
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</table>
D2. Portal IV Objective Pre/Post Test

This artifact is constructed, assembled, and/or prepared for the purpose of assessing student outcomes for the instructional lesson you taught in the previous section (Lesson Plan Artifact: D1). The data from this artifact will be used in the following artifacts: Analyzing Results and The Case Study Analysis.

The D2 artifact will provide evidence of influence on instruction, and/or student learning. Artifacts must correlate to the teaching practices or skills that are defined by the attribute for which they have been chosen.

The artifact provides evidence of collaboration between the teacher intern and the cooperating teacher in bringing about increased student achievement.

In consultation with your Cooperating Teacher and University Supervisor, construct an objective pre- and post-test for a unit or lesson in which you will primarily or solely deliver the instruction.

It is understood that many districts follow the Louisiana Comprehensive Curriculum series or a district adopted series. Some districts have mandated assessments that are used in conjunction with the adopted curriculum. You may use these mandated tests as your pre- and post-test if the district finds it appropriate. It is preferred that you construct your own pre- and post-test as the district’s test is usually narrower in focus. Whichever of these options you choose to perform, you are still responsible for meeting the assessment criteria set forth in this guide. Were pre- and post-assessments appropriate for measuring knowledge and skills described in lesson objectives? Pre- and post-assessments must measure skills and knowledge the same way they were taught.

Guidelines for Test Construction

Test construction should have:

- Complete/clear directions
- Unambiguous test items
- Appropriate organization
- Identification of points awarded for each item

Assignments/Activities should have:

- Clear/complete directions
- Scoring/grading explanation
- Explanation of conditions for performance
- Timelines for completion

If you must use assessments that are constructed by another source and the assessment does not meet the guidelines of test construction above, then rework the pre- and post-tests so they do meet the guidelines set forth. The analysis you perform in the Portal IV Analyzing Results Artifact will be completed on the actual pre- and post-test you administer.
### UNIT Portal IV: Objective Pre/Post Test Artifact Rubric

#### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>1B: Demonstrating Knowledge of Students</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates little or no understanding of how students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding</td>
<td>Candidate indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</td>
<td>Candidates understand the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1C: Setting Instructional Outcomes</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the</td>
<td>Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1D: Demonstrating Knowledge of Resources</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>NOT OBSERVED</td>
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<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</td>
<td>Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</td>
<td>Candidate displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1E: Designing Coherent Instruction</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The series of learning experiences is poorly aligned with the instructional outcomes</td>
<td>Some of the learning activities and materials are suitable to the instructional outcomes</td>
<td>Candidates coordinate knowledge of content, or students, and or resources, to design a series of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1F: Designing Student Assessments</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>NOT OBSERVED</td>
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</tr>
<tr>
<td>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Candidate has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Candidate intends to</td>
<td>Candidate’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used. Candidate intends to use assessment results to plan for future instruction for groups of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>****</td>
<td>use assessment results to plan for future instruction for the class as a whole.</td>
<td>****</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## UNIT Portal IV: Objective Pre/Post Test Scoring Guide

<table>
<thead>
<tr>
<th>Instruction: Student Assessment Domain III</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B Demonstrating Knowledge of Students</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1C Setting Instructional Outcomes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1D Demonstrating Knowledge of Resources</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1E Designing Coherent Instruction</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>1F Designing Student Assessments</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>

Comments:
D3. **Portal IV: Analyzing Results Artifact**

In consultation with your University Supervisor and Cooperating Teacher, you have selected a unit of instruction for which you have provided a Unit Plan in this work sample. You selected one lesson in which you delivered instruction.

Before delivering the lesson you prepared and administered a pre-test to determine student knowledge prior to teaching the lesson. Upon completion of the lesson, you administered a post-test. Now it is time to analyze the assessment results from those tests and determine learner outcomes.

Your analysis must include all objectives for the pre- and post-test administered to the students. The analysis must also clearly show pre-test results by student, post-test results by student, attainment of objectives by student, and positive or negative gains by student. The following format may be utilized in reporting the data for analysis but must be accompanied by a narrative interpreting the data. You may need to add columns if you have more than 3 objectives. You will include a row for each student assessed. Also, explain what the pre- and post-test numbers mean, as well as the gain. Explain how you determined if each objective was met.

**Reminder:** You should obtain a form from every student in the class you plan to use for the UNIT Portal IV Artifacts (See Appendix D for information regarding the required artifacts). Each Student Release Form signed by a parent/guardian must be electronically scanned and placed into the Student Release Form Folder on PASS-PORT. You may only utilize the information from those students who return a form with a parent/guardian signature and indicating “Yes” to utilize their work in your portfolio entries.

Sample Portal IV: Analyzing Results Artifact

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre</th>
<th>Post</th>
<th>Gain</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>22</td>
<td>42</td>
<td>20</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>45</td>
<td>40</td>
<td>-5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

To assist you in writing a narrative of this data analysis, consider the following questions:

1. List the total number of students included for each assessment. Briefly describe how you utilized the data from the two assessments to determine if objectives were met for the class and for each student.
2. How many students and what percent obtained each objective? How many students and what percent did not obtain each objective?
3. How many students and what percent obtained all objectives? How many students and what percent obtained no objectives?
4. Did those students who were unsuccessful in meeting 80% of the objectives show a gain(s)? Explain your response.
5. Choose only one student and include the following in your data analysis narrative. What inferences can you make about a student’s knowledge and/or skills based on the Objective Test? What inferences can you make about a student’s knowledge and/or skills based on the Performance Assessment?
6. Describe instructional strategies that you may use in the future to assist in teaching one of the instructional objectives that was not mastered. If all objectives were mastered, list one...
instructional strategy that you may use in addition to the successful ones you employed during your lesson.

7. Explain any other comparisons. For example, did you notice if all the boys scored better than the girls? Etc…

8. Describe what you did to involve parents/guardians in the learning process.

9. Explain how you used the information gained from your communications with students, parents/guardians, and colleagues.
### UNIVERSITY OF LOUISIANA AT LAFAYETTE  
**COLLEGE OF EDUCATION**

#### UNIT PORTAL IV: ANALYZING RESULTS RUBRIC

<table>
<thead>
<tr>
<th>DOMAIN 3: INSTRUCTION</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D: Using Assessment in Instruction</td>
<td>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</td>
<td>Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</td>
<td>Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advanced learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NOT OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A: Reflecting on Teaching</td>
<td>Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Candidate has no suggestions for how a</td>
<td>Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Candidate makes general suggestions about how lesson could be improved.</td>
<td>Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instruction outcomes and can cite general references to support the judgment.</td>
<td>Candidate make a few specific suggestions of what could be tried another time the lesson is</td>
</tr>
<tr>
<td>4B: Maintaining Accurate Records</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>NOT OBSERVED</td>
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</tr>
<tr>
<td>Candidate’s system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray.</td>
<td>Candidate’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</td>
<td>Candidate’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</td>
<td>Candidate’s records for noninstructional activities are inadequate by require frequent monitoring to avoid errors.</td>
<td>Candidate’s records for noninstructional activities are in disarray, resulting in errors and confusion.</td>
</tr>
<tr>
<td>Evidence of student academic growth</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>NOT OBSERVED</td>
</tr>
<tr>
<td>Teacher does not use assessment results to design future instruction.</td>
<td>Teacher uses assessment results to plan for the class as a whole.</td>
<td>Teacher uses assessment results to plan for individuals and groups of students.</td>
<td>Teacher uses assessment results to plan for individuals and groups of students.</td>
<td>Teacher uses assessment results to plan for the class as a whole.</td>
</tr>
<tr>
<td>Summary of Class Progress</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>APPROACHING EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>NOT OBSERVED</td>
</tr>
<tr>
<td>Incomplete information in the table or no table is present in</td>
<td>Information in the table is not clearly labeled or presented</td>
<td>All information in the table clearly labeled and presented with few errors. Pre- and Post-</td>
<td></td>
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</tr>
<tr>
<td>assignment</td>
<td>Errors detected in computations</td>
<td>scores computed accurately.</td>
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</tr>
<tr>
<td>Numerous errors in analysis or analysis is not present</td>
<td>Analysis is present with some errors in table and/or computation leading to inaccurate analysis</td>
<td>Accurate analysis based on accurate information in the table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis provided give little insight into strategies that could ensure mastery of learning goals</td>
<td>Analysis shows limited understanding of assessment concepts</td>
<td>Analysis shows some understanding of assessment concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis shows limited understanding of assessment concepts</td>
<td>Analysis of the academic performance of the students includes some insight into strategies that could ensure mastery of learning goals</td>
<td>Analysis shows some understanding of assessment concepts</td>
<td></td>
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</tr>
</tbody>
</table>
## Portal IV: Analyzing Results Artifact Scoring Guide

### Domain 3: Instruction

<table>
<thead>
<tr>
<th>3D</th>
<th>Using Assessment in Instruction</th>
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### Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>4A</th>
<th>Reflecting on Teaching</th>
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<table>
<thead>
<tr>
<th>4B</th>
<th>Maintaining Accurate Records</th>
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### Additional Criteria:

<table>
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<tr>
<th>Evidence of student academic growth</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Class Progress</th>
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</tbody>
</table>
E. Case Study Analysis Artifact

The Case Study Analysis consists of two parts: Summarizing State Standardized Tests and an Individual Student Analysis. You will be expected to complete an in-depth analysis of action taken toward an individual student's progress in mastery of a lesson's goals within the unit plan. This also includes a summary of state standardized testing at the grade level you are completing your clinical experience. ALL GRADE LEVELS IN LOUISIANA PARTICIPATE IN STANDARDIZED TESTING. You are to summarize any of the tests which are given at your level. ALTHOUGH THE TEST MAY NOT BE GIVEN IN YOUR SUBJECT AREA (IF YOU ARE SECONDARY OR MIDDLE SCHOOL) YOU SHOULD BE FAMILIAR WITH STATE STANDARDIZED TESTING AS IT IS THE RESPONSIBILITY OF ALL TEACHERS TO PROMOTE STUDENT LEARNING.

The Case Study Analysis consists of an in-depth look at action taken for an individual student's progress toward achieving the learning goals of a lesson within the Unit Plan, along with an analysis of state standardized testing. The Case Study Analysis consists of the following sections:

<table>
<thead>
<tr>
<th>Entry</th>
<th>Form</th>
<th>Artifact</th>
<th>Description of Form</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Case Study Analysis Artifact: Summarizing State Standardized Tests and Individual Student Analysis</td>
<td>X</td>
<td>The Artifact provides a summary of the standardized tests administered within the public school system of Louisiana. It also provides an analysis of a student's responses to an instructional activity within the Unit Plan. It includes a description of specific strategies implemented to assist the student in meeting the learning goals of the lesson. Also included are explanations of whether the student mastered the objectives of the lesson through the activity and methods of assessment and feedback utilized throughout.</td>
<td>Portal IV Case Study Analysis Rubric</td>
<td></td>
</tr>
</tbody>
</table>

Criteria for Passing:
Two (2) items may fall below Meets Expectations with No Ratings of Does Not Meet Expectations
E. Case Study Analysis Artifact

This artifact will consist of ONE DOCUMENT WHICH IS UPLOADED INTO PASS-PORT.
THE DOCUMENT SHOULD ADDRESS THE FOLLOWING:

Choose one student to evaluate his/her responses on the Portal IV Objective
Pre/Post Test Artifact implemented in your Lesson Plan Artifact. Read and
complete items 1 and 2 below and write a narrative for item 3.

1. Select 1 student who did not accomplish the objective (see Section D4) with
your cooperating teacher using the Analyzing Results Data.

2. Request standardized test profile of the student. (Ex. iLeap, LEAP, Diebels,
California Achievement, etc.). Analyze the results with the Cooperating Teacher (Pre-Post
Test Data and any other data the teacher may have regarding this student).

3. Decide on an instructional strategy you think would be best for this student. Explain why?

Note: Do not use the student’s name. You can refer to the student as Student A,
or something similar. You should have uploaded the Student Release Form into
the Student Release Form Folder on PASS-PORT for your selected student. This
Student Release Form must be signed by a parent/guardian and must be
electronically scanned and placed into the Student Release Form Folder on PASS
PORT. You may only utilize the information from those students who return a form
with a parent/guardian signature and indicating “Yes” to utilize their work in your
portfolio entries.
UNIVERSITY OF LOUISIANA AT LAFAYETTE
COLLEGE OF EDUCATION

UNIT Portal IV. Case Study Analysis Rubric

STANDARDIZED TESTING

<table>
<thead>
<tr>
<th>Area</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of accountability at grade level</td>
<td>Uncles of the test used for accountability at grade level.</td>
<td>Some awareness of the test used for accountability at grade level.</td>
<td>Accurately identifies the test used for accountability at grade level.</td>
<td>This item was not observed.</td>
</tr>
<tr>
<td>Knowledge of standardized test content and format</td>
<td>Components missing. Unable to describe the content of the test and the types of questions.</td>
<td>Some components incomplete. Minimally describes the content of the test and the types of questions.</td>
<td>Accurately describes the content of the test and the types of questions.</td>
<td>This item was not observed.</td>
</tr>
<tr>
<td>Knowledge of appropriate strategies for test preparation</td>
<td>Unable to identify appropriate strategies for test preparation.</td>
<td>Minimally identifies appropriate strategies for test preparation.</td>
<td>Accurately identifies appropriate strategies for test preparation.</td>
<td>This item was not observed.</td>
</tr>
</tbody>
</table>

INDIVIDUAL ANALYSIS

<table>
<thead>
<tr>
<th>Area</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional activity related to learning goals/objectives</td>
<td>Did not select instructional activities appropriate or related to learning goals/objectives.</td>
<td>Selects instructional activities minimally or unclearly related to learning goals/objectives.</td>
<td>Selects appropriate instructional activities related to learning goals/objectives.</td>
<td>This item was not observed.</td>
</tr>
<tr>
<td>Instructional strategies matched needs</td>
<td>Does not match instructional strategies to needs of learner.</td>
<td>Matches of instructional strategies to needs</td>
<td>Accurately matches instructional strategies to needs</td>
<td>This item was not observed.</td>
</tr>
<tr>
<td>Statement</td>
<td>Analysis</td>
<td>Accuracy</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Appropriately analyzed student work according to needs</td>
<td>Analysis of student work according to needs is incorrect/inaccurate.</td>
<td>Analysis of student work according to needs is somewhat accurate/unclear or incomplete.</td>
<td>Analysis of student work according to needs is accurately analyzed; student work according to needs.</td>
<td></td>
</tr>
<tr>
<td>Methods of assessment suited for needs of learner</td>
<td>Methods of assessment are not suited for needs of learner.</td>
<td>Methods of assessment are somewhat connected to needs of learner.</td>
<td>Methods of assessment are clearly connected to needs of learner.</td>
<td></td>
</tr>
<tr>
<td>Method of feedback suited for needs of learner</td>
<td>Feedback is not provided in timely manner and/or is of poor quality.</td>
<td>Feedback is timely but minimal with limited highlights of strengths or needs.</td>
<td>Feedback includes qualitative comments that highlight strengths or needs.</td>
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</tr>
<tr>
<td>This item was not observed.</td>
<td>This item was not observed.</td>
<td>This item was not observed.</td>
<td>This item was not observed.</td>
<td></td>
</tr>
</tbody>
</table>
### Portal IV: Case Study Analysis Artifact Scoring Guide

<table>
<thead>
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<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
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<td><strong>STANDARDIZED TESTING</strong></td>
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<td></td>
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<tr>
<td>Knowledge of accountability at grade level</td>
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<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge of standardized test content and format</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge of appropriate strategies for test preparation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td><strong>INDIVIDUAL ANALYSIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional activity related to learning goals/objectives</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Instructional strategies matched needs of learner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Appropriately analyzed student work according to needs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Methods of assessment suited for needs of learner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Method of feedback suited for needs of learner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
F. Managing an Effective Learning Environment

Managing the Effective Learning Environment involves collecting information and artifacts on a teacher intern's knowledge and skills in ensuring a positive learning environment. Such an environment provides the most effective learner time on task and maximizes learner outcomes. The Managing an Effective Learning Environment section includes the following entries:

<table>
<thead>
<tr>
<th>Entry</th>
<th>Form</th>
<th>Artifact</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1. Managing an Effective Learning Environment Plan</td>
<td>X</td>
<td>Reflects the teacher intern's theoretical and practical approaches to managing the classroom to maximize learner outcomes.</td>
<td>Portal IV Managing an Effective Learning Environment Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Criteria for Passing: One (1) may fall below Meets Expectations with No Ratings of Does Not Meet Expectations</td>
<td></td>
</tr>
</tbody>
</table>

F1. Managing an Effective Learning Environment Plan Artifact

The learning environment can either support or detract from the efforts of the teacher to provide learning opportunities for all students. When teachers consciously develop a plan for setting up the classroom and consistently apply this plan, classrooms become more effective places for students to learn. Such an environment maximizes the amount of learning occurring, minimizes the frequency of behavior problems, and creates a positive and safe place for students.

The Plan for Managing an Effective Learning Environment should address motivational strategies, instructional routines, transitions and diversity. You may use the Managing an Effective Learning Environment Plan Artifact from Portal III as a foundation. Portal IV Managing an Effective Learning Environment Plan Artifact should be an enhancement of your previous management plan and should reflect the expectations of the Portal IV Managing an Effective Learning Environment Rubric for the quality against which your plan will be assessed. The following provides a brief description of each of the areas to be addressed in the plan:

A. Motivational Strategies

Motivation is one part of managing an effective classroom. Motivation can be defined as a process that is either from within or influenced by external factors which directs behavior so that there is enthusiasm, direction, and perseverance to achieve a task or goal.

Strategies can be defined as the specific methods, processes, activities, or steps employed by the teacher to accomplish the objectives and achieve the desired outcome(s).

Therefore, motivational strategies should be specific methods, processes, activities, or steps employed by the teacher which encourages behavior that is enthusiastic, focused, and persistent so as to achieve a task or goal.
B. Instructional Routines

Instructional Routines of teaching refer to a standard operating procedure to achieve a certain task. These procedures enable one to create an effective learning environment in which the students are knowledgeable about classroom procedures and teacher expectations. Routines are like scripted segments of behavior that help teacher and students move toward a shared goal. Routines serve two important purposes: first they ease the task of planning by providing a framework that allows the teacher time to select content and monitor student performance. Secondly, once familiar with procedures and expectations, students are less anxious about their work. When students know the guidelines for acceptable behavior, the length of the activity, and the means of feedback, they can focus on learning tasks. There are four types of routines:

1. **Activity routines** – established procedures to help organize activities (duration of lesson, location, teacher expectations).
2. **Instructional routines** – procedures used during instructional techniques and methods (questioning, monitoring attention and giving feedback, giving instructions, pacing how to have a discussion, varying instruction and media, showing enthusiasm)
3. **Management routines** – procedure to maintain order and coordinate to student behavior (seating arrangements, classroom arrangements)
4. **Executive planning** – procedures for preparing instructional plans (sequence, maintaining student attention and involvement, maintaining individual accountability)

C. Transitions

- Transitions are movements from one activity to another. Providing smooth transitions are an important part of managing lesson delivery and effective classroom management.
- A smooth transition allows one activity to flow into another without any breaks in the delivery of the lesson. Smooth transitions contribute to student learning by using instructional time effectively and keeping students engaged in the learning process with minimal disruption. Transitions that are not smooth create gaps in the delivery of the lesson and increase the opportunity for disorder and misbehavior.
- Teachers should prepare students for upcoming transitions, establish efficient transition routines, and clearly define the boundaries of lessons.
- **Effective teachers prepare for smooth transitions, which reduce the potential for disorder and maximize instructional time.**

D. Diversity in Managing an Effective Classroom

A teacher with a well-managed classroom supports and celebrates all dimensions of diversity as significant characteristics of an individual. These characteristics include race, culture, ethnicity, gender, language, class (SES), age, ability (learning needs), and affection. Teachers must teach students that everyone possesses these characteristics at some level, and create a learning community to help students relate better with those who may exhibit these characteristics in different ways. Gay (2000) identifies this as building relational competencies: knowing, valuing, doing, caring, and sharing power, resources, & responsibilities.
### PORTAL IV: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT RUBRIC

#### 2A: Creating an Environment of Respect and Rapport

<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns of classroom interactions, both between the candidate and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</td>
<td>Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.</td>
<td>Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</td>
</tr>
<tr>
<td>Candidate does not deal with disrespectful behavior.</td>
<td>Candidates rarely demonstrate disrespect for one another.</td>
<td>Students exhibit respect for the candidate. Interactions among students are generally polite and respectful.</td>
</tr>
</tbody>
</table>

#### 2B: Establishing a Culture for Learning

<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom culture is characterized by a lack of candidate or student commitment to learning and/or little or no investment of student energy into</td>
<td>The classroom culture is characterized by little commitment to learning by candidate or students.</td>
<td>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the</td>
</tr>
</tbody>
</table>
the task at hand. Hard work is not expected or valued.

Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.

The candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

<table>
<thead>
<tr>
<th>2C: Managing Classroom Procedures</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much instructional time is lost through inefficient classroom routines and procedures.</td>
<td>Some instructional time is lost through only partially effective classroom routines and procedures.</td>
<td>There is little loss of instructional time because of effective classroom routines and procedures.</td>
<td></td>
</tr>
<tr>
<td>There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</td>
<td>The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</td>
<td>The candidate's management of instructional groups and the handling of materials and supplies are consistently successful.</td>
<td></td>
</tr>
<tr>
<td>There is little evidence that students know or follow established routines.</td>
<td>With regular guidance and prompting, students follow established routines.</td>
<td>With minimal guidance and prompting, students follow established classroom routines.</td>
<td></td>
</tr>
</tbody>
</table>

2D: Managing Student Behavior

<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>There appear to be no established Standards of conduct appear to have</td>
<td>Student behavior is generally</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2E: Organizing Physical Space

**DOES NOT MEET EXPECTATIONS**
The physical environment is unsafe, or many students don’t have access to learning resources.

Student challenge the standards of conduct.

Response to students’ misbehavior is repressive or disrespectful of student dignity.

**APPROACHING EXPECTATIONS**
The classroom is safe, and essential learning is accessible to most students.

The candidate’s use of physical resources, including computer technology is moderately effective.

Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.

**MEETS EXPECTATIONS**
The classroom is safe, and learning is accessible to all students, candidate ensures that the physical arrangement is appropriate to the learning activities.

Candidate makes effective use of physical resources, including computer technology.

3B: Questioning and Discussion Techniques

**DOES NOT MEET EXPECTATIONS**
Candidate’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.

Interaction between candidate and students is predominately recitation.

**APPROACHING EXPECTATIONS**
Candidate’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.

Alternatively, the candidate attempts to frame some questions designed to

**MEETS EXPECTATIONS**
Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.

Candidate creates a genuine
### 3C: Engaging Students in Learning

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOES NOT MEET EXPECTATIONS</strong></td>
<td>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only one response. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.</td>
</tr>
<tr>
<td><strong>APPROACHING EXPECTATIONS</strong></td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide student the time needed to be intellectually engaged.</td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
</tr>
</tbody>
</table>

style, with the candidate mediating all questions and answers. promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
### Portal IV: Managing an Effective Learning Environment Plan Artifact

#### Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>Creating an Environment of Respect and Rapport</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2B</td>
<td>Establishing a Culture for Learning</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2C</td>
<td>Managing Classroom Procedures</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2D</td>
<td>Managing Student Behavior</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>2E</td>
<td>Organizing Physical Space</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3B</td>
<td>Questioning and Discussion Techniques</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>3C</td>
<td>Engaging Students in Learning</td>
<td>o</td>
<td>o</td>
<td>o</td>
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</tbody>
</table>
G. Clinical Experience Final Evaluation Artifact

The Clinical Experience Final Evaluation Artifact is a collection of data from the Final Evaluation conducted by your Cooperating Teacher. This is an automated process and will be completed by your University Supervisor.

<table>
<thead>
<tr>
<th>Entry</th>
<th>Form</th>
<th>Artifact</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Clinical Experience Final Evaluation Artifact</td>
<td>X</td>
<td></td>
<td>Requirements for this artifact are specified in the Clinical Experience Final Evaluation Form.</td>
<td>Portal IV Clinical Experience Final Evaluation Rubric Criteria for Passing: 4 may fall below Proficient with No Ratings of Unsatisfactory</td>
</tr>
</tbody>
</table>

NOTE: This is an automated process; no input is required by the Intern. The following Clinical Experience Final Evaluation is the same as the Clinical Experience Mid-Term Evaluation.
UL Lafayette Office of Teacher Clinical Experiences

Clinical Experience Mid-Term or Final Evaluation (REQUIRED)

NAME ______________________________________________ ______________________________
Last    First   Middle

GRADE/SUBJECT TAUGHT____________________ Date _____________________ _________

COOPERATING TEACHER _____________________ SEMESTER/YEAR __________________

SCHOOL _______________________________ UNIVERSITY SUPERVISOR _________________

Please select status of candidate:  Teacher Intern ______________ OR  Academic Intern ___________

Check the appropriate evaluation:  Mid-Term _______________    Final Evaluation ___________

Ratings:  (1) UNACCEPTABLE  (2) DEVELOPING  (3) COMPETENT  (4) HIGHLY EFFECTIVE

Please circle the appropriate rating for each objective and include comments to assist the teacher intern’s growth.

I. DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th></th>
<th>Objective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Knowledge of Content and Pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B</td>
<td>Demonstrating Knowledge of Students</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1C</td>
<td>Setting Instructional Outcomes</td>
<td></td>
<td></td>
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<tr>
<td>1D</td>
<td>Demonstrating Knowledge of Resources</td>
<td></td>
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<tr>
<td>1E</td>
<td>Designing Coherent Instruction</td>
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<tr>
<td>1F</td>
<td>Designing Student Assessments</td>
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Planning and Preparation Narrative Evaluation:

II. DOMAIN 2: THE CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th>Objective</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>2A</td>
<td>Creating an Environment of Respect and Rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>Establishing a Culture for Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>Managing Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2D</td>
<td>Managing Student Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2E</td>
<td>Organizing Physical Space</td>
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</table>

The Classroom Environment Narrative Evaluation:
III. DOMAIN 3: INSTRUCTION

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3A</td>
<td>Communicating with Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>Questioning and Discussion Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>Engaging Students in Learning</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3D</td>
<td>Using Assessment in Instruction</td>
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<tr>
<td>3E</td>
<td>Demonstrating Flexibility and Responsiveness</td>
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**Instruction Narrative Evaluation:**

IV. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

<table>
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<th></th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>4A</td>
<td>Reflecting on Teaching</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4B</td>
<td>Maintaining Accurate Records</td>
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</tr>
<tr>
<td>4C</td>
<td>Communicating with Families</td>
<td></td>
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</tr>
<tr>
<td>4D</td>
<td>Participating in a Professional Community</td>
<td></td>
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</tr>
<tr>
<td>4E</td>
<td>Growing and Developing Professionally</td>
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<td></td>
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</tr>
<tr>
<td>4F</td>
<td>Showing Professionalism</td>
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</tbody>
</table>

**Professional Responsibilities Narrative Evaluation:**

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Teacher Intern</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>White – Office of Teacher Clinical Experiences</td>
<td>Yellow – University Supervisor</td>
<td>Pink – Teacher Intern</td>
</tr>
</tbody>
</table>
## UNIT PORTAL IV: CLINICAL EXPERIENCE FINAL EVALUATION RUBRIC

### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>1A: Knowledge of Content and Pedagogy</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In planning and practice, candidate makes content errors or does not correct errors made by students</strong></td>
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</tr>
<tr>
<td>Candidate’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</td>
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<tr>
<td>Candidate displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</td>
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</tr>
<tr>
<td><strong>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</strong></td>
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</tr>
<tr>
<td>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</td>
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</tr>
<tr>
<td>Candidate’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
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</tr>
<tr>
<td><strong>Candidate displays said knowledge of the important concepts and the ways they relate to one another.</strong></td>
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</tr>
<tr>
<td>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
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</tr>
<tr>
<td>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
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</tr>
<tr>
<td><strong>Candidate displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</strong></td>
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</tr>
<tr>
<td>Candidate’s plan and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</td>
<td></td>
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</tr>
<tr>
<td>Candidate’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</td>
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</tr>
</tbody>
</table>
### 1B: Demonstrating Knowledge of Students

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates little or no understanding of how students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</td>
<td>Candidate indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</td>
<td>Candidates understand the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interest, and special needs and attains this knowledge about groups of students.</td>
<td>Candidates actively seek knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interest, and special needs from a variety of sources. This information is acquired for individual students.</td>
<td></td>
</tr>
</tbody>
</table>

### 1C: Setting Instructional Outcomes

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
<td>Most outcomes represent rigorous and important learning in the discipline.</td>
<td>All outcomes represent rigorous and important learning in the discipline.</td>
<td>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</td>
</tr>
<tr>
<td>Outcomes are stated as activities rather than as student learning.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
<td>Most outcomes represent rigorous and important learning in the discipline.</td>
<td>All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</td>
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</tr>
<tr>
<td>Outcomes reflect only one type</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
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<td>All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</td>
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</table>
1D: Demonstrating Knowledge of Resources

**UNSATISFACTORY**

Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.

**BASIC**

Candidate displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.

**PROFICIENT**

Candidate displays awareness of resources—both through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.

**DISTINGUISHED**

Candidate displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

---

1E: Designing

**UNSATISFACTORY**

Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration.

**BASIC**

Outcomes reflect several different types of learning and opportunities for coordination.

**PROFICIENT**

Outcomes take into account the varying needs of groups of students.

**DISTINGUISHED**

Outcomes take into account the varying needs of individual students.
### Coherent Instruction

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.

The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

<table>
<thead>
<tr>
<th>1F: Designing Student Assessments</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
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</tr>
</thead>
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<tr>
<td>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</td>
<td>Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</td>
<td>Candidate's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</td>
<td></td>
</tr>
<tr>
<td>Candidate has no plan to incorporate formative</td>
<td>Assessment criteria and standards have</td>
<td>Assessment methodologies have</td>
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</tbody>
</table>
assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.

been developed, but they are not clear.  Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.

Candidate intends to use assessment results to plan for future instruction for the class as a whole.

Assessment criteria and standards are clear. Candidates have a well-developed strategy for using formative assessment and have designed particular approaches to be used.

Candidate intends to use assessment results to plan for future instruction for groups of students.

been adapted for individual students, as needed.

The approach to using formative assessment is well designed and includes student as well as candidate use of the assessment information. Candidate intends to use assessment results to plan future instruction for individual students.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**2A: Creating an Environment of Respect and Rapport**

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<tr>
<td>Patterns of classroom interactions, both between the candidate and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Candidate does not deal with</td>
<td>Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and</td>
<td>Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</td>
<td>Classroom interactions among the candidate and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the candidate. Interactions among</td>
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<td>Candidate intends to use assessment results to plan for future instruction for groups of students.</td>
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</tbody>
</table>
disrespectful behavior. developmental levels. students are generally polite and respectful.

Candidates rarely demonstrate disrespect for one another. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

Candidates attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

Connections with students as individuals.

2B: Establishing a Culture for Learning

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>The classroom culture is characterized by a lack of candidate or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</td>
<td>The classroom culture is characterized by little commitment to learning by candidate or students. The candidate appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</td>
<td>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The candidate conveys that with hard work students can be successful.</td>
<td>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The candidate conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</td>
</tr>
<tr>
<td>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>The candidate conveys that student success is the result of natural ability rather than hard work.</td>
<td>Students understand their role as learners and consistently expend effort to learn.</td>
<td></td>
</tr>
</tbody>
</table>
**2C: Managing Classroom Procedures**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Much instructional time is lost through inefficient classroom routines and procedures.</td>
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<tr>
<td>There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</td>
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<tr>
<td>There is little evidence that students know or follow established routines.</td>
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<tr>
<td>Classroom interactions support learning and hard work.</td>
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<tr>
<td>There is little loss of instructional time because of effective classroom routines and procedures.</td>
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</tr>
<tr>
<td>The candidate’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</td>
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<tr>
<td>With regular guidance and prompting, students follow established routines.</td>
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<tr>
<td>Instructional time is maximized because of efficient classroom routines and procedures.</td>
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<tr>
<td>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</td>
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<tr>
<td>Routines are well understood and may be initiated by students.</td>
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<tr>
<td>With minimal guidance and prompting, students follow established classroom routines.</td>
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</tbody>
</table>
Student Behavior

There appear to be no established standard of conduct and little or no candidate monitoring of student behavior. Student challenge the standards of conduct.
Response to students’ misbehavior is repressive or disrespectful of student dignity.

Standards of conduct appear to have been established, but their implementation is inconsistent. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.
There is inconsistent implementation of the standards of conduct.

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

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct.
Candidates’ monitoring of student behavior is subtle and preventive.
Candidate responses to student misbehavior is sensitive to individual student needs and respects students’ dignity.

2E: Organizing Physical Space

The physical environment is unsafe, or many students don’t have access to learning resources.
There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.

The classroom is safe, and essential learning is accessible to most students.
The candidate’s use of physical resources, including computer technology is moderately effective.
Candidate makes some attempt to modify the physical arrangement to suit learning activities, with partial success.

The classroom is safe, and learning is accessible to all students, candidate ensures that the physical arrangement is appropriate to the learning activities.
Candidate makes effective use of physical resources, including computer technology.
Students contribute to the use or adaptation of the physical environment to advance learning.
**DOMAIN 3: INSTRUCTION**  
**3A: Communicating with Students**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</td>
<td>The candidate’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</td>
<td>The candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</td>
<td>The candidate links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td>The candidate’s explanation of the content contains major errors.</td>
<td>The candidate’s explanation of the content may contain minor errors, some portions and clear; other portions are difficult to follow.</td>
<td>Candidate’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.</td>
<td>The candidate’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests.</td>
</tr>
<tr>
<td>The candidate’s spoken or written language contains errors of grammar or syntax.</td>
<td>The candidate’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</td>
<td>During the explanation of content, the candidate invites student intellectual engagement.</td>
<td>Students contribute to extending the content and help explain concepts to their classmates.</td>
</tr>
</tbody>
</table>
| The candidate’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | Candidate’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or **
| | | Candidate’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. | The candidate’s spoken and written language is expressive and the candidate finds opportunities to extend students’ vocabularies. |
### 3B: Questioning and Discussion Techniques

<table>
<thead>
<tr>
<th>Backgrounds</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</td>
<td>Candidate’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</td>
<td>Although the candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</td>
<td>Candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</td>
<td></td>
</tr>
<tr>
<td>Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.</td>
<td>Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</td>
<td>Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</td>
<td>Students formulate many questions, initiate topics, and make unsolicited contributions.</td>
<td></td>
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<tr>
<td></td>
<td>Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</td>
<td>Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>Students themselves ensure that all voices are heard in the discussion.</td>
<td></td>
</tr>
</tbody>
</table>

### 3C: Engaging Students in Learning

<table>
<thead>
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<th>Proficient</th>
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</tr>
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<tbody>
<tr>
<td>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes</td>
<td>The learning tasks and activities are aligned with instructional outcomes and designed</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and</td>
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Unit Assessment Teacher Intern Handbook
Origination Date: 8/01/05; Rev 9/6/05; Rev 1/2006; Rev 8/1/2006; Rev 11/1/06; Rev 7/19/11; Rev 1.15.13; Rev 10.3.13  Page 181
with the instructional outcomes or require only one response.

The pace of the lesson is too slow or too rushed.

Few students are intellectually engaged or interested.

but require only minimal thinking by students, allowing most to be passive or merely compliant.

The pacing of the lesson may not provide student the time needed to be intellectually engaged.

The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

The pacing of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.

but require only minimal thinking by students, allowing most to be passive or merely compliant.

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3D: Using Assessment in Instruction

**UNSATISFACTORY**

There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.

Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

**BASIC**

Assessment is used sporadically by candidate and/or students to support instruction through some monitoring of progress in learning.

Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.

**PROFICIENT**

Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advanced learning.

Students appear to be aware of the assessment criteria; some of them engage in self-assessment.

**DISTINGUISHED**

Assessment is fully integrated into instruction through extensive use of formative assessment.

Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.

Students self-assess and monitor their progress.

A variety of feedback, from both their candidate and their peers, is accurate, specific, and advances
Questions, prompts, and assessments are rarely used to diagnose evidence of learning.

Questions, prompts, and assessments are used to diagnose evidence of learning.

Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

<table>
<thead>
<tr>
<th>3E: Demonstrating Flexibility and Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNSATISFACTORY</strong></td>
</tr>
<tr>
<td>Candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Candidate ignores student questions, when students experience difficulty, the candidate blames the students or their home environment.</td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
</tr>
<tr>
<td>Candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
</tr>
<tr>
<td>Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.</td>
</tr>
<tr>
<td><strong>DISTINGUISHED</strong></td>
</tr>
<tr>
<td>Candidate seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Candidate persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</td>
</tr>
</tbody>
</table>
### Domain 4: Professional Responsibilities

#### 4A: Reflecting on Teaching

<table>
<thead>
<tr>
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<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</td>
<td></td>
<td></td>
<td>Candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</td>
<td>Candidate makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</td>
</tr>
<tr>
<td>Candidate has no suggestions for how a lesson could be improved.</td>
<td></td>
<td></td>
<td>Candidate makes general suggestions about how lesson could be improved.</td>
<td>Candidate make a few specific suggestions of what could be tried another time the lesson is taught.</td>
</tr>
</tbody>
</table>

#### 4B: Maintaining Accurate Records

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray.</td>
<td></td>
<td></td>
<td>Candidate’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</td>
<td>Candidate’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</td>
</tr>
<tr>
<td>Candidate’s records for noninstructional activities are in disarray, resulting in errors and confusion.</td>
<td></td>
<td></td>
<td>Candidate’s records for noninstructional activities are adequate by require frequent monitoring to avoid confusion.</td>
<td>Students contribute information and participate in maintaining the records.</td>
</tr>
</tbody>
</table>
### 4C: Communicating with Families

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communication with families about the instructional program, about individual students is sporadic or culturally inappropriate.</td>
<td>Candidate makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</td>
<td>Candidate communicates frequently with families about the instructional program and conveys information about individual student progress.</td>
<td>Candidate’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</td>
<td></td>
</tr>
<tr>
<td>Candidate makes no attempt to engage families in the instructional program.</td>
<td></td>
<td>Candidate makes some attempts to engage families in the instructional program.</td>
<td>Response to family concerns is handled with professional and cultural sensitivity.</td>
<td></td>
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</tbody>
</table>

### 4D: Participating in a Professional Community

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s relationships with colleagues are negative or self-serving.</td>
<td>Candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</td>
<td>Candidate’s relationships with colleagues are characterized by mutual support and cooperation; candidate actively participates in a culture of professional inquiry.</td>
<td>Candidate’s relationships with colleagues are characterized by mutual support and cooperation, with the candidate taking initiative in assuming leadership among the faculty.</td>
<td></td>
</tr>
<tr>
<td>Candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</td>
<td>Candidate becomes involved in the school’s culture of professional inquiry when invited to do so.</td>
<td>Candidate volunteers to participate in school events and ins school</td>
<td>Candidate takes a leadership role in promoting a culture of professional inquiry.</td>
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<td></td>
</tr>
</tbody>
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*University of Louisiana at Lafayette, College of Education*

*Unit Assessment Teacher Intern Handbook*

*Origination Date: 8/01/05; Rev 9/6/05; Rev 1/2006; Rev 8/1/2006; Rev 11/1/06; Rev 7/19/11; Rev 1.15.13; Rev 10.3.13  Page 185*
### 4E: Growing and Developing Professionally

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate engages in no professional development activities to enhance knowledge or skill.</td>
<td>Candidate participates in professional activities to a limited extent when they are convenient.</td>
<td>Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Candidate seeks out opportunities for professional development and makes a systematic effort to conduct action research.</td>
<td></td>
</tr>
<tr>
<td>Candidate resists feedback on teaching performances from either supervisors or more experienced colleagues.</td>
<td>Candidate accepts with some reluctance, feedback on teaching performance from both supervisors and colleagues.</td>
<td>Candidate welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</td>
<td>Candidate seeks out feedback on teaching from both supervisors and colleagues.</td>
<td></td>
</tr>
<tr>
<td>Candidate makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>Candidate finds limited ways to contribute to the profession.</td>
<td>Candidate participated actively in assisting other educators.</td>
<td>Candidate initiates important activities to contribute to the profession.</td>
<td></td>
</tr>
</tbody>
</table>

### 4F: Showing Professionalism

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Candidate displays dishonesty in interactions with colleagues, students, and the public.</td>
<td>Candidate is honest in interactions with colleagues, students, and the public.</td>
<td>Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</td>
<td>Candidate takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</td>
<td></td>
</tr>
<tr>
<td>Candidate is not alert to students’ needs and contributes to school</td>
<td>Candidate attempts, though inconsistently, to serve students.</td>
<td>Candidate is highly proactive in serving students, seeking out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
practices that result in some students’ being ill served by the school.

Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations

Candidate does not knowingly contribute to some students’ being ill served by the school.

Candidate’s decisions and recommendations are based on limited by genuinely professional considerations.

Candidate complies minimally with school and district regulations, doing just enough to get by.

Candidate is active in serving students, working to ensure that all students received a fair opportunity to succeed.

Candidate maintains an open mind in team or departmental decision making.

Candidate complies fully with school and district regulations.

resources when needed. Candidate makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.

Candidate takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Candidate complies fully with school and district regulations, taking a leadership role with colleagues.
H. Professional Development

The Professional Development entry consists of evidence of the teacher intern’s progression toward professional growth. Entry H consists of the following forms and evidence.

<table>
<thead>
<tr>
<th>Entry</th>
<th>Form</th>
<th>Artifact</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1. Professional Development Plan</td>
<td></td>
<td>X</td>
<td>This artifact is to be completed by the teacher intern as a reflection on teaching practices throughout the semester. The teacher intern will plan for further professional development during their first semester of teaching.</td>
<td>Portal IV Professional Development Plan Rubric Criteria for Passing: 0 may fall below Meets Expectations</td>
</tr>
<tr>
<td>H2. Resume</td>
<td></td>
<td>X</td>
<td>The resume submitted should include at least the following information: professional highlights and accomplishments, work history, and education.</td>
<td>Portal IV Resume Rubric Criteria for Passing: 1 may fall below Meets Expectations with No Ratings of Does Not Meet Expectations</td>
</tr>
</tbody>
</table>
H1. Professional Development Plan Artifact

As you complete your semester of student teaching, reflect on your experiences and develop a plan for your professional development. Utilize the evaluations and suggestions from your University Supervisor, Cooperating Teacher, and other professors with which you may have had experiences to determine areas in which you need further development. While professional development plans required by school districts are much more involved and detailed than what is asked in this professional development plan, the purpose of this plan is for you to identify areas in which you can begin to improve your very first semester of teaching. The following information will help you complete the Professional Growth Plan template on the next page.

Areas on the Form:

1. Enter the school session and then circle one (Teacher or Librarian).
2. Enter the parish school system under LEA.
3. Enter the name of your school.
4. Enter your full name under Employee Name.
5. Select your Goal then check one of the three areas, in the box to the right of the Goal box, which corresponds to your goal.
6. Indicate all required Action Steps, Resources Needed and Target Dates
7. Do not use the Beginning of the Year column.
8. Under the End of the Year column:
   A. Enter Teacher Intern comments under Employee Comments
   B. Enter Signature and Date of Teacher Intern
   C. Enter Cooperating Teacher comments under Evaluator Comments
   D. Enter Signature and Date of Cooperating Teacher
9. Upload to the artifacts bin and attach to PIV folio.
PIV. Professional Development Plan Artifact Template
Complete this form and submit as an ARTIFACT to Pass-Port

Professional Growth Plan (Teacher/Librarian)

School Session:
LEA:
School:
Employee Name:

<table>
<thead>
<tr>
<th>Goal of:</th>
<th>€ Planning and Preparation</th>
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<tbody>
<tr>
<td></td>
<td>€ The Classroom Environment</td>
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<td></td>
<td>€ Instruction</td>
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<tr>
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<th>Resources Needed</th>
<th>Target Date</th>
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<td>10.</td>
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<tr>
<th>Beginning of Year</th>
<th>End of Year</th>
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</thead>
<tbody>
<tr>
<td>Employee Comments:</td>
<td>Employee Comments:</td>
</tr>
<tr>
<td>Signature</td>
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<tr>
<td>Date</td>
<td>Date</td>
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<table>
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<tbody>
<tr>
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<tr>
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</table>

| Employee Comments: | |
| Signature          | |
| Date               | |

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</table>
4A: Reflecting on Teaching

**DOES NOT MEET EXPECTATIONS**
Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.

Candidate has no suggestions for how a lesson could be improved.

**APPROACHING EXPECTATIONS**
Candidate has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.

Candidate makes general suggestions about how lesson could be improved.

**MEETS EXPECTATIONS**
Candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.

Candidate make a few specific suggestions of what could be tried another time the lesson is taught.

--

4E: Growing and Developing Professionally

**DOES NOT MEET EXPECTATIONS**
Candidate engages in no professional development activities to enhance knowledge or skill.

Candidate resists feedback on teaching performances from either supervisors or more experienced colleagues.

Candidate makes no effort to share knowledge with others or to assume professional responsibilities.

**APPROACHING EXPECTATIONS**
Candidate participates in professional activities to a limited extent when they are convenient.

Candidate accepts with some reluctance, feedback on teaching performance from both supervisors and colleagues.

Candidate finds limited ways to contribute to the profession.

**MEETS EXPECTATIONS**
Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.

Candidate welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.

Candidate participated actively in assisting other educators.
### Portal IV: Professional Development Plan Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A: Reflecting on Teaching</td>
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<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>4E: Growing and Developing Professionally</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
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</table>
H2. Resume Artifact

Your resume should give an accurate picture of your education and experiences. For tips in writing a resume, you may search the internet as there are numerous web pages. The following were utilized in developing the below sample resume. If your University Supervisor does not specify a format, you may utilize the format of your choice. Please make certain that your resume components align with the required components of the rubric.

**SAMPLE RESUME - BEGINNING TEACHER**

Full Legal Name  
Mailing Address  
Telephone/Contact Number  
Email Address

**CAREER OBJECTIVE**  
If you have a cover letter, you generally do not need an objective. If you decide you want one anyway, it should be a concise and meaningful statement describing your career goals. Be as specific as possible without being too restrictive.

**EDUCATION**  
Manhattanville College, Purchase, NY  
Master of Professional Studies, May 2001

Connecticut College, New London, CT  
Bachelor of Arts, 1991  
Major: English; Minor: Psychology

**CERTIFICATION**  
Elementary Education (PreK-6) and Special Education (K-12)  
State of New York, expected June 2001

**FIELD EXPERIENCE**  
**Student Teacher**, Mamaroneck Avenue School, Mamaroneck, NY, 1/01-5/01  
**Second Grade Class**  
- Planned and organized materials for thematic units, including literature (mythology) and measurement (calendar, telling time).
- Motivated students by creating an active learning environment.
- Communicated with parents through a weekly newsletter.

**Fifth Grade, Special Education Class**  
- Designed and utilized IEP goals and objectives.
- Worked with students in all skill areas.
- Collaborated effectively with child study team.

**RELATED EXPERIENCE**  
**PTA President**, Alden Elementary School, Alden, NY, 6/98-6/00  
Organized first Great Books program in the school. Initiated and coordinated cooperative art program between Alden School and Hudson Valley Museum.

**Reading/Writing Tutor**, Westchester County, NY, 1999-2000  
Provided one-on-one tutorial services for elementary age students.

Responsible for day-to-day supervision of 12 campers, ages 6-8. Taught arts and crafts, and tennis.

**HONORS & AWARDS**  
List academic, leadership and athletic honors. If you only have academic awards you can list them under your GPA in the Education Section.

**SKILLS AND INTERESTS**  
Proficient in Microsoft Word and Excel; familiar with Internet  
Skilled in conversational French, nature photogr
# Portal IV: Resume Artifact Rubric

## Components

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>- This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling errors.</td>
<td>- The font and spacing of this resume are not appealing and easily scanned. There are more than one spelling or grammar errors.</td>
<td>- This resume fills the page but also is not overcrowded. There may be a single spelling or grammar error here. This resume could be easily scanned.</td>
<td></td>
</tr>
<tr>
<td><strong>Education Section</strong></td>
<td>- This section is missing the most crucial information. Institution is listed without a location. Graduation date is not listed. Major is listed but not degree. No GPA is stated in this section.</td>
<td>- This section is not well organized. Information such as institution with its location, graduation date, and major are included. Degree and GPA are not listed. There is no order to how information is formatted in this section.</td>
<td>- This section is organized, clear, and well defined. It highlights the most pertinent information. This section includes: institution with its location, graduation date, major, degree, GPA, study abroad, and any relevant course work.</td>
<td></td>
</tr>
<tr>
<td><strong>Experience Section</strong></td>
<td>- This section is not well defined, and there is no order to the descriptions of each position. Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment are listed.</td>
<td>- Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Places of work are included for each position but not locations, dates, and titles.</td>
<td>- This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. This section could be split into related and other experience.</td>
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<tr>
<td><strong>Honors/ Activities</strong></td>
<td>- This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed.</td>
<td>- This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement.</td>
<td>- This section is well organized and easy to understand. Activities and honors are listed and descriptions include skills gained and leadership roles held. Dates of involvement are listed.</td>
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### Portal IV. Resume Artifact Scoring Guide

<table>
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<tr>
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<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Not Observed</th>
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