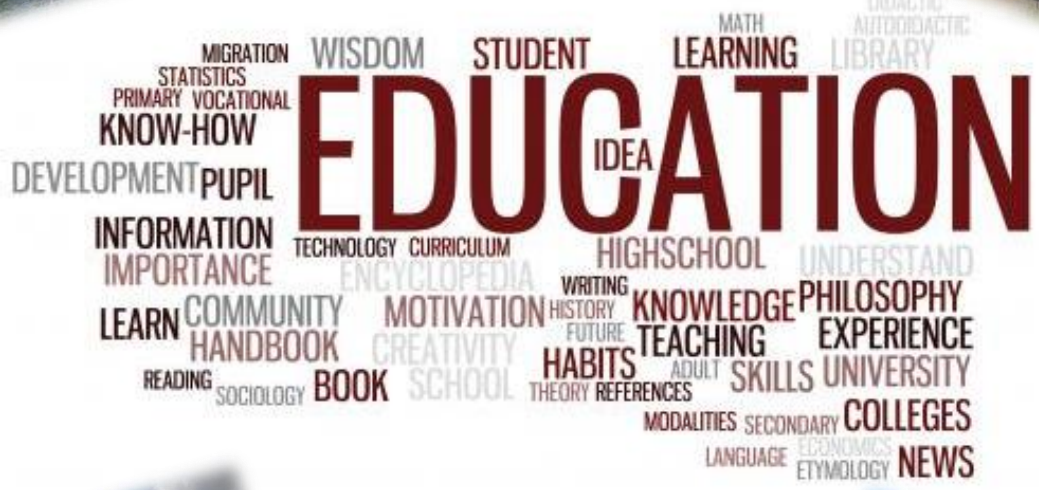
UNIVERSITY of LOUISIANA LAFAYETTE | College of Education

CLINICAL EXPERIENCE HANDBOOK:

A Handbook for
Residents, Teacher/Academic Interns,
Mentor Teachers, School Administrators,
and University Supervisors

2019 - 2020



Prepared by
The Office of Teacher Clinical Experiences
College of Education
University of Louisiana at Lafayette

UNIVERSITY of LOUISIANA LAFAYETTE | Office of Teacher Clinical Experiences

TABLE OF CONTENTS

CLINICAL EXPERIENCE HANDBOOK: PART I

SECTION I: WELCOME

Welcome Statement 5
Contact Information 7
Mission Statement 8
The Responsive Professional Conceptual Framework 9
Objectives and Expected Candidate Performance 10
Conceptual Framework Unit Outcomes 11

SECTION II: THE CO-TEACHING MODEL

The Co-Teaching Triad 12
Co-Teaching Roles 13
- Mentor Teacher 13
- Teacher Candidate 14
- University Supervisor 14

Co-Teaching Strategies & Examples 14

SECTION III: CLINICAL EXPERIENCE POLICIES AND PROCEDURES

Eligibility Requirements 16
Procedures for Assigning Resident and Intern to Mentor Teacher 18
Grading Procedures 18
Code of Ethics of the Education Profession 20

SECTION IV: RESIDENTS AND TEACHER INTERNS

Resident and teacher Intern Information 21
Guidelines and Management Tips 21
Resident and Teacher Intern Responsibilities 22
- Knowledge and expertise in Practice 22
- Planning and Professional Growth 22
- School and Community 23
- Attendance 23

Dress Code 23
Legal Issues/Liability 24
Teacher Recruitment /Job Placement 24
Certification Procedures 24
General Tips for Residents and Teacher Interns 24
Resources for Residents and Teacher Interns 25
Suggested Timelines for Residents and Teacher Interns 26

SECTION V: ACADEMIC INTERNS

Academic Intern Information 30
Academic Intern Responsibilities 30
General Tips for Academic Interns 30
Resources for Academic Interns 31

SECTION VI: MENTOR TEACHER INFORMATION

Criteria for Becoming a Mentor Teacher 32
Procedures for Assigning Residents and Teacher Interns to Mentor Teachers 33
Mentor Teacher Responsibilities 33
Mentor Teacher's Checklist 35
Clinical Experience Evaluations Timeline Checklist 35

SECTION VII: ADMINISTRATOR INFORMATION

Administrator Responsibilities 37
Administrator's Checklist 38

SECTION VI: UNIVERSITY SUPERVISOR INFORMATION

Eligibility Requirements 39
University Supervisor Responsibilities 39
University Supervisor's Checklist 41

CLINICAL EXPERIENCE HANDBOOK: PART II

PORTAL IV: ASSESSMENT GUIDE

Portal IV Assessment Guide for Residents, Teacher Interns, and Academic Interns 43

NOTE: All Portal Assessments (Artifact, Rubric, and Scoring Guides) are found in this section

APPENDICES

Appendix A: Forms for Residents and Teacher Interns and Academic Interns

Mentor Teacher Information Form 92

Residents, Teacher Interns, and Academic Interns Observation Form 93

Observation Form 94

Residents and Teacher Interns Documentation of Hours 95

Sample Evaluation Forms

Individual Lesson Evaluation Form 97

Mid-Term/Final Evaluation Form 99

Appendix B: Teacher Competencies 101

CLINICAL EXPERIENCE HANDBOOK: PART I

Section 1: Welcome

As we move from one-semester of internship into the year-long residency, we here at the university chose to propose an innovative program for our interns rather than follow that proposed by the state. After many months of back and forth discussion with the LDOE and BESE, our program was accepted. This program will be mandatory for all students entering the university in the 2018 - 2019 catalog. First semester seniors will begin the Teacher Internship Residency as Phase I and then move to Phase II the next semester.

However, we still have students in older catalogs who are not required to participate in the residency. These students may choose to complete one-semester of internship. The sunset date (ending date) for this program in older catalogs, set by the LDOE, is 2022. In order to track the candidates in the different catalogs and programs, we have instituted a new course, EDCI 400. ALL first semester seniors must register for this course, whether they are in the residency or not. ALL will be assigned to a mentor teacher. In keeping with the new guidelines from the state, these candidates will remain at the same school and with the same mentor teacher during their final year at the university. The candidates participating in the residency will be required to spend a minimum of 40% of the school's instructional time with the teacher during the first semester (Phase I: equates to 12 hours per week completed in no less than two visits per week and no less than two hours per visit starting on the first day of the district's calendar each semester. Phase I ends on the last day of the district's calendar and Phase II is the second semester of the senior year. It will begin on the same day the district begins its semester and candidates spend 100% of the school day with the mentor teacher. Phase II ends on the last day of final exams at UL. Those who are not in the residency during the first semester of the senior year will be assigned to a mentor teacher and will only need to fulfill the number of field experience hours required by the courses in which they are enrolled and then will spend 100% of the time during the second semester of the senior year as a teacher intern, with the same mentor teacher and at the same school ending on the last day of final exams at UL.

Residents and Teacher Interns: USE this handbook, refer to it often and make sure that your mentor teacher and your principal are apprised of the information provided herein.

Mentor Teachers, Administrators, and University Supervisors: We appreciate the opportunity you are providing for residents and interns in the field as they seek to connect theory with practice. The goal of this experience is for candidates to engage with an experienced teacher and learn highly effective teacher behaviors. Your assistance in this endeavor will be a great service to your resident or teacher intern and ultimately to the profession as we work together to prepare excellent teachers. 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!

Marlene C. Beard, Interim Director
Office of Teacher Clinical Experiences

This handbook was created as a guide to a successful clinical experience for residents, teacher interns, mentor 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.

Resident refers to an undergraduate student who has successfully completed all requirements and is engaged in the yearlong residency clinical experiences (see welcome letter for Residency requirements).

Teacher Intern refers to an undergraduate student who has successfully completed all requirements and is engaged in a one-semester clinical experience.

Academic Intern refers to an alternate certification candidate who is employed as a teacher and completes two semesters of internship [fall and spring only].

Mentor Teacher refers to the school-based staff member who has met the State, District, and College of Education's criteria and is responsible for mentoring and modeling best practices for the resident or 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 the liaison between the college and the assigned school for the teacher intern.

Clinical Experience refers to specified activities focusing on application of skills and/or knowledge to be completed in an approved school.

Students refer to the children enrolled in the school system in which the resident or teacher intern completes clinical experiences.

Supervisory Team refers to the team comprised of a school-based mentor teacher, the residency school site principal or designee, and university supervisor who shall supervise the interns in all residency experiences.

The Office of Teacher Clinical Experiences welcomes all inquiries related to the student teaching program.
Marlene Beard (Interim Director) beard@louisiana.edu,
Mrs. Patracia Thompson (Administrative Assistant) pxt4663@louisiana.edu Mr. Corbett East (Coordinator of Field Experiences) cke2964@louisiana.edu
P.O. Box 44812, Lafayette, LA 70504-4812 Office: (337) 262-1067 Fax: (337) 262-1065

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: Rev 10.22.15; 11.5.15, 12.3.15;
Rev July 31, 2019, Rev August 22,2019

Contact Information

College of Education

Maxim Doucet Hall Room 114
Phone: (337) 482-6678
Fax: (337) 482-5842

Office of Clinical Experiences

Soulier House
Phone: (337) 262-1067
Fax: (337) 262-1065

Department of Educational Curriculum and Instruction

Maxim Doucet Hall Room 301
Phone: (337) 482-6405
Fax: (337) 482-5842

Department of Educational Foundations and Leadership

Cecil Picard Child Development Center
Picard Room 257
Phone: (337) 482-6680
Fax: (337) 482-5262

School of Kinesiology

Bourgeois Hall Room 124B
Phone: (337) 482-6618
Fax: (337) 482-6278

Department of Counselor Education

Cecil Picard Child Development
Picard Room 253
Phone: (337) 482-1963
Fax: (337) 484-1953

LAFAYETTE

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

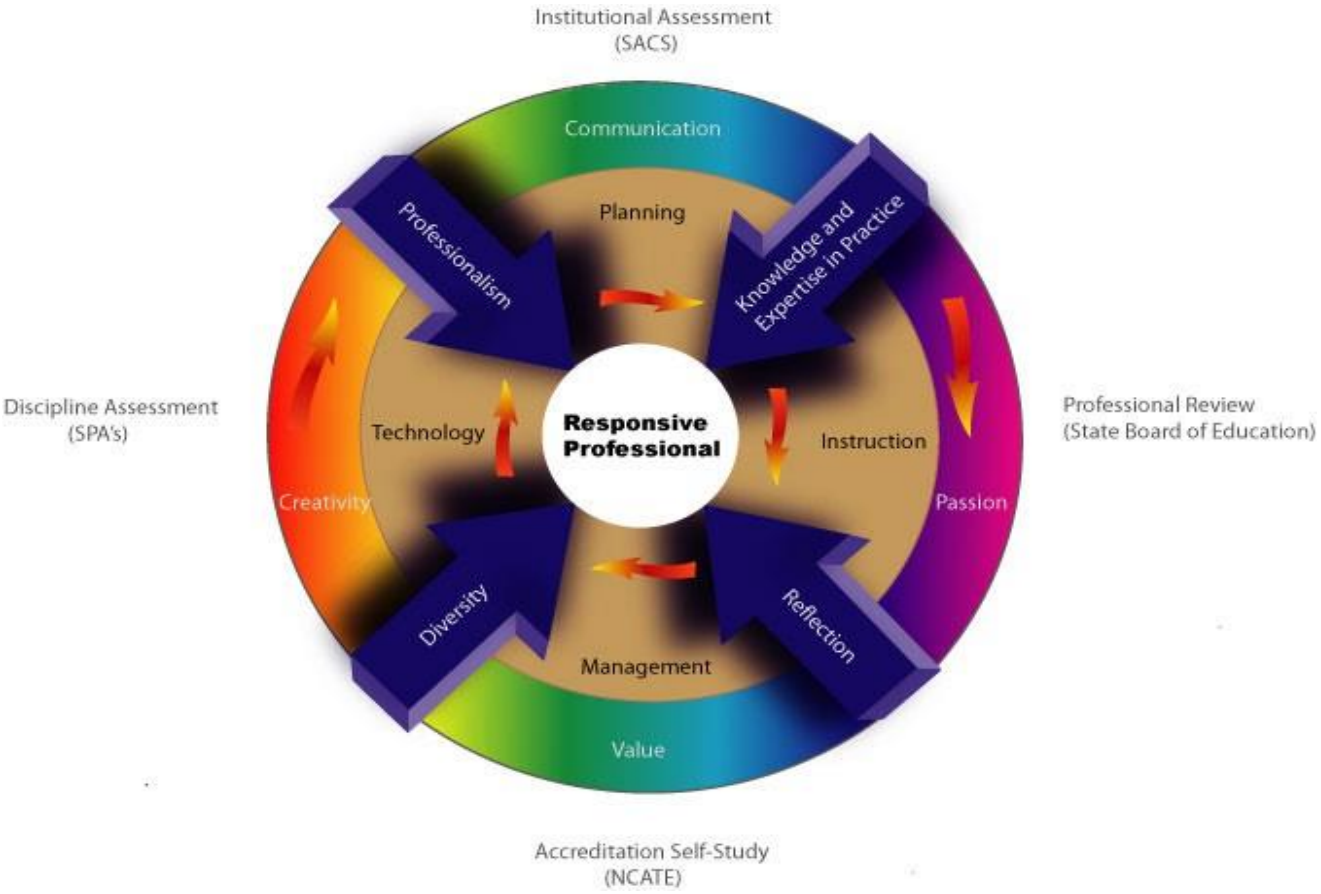
The mission of the Office of Teacher Clinical Experiences is to:

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 in the eight parishes this office supports and serves.

The Responsive Professional:

Conceptual Framework

Knowledge and Expertise in Practice



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:

KNOWLEDGE AND PRACTICE

The responsive professional demonstrates knowledge of content disciplines and engages in effective pedagogical practices.

REFLECTION

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

PROFESSIONALISM

The responsive professional actively seeks opportunities to grow professionally and generates plans for increasing knowledge of his/her field.

DIVERSITY

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.

COLLABORATION

The responsive professional recognizes the complex needs of learners and the necessity to collaborate to meet their needs.

ADVOCACY

The responsive professional demonstrates knowledge, reflection, appreciation of and sensitivity to the interdependent nature of education and professional communities.

SERVICE

The responsive professional fuses knowledge, reflection, advocacy, leadership and collaboration through service.

LEADERSHIP

The responsive professional demonstrates effective interpersonal communication and decision- making skills in leadership roles.

CONCEPTUAL FRAMEWORK UNIT OUTCOMES

CANDIDATE PROFICIENCES

Knowledge and Expertise in Practice – 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:

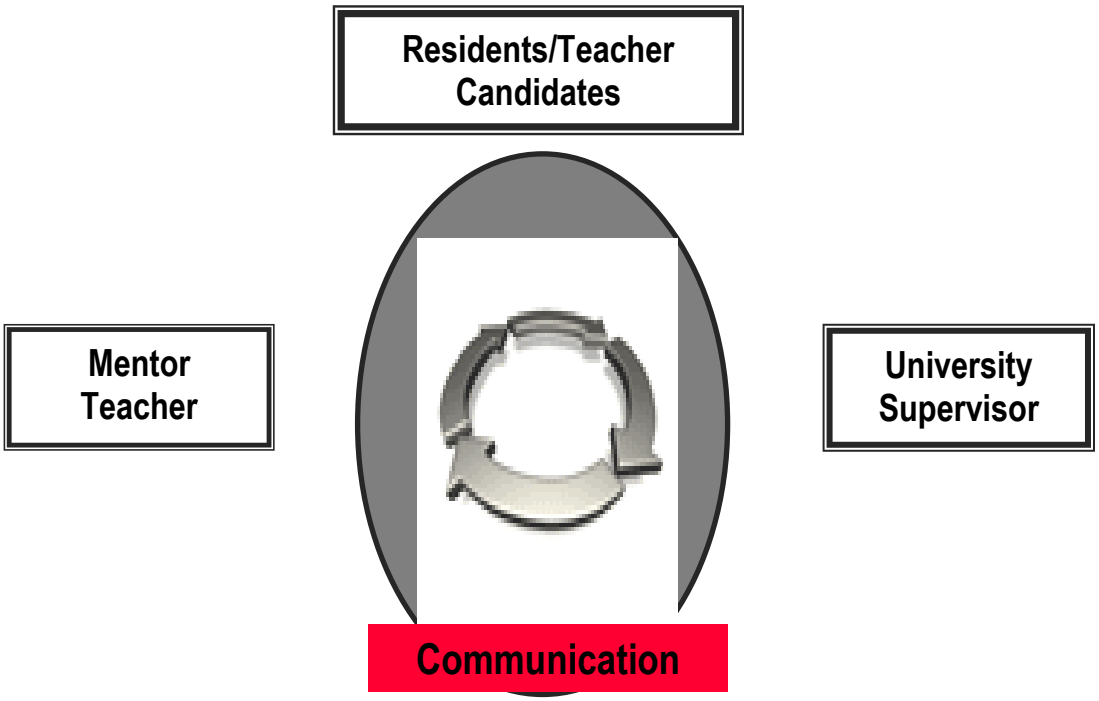
CF-P1 Collaborates effectively with students, parents, and colleagues.
CF-P2 Models appropriate behaviors and attitudes.
CF-P3 Sustains commitment to professional growth.
CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
CF-P5 Engages in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

SECTION 11:

Co-Teaching

…is defined as two (or three) teachers (mentor teacher and teacher candidate(s)) working together with groups of students - sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. *Teachers and Candidates are actively involved and engaged in all aspects of instruction*

The Co-Teaching Triad



What role does each person play?

Copyright 2015, The Academy for Co-Teaching and Collaboration at St. Cloud State University and TWH Consulting,
Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

In student teaching, a mentor teacher and a university supervisor support the development of a teacher candidate. These three individuals form a triad. Each member of the triad has particular roles that provide the foundation for a successful student teaching experience. Since the triad works together, it is important to know the responsibilities and expectations for each member.

1. Respect each other
2. Clearly define roles and responsibilities—agree on who will do what and when
3. Be flexible—be willing to try something different
4. Plan together
5. Don't take yourself too seriously (appropriate humor is always good)
6. Communicate
7. Seek administrative support

Remember:

Co-Teaching is an Attitude…

An attitude of sharing the classroom and students
Co-Teachers must always be thinking…

Mentor Teachers and Interns are
TEACHING TOGETHER!

Why Co-Teach?

- ✓ Reduce student/teacher ratio
- ✓ Enhanced ability to meet student needs in a large and diverse classroom
- ✓ Full use of the experience and expertise of the mentor teacher
- ✓ Consistent Classroom Management
- ✓ Greater student participation and engagement
- ✓ Enhanced collaboration skills
- ✓ Increase instructional options for all students

Roles: Mentor Teacher:

- ✓ Help the teacher candidate feel comfortable and welcome
- ✓ Review school policies and procedures
- ✓ Encourage teacher candidate to get involved in school activities
- ✓ Share materials and ideas
- ✓ Assist the candidate in developing standards-based lessons
- ✓ Observe and provide constructive feedback
- ✓ Know and implement the co-teaching strategies
- ✓ Mentor and guide the teacher candidate
- ✓ Model effective teaching strategies and professional behavior
- ✓ Be flexible; allow the teacher candidate to try new ideas
- ✓ Communicate expectations
- ✓ Be understanding and patient
- ✓ Maintain consistency and accountability

Teacher Candidate:

- ✓ Come ready to learn; be enthusiastic and show initiative
- ✓ Introduce yourself to team members and school personnel
- ✓ Ask questions and discuss professional issues
- ✓ Share ideas and work cooperatively; be flexible
- ✓ Help with all classroom responsibilities…record keeping, grading, etc.
- ✓ Know your content and be a continuous learner
- ✓ Plan engaging, standards based lessons
- ✓ Know and implement co-teaching strategies
- ✓ Accept feedback and put suggestions for improvement into practice
- ✓ Be proactive in initiating communication with your triad members
- ✓ Demonstrate respectful behaviors
- ✓ Be reflective about your practice
- ✓ Be patient with yourself and your mentor teacher
- ✓ Be a sponge; learn all you can from everyone in the building

University Supervisor:

- ✓ Provide a systematic and consistent presence during the student teaching experience
- ✓ Provide program information to the mentor teacher and teacher candidate
- ✓ Observe and provide feedback on a regular basis
- ✓ Act as a confidant for both the mentor teacher and teacher candidate
- ✓ Be an advocate for the teacher candidate
- ✓ Help the team build good communication and facilitate positive interactions
- ✓ Set clear expectations; be honest about a student's performance
- ✓ Collaborate with intern and mentor teacher to problem solve and when needed, make necessary decisions regarding next steps
- ✓ Schedule three-way conferences at the beginning and end of the experience
- ✓ Be knowledgeable in and supportive of the use of co-teaching strategies

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe *(Prefer to use **analyze** because observe suggests passive non-engaged behavior! MCB)*	***One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.*** **Examples:** One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions. **Tip:** When observing, collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.
One Teach, One Assist	***An extension of One Teach, One Observe (analyze) - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.*** **Examples**: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the MT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc. **Tip:** This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the MT interrupting the lesson.

Station Teaching	***The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.*** **Examples*:*** If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting. **Tips:** Stations cannot be hierarchical; students must be able to start at any station. This is an excellent way to have students working in smaller groups; allow the TC the opportunity to build confidence while teaching a mini-lesson multiple times; and keep the mentor teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.
Parallel Teaching	***Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.*** **Examples**: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson, students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems. **Tips:** Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the MT, timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.
Supplemental Teaching	**This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.** **Examples**: Using the results from a math exam, students are divided into two groups. One smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems. **Tips**: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or MT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.
Alternative or Differentiated	**Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.** **Examples**: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.). **Tips**: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as students should achieve the same objective but arriving there using different methods.
Team Teaching	**Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.** **Examples**: Both instructors can share the reading of a story or text so that the students are hearing two voices. The mentor teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event. **Tips**: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher. Team teaching takes intense planning, but the longer pairs work together, the less time it takes as they know what each other is going to contribute.

Copyright 2015, The Academy for Co-Teaching and Collaboration at St. Cloud State University and TWH Consulting, Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

Section III:

CLINICAL EXPERIENCE
POLICIES AND PROCEDURES

Eligibility Requirements

Residency Phase I:

Clinical experiences for Phase I residents consist of 40% of the instructional time each week which equates to twelve hours completed in a minimum of two days per week and a minimum of two hours per visit starting on the assigned district's first day of the semester. Supervision is done by a team that consists of a mentor teacher, principal (or designee), and a university supervisor for one semester. Requirements to enter Phase I clinical experiences are as follows:

- Prior to entering Phase I, you must have taken ALL parts of Praxis II (Content and Principles of Learning and Teaching) two weeks before the start of the semester.
- 2.5 overall cumulative grade point average
- 2.5 cumulative major grade point average
- All critical courses and major courses must be completed with a C or better
- Minimum of 90 credit hours of degree applicable coursework
- Apply for the State of Louisiana Resident Teacher Certificate
- Submit proof of affiliation with a professional educational organization offering education liability insurance

Residency Phase II:

Clinical experiences for Phase II residents consist of full-day assignments under the supervision of the mentor teacher and principal from Phase I and a university supervisor, for one semester. **Important**: Phase I and II MUST BE CONSECUTIVE SEMESTERS. Therefore, requirements to enter Phase II clinical experiences are as follows:

- Successful completion of Phase I requirements
- Successful completion of all coursework listed in the program of study (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)
- 2.5 overall cumulative grade point average
- 2.5 cumulative major grade point average
- Passing scores on all parts of the Praxis tests, including the Principles of Learning and Teaching (PLT) and the Specialty Exams (Content)
- Approval from the Dean's office indicating all requirements have been met to proceed to Phase II

Teacher Interns:

Clinical experiences for teacher interns consist of full-day assignments under the joint supervision of a mentor 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 (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 VIA
- ✓ 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 submitted through VIA the semester before the teacher internship is to begin.
- ✓ Approval from the Dean's office indicating all requirements have been met to proceed to your internship.

Academic Interns:

Academic interns have successfully completed a degree in another program of study and are seeking alternative certification in a teaching field. 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 alternative certification prescription.
- ✓ Successful completion of Portal III in VIA
- ✓ 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 VIA 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 Interns to Mentor Teachers

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 mentor teachers in high needs schools, and extenuating circumstances known to exist.

Once assignments are completed, information is sent out to the candidates, mentor teachers, and to the principal. Candidates should arrange the initial meeting with the mentor teacher.

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 the 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 people dedicated to helping children learn.

Grading Procedures

At the completion of the clinical experience, the resident, teacher intern, or academic intern will receive a credit or no-credit decision. Successful completion is determined by a joint decision between the Supervisory Team: mentor teacher, university supervisor, and the principal or his/her designee as well as the director of clinical experiences. The supervision shall include, at minimum, two formal observations of teaching practice the first semester and four observations the second semester, which shall include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Following are the minimum requirements for the completion of clinical experiences. **(**Mentor teachers, university supervisors, and/or individual programs of study may require additional activities, evidence, or artifacts for a resident or teacher intern to successfully exit the clinical experience.**)**

Minimum requirements are as follows:

All residents, teacher interns, and academic interns are required to obtain a paid subscription to VIA for the semester they complete their clinical experience. All teacher candidates will submit required artifacts and work samples through VIA as designated by their university supervisor and EDCI 440 professor/Instructor, if enrolled in the course. If an intern is not enrolled in EDCI 440, then all artifacts will be submitted to their university supervisor for evaluation. Items submitted should demonstrate the intern's knowledge, skills and disposition. The chosen artifacts should communicate to the unique personal and professional qualities of the resident/teacher intern and academic intern. Successful completion of all UNIT Assessment Artifacts and all Assessment Artifacts associated with the certification area (SPA—Specialized Professional Association) are required for degree completion and intern's participation in graduation ceremonies.

A resident, teacher intern, or academic intern who fails to meet the minimum assessment criteria set forth will have an Exit Review Committee convened to determine the intern's eligibility for degree completion. The Exit Review Committee will consist of the Director of Teacher Clinical Experiences, the university supervisor of the intern, the mentor teacher, the intern site principal or designee and one other person designated by the Dean of the College of Education.

The committee will review the intern's unsuccessful artifact and/or the intern's progress over the semester. If the committee finds that the intern's work is unsatisfactory, the intern will receive either an "I" for the semester and be allowed to complete the missing requirement(s) the next semester, or assigned "No Credit" for the clinical experience in which the resident, teacher or academic intern will have the opportunity to repeat the clinical experience. In such a case, the intern will not graduate that semester and cannot participate in graduation ceremonies.

If the committee finds that the intern's work is satisfactory after reviewing the work and progress over the semester, the intern will receive a "credit" for clinical experience and will be eligible for graduation.

Clinical Experience Hours

UL Lafayette's Innovative Program approved by the State Department states:

First-semester senior residents must spend 40% of the instructional work week which equates to twelve (12) hours per week starting when the **district schools** begin and end the semester. A schedule must be set with the mentor teacher, and the hours must be completed in no less than two days per week and no less than two hours per visit. The **second semester** of the senior year, **residents** will begin when the district schools begin the semester and end on the last day of final exams for UL candidates. During this semester, residents will participate 100% of the school day.

See Appendix B for Hours Documentation Log – to be turned in to the Office of Teacher Clinical Experience (OTCE) at the end of each semester. **These hours must also be documented as field experiences in VIA.**

Teacher interns will begin the **second semester** of the senior year when the district schools begin the semester and end on the last day of final exams for UL candidates and will participate 100% of the school day. See Appendix B: Teacher Intern Hours of Documentation Form – to be turned in to OTCE at the end of the semester. **These hours must also be documented as field experiences in VIA.**

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--

- ✓ *Shall not unreasonably restrain the student from independent action in the pursuit of learning.*
- ✓ *Shall not unreasonably deny the student's access to varying points of view.*
- ✓ *Shall not deliberately suppress or distort subject matter relevant to the student's progress.*
- ✓ *Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.*
- ✓ *Shall not intentionally expose the student to embarrassment or disparagement.*
- ✓ *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--*
  - ❖ *Exclude any student from participation in any program*
  - ❖ *Deny benefits to any student*
  - ❖ *Grant any advantage to any student*
- ✓ *Shall not use professional relationships with students for private advantage.*
- ✓ *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 III: RESIDENT/TEACHER INTERNS

Resident/Teacher Intern Information

This first section is designed for the resident or 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 7.) 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 resident or t*eacher* intern. A resident/teacher intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. 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 mentor teacher.

Guidelines and Management Tips for 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 mentor teacher or university supervisor.
- ✓ Remember **confidentiality**!!!!
- ✓ Meet with assigned teacher to co-plan, co-teach, and co-reflect.
- ✓ Follow school specific teacher handbook including timelines such as when grades must be submitted and when lesson plans are due.
- ✓ Lesson plans MUST be turned in on time.
- ✓ Detailed lesson plans will be required each time you start with a mentor teacher. Shorter plans will be allowed when the mentor teacher and the university supervisor feel you are ready. All lesson plans should include State Standards, learning outcomes, procedures, and assessment(s)
- ✓ Tests, worksheets, etc. must be approved before duplicating.
- ✓ Let the mentor 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. Co-teaching observation tips are explained on page 14.
- ✓ 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 mentor teacher is teaching (Co-teaching strategies One Teach – One Observe and One Teach – One Assist), 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 mentor 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!

Resident/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 mentor 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 university supervisor questions, concerns or problems as early as possible
- ✓ Critique current professional readings
- ✓ **Complete and submit all necessary requirements through VIA**
- ✓ **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 Night, faculty meetings, Professional Learning Communities (PLC), 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 mentor teacher
- ✓ Organize the physical space so that it is conducive to learning
- ✓ Maintain accurate records
- ✓ Build positive and appropriate relationships with students
- ✓ Be consistent with expectations and follow through

Attendance

- ✓ A resident/intern is allowed three days absence. Any 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 mentor 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.
- ✓ Residents/teacher interns are required to follow the mentor teacher's daily schedule, arriving at school punctually and remaining as late as the mentor teacher is required to remain. If an absence is necessary, these steps are to be followed:
  - ➢ Notify the school office personnel, mentor 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 mentor 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

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

Legal Issues/Liability

- ✓ The resident/teacher intern is a guest in the classroom and is not protected by any professional contract or certificate.
- ✓ Every resident/teacher intern must be a member of a professional education organization and must have documentation of acceptable liability insurance for interns.
- ✓ Residents/teacher interns should not be left alone in the classroom for extended periods of time. The legal responsibility rests upon the mentor teacher, the substitute and/or the school.
- ✓ Residents (Phase I & II) can substitute up to ten days for pay **and** the time will count toward the required weekly hours; however, **teacher interns cannot** serve as substitute teachers until after their last day of student teaching.
- ✓ The resident/teacher intern should be introduced to and abide by the district and school policies.
- ✓ The resident/teacher intern should use professional skills and techniques in modifying student behavior and rely on the professional judgment of the mentor teacher while addressing the issues of classroom management.
- ✓ Confidentiality—**IMPORTANT**: the intern must recognize the importance of maintaining confidentiality when viewing student information. Failure to adhere to this principle is a severe infraction that could involve serious consequences.

Teacher Recruitment/ Job Placement

- ✓ The mentor teacher may have the opportunity to assist the resident/teacher intern in applying for the initial teaching job.
- ✓ A resident/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 mentor teacher may advise the resident/teacher intern about placement agencies, letters of application, and preparation for interviews.

Certification Procedures

- ✓ The resident/teacher intern will apply for certification through the Office of Student Services at a mandatory meeting held approximately three months prior to graduation.

General Tips for 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 children and they will respect you
- ✓ Involve all students in the lesson
- ✓ Use inflection when speaking
- ✓ Make eye contact with students
- ✓ Learn as much as you can from the mentor 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 Resident/Teacher Interns

Instructional Materials Center

This facility, open from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, is housed in Maxim Doucet Hall. 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 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, this office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences

Located in Soulier House and open daily from 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, this office serves interns, mentor teachers, principals, and university supervisors. If you experience any problems or questions, do not hesitate to contact us.

Career Services

This office coordinates Teacher Recruitment Day every semester. They also maintain a database for job options and put résumé s online for teacher candidates.

VIA (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. VIA is located in Maxim Doucet, room 314 and can be reached by emailing via@louisiana.edu or calling 337-482-1751.

Useful Websites

- University of Louisiana at Lafayette: www.louisiana.edu
- UL Lafayette College of Education: https://education.louisiana.edu
- Louisiana Department of Education: https://www.louisianabelieves.com/

Suggested Timelines for Residents/Teacher Interns:

One or Two Placements

The resident/teacher intern might be placed with one mentor teacher or several, depending on the area of certification and on the availability of mentor teachers at a school site. Every effort is made to provide the resident/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 the required percentage of actual teaching as required by the state of Louisiana.

One Placement

The following schedule is a suggested timeline. It is to be adjusted with the consent of the university supervisor. All resident/teacher interns are to begin on the first day co-teaching, co-planning, and co-reflecting with their mentor teacher. 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 as outlined in the co-teaching strategies.

WEEK	RESIDENT/TEACHER INTERN	MENTOR TEACHER
One	•**Make sure you can access Portal IV Folio in VIA** •**Report to school principal prior to beginning of first day** •**Learn pupils' names, interests & abilities** •**Study all material received** •**Observe actively (See Co-Teaching explanation page 14)** •**Assist pupils when needed (See Co-Teaching)** •**Assist with classroom routines (See Co-Teaching explanation pages 14-15)**	•Provide information on school policies & traditions •Provide a personal space for intern: desk & storage area •Demonstrate classroom routines and accepted procedures •Share copies of texts and manuals •Share personal teaching philosophy •Discuss expectations •Introduce resident/teacher intern to staff & faculty •Provide a variety of instructional techniques, methods, and approaches used and uniquely appropriate to teaching in intern's endorsement area
Two, Three, & Four	• **Obtain parent permission to utilize student work in Unit Assessment** • **Begin Résumé 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 VIA** • **Complete and submit Lesson Plan Artifact** • **Co-plan, co-teach, co-reflect** • **Assume responsibility for routines** • **Submit detailed lesson plans to mentor teacher prior to teaching** • **Observe in other classrooms or with specialty teachers**	• Arrange for observations of other teachers • Develop a system of daily & weekly evaluation • Provide written and verbal actionable feedback to resident/teacher intern • Co-plan, co-teach, co-reflect • 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

Five, Six, & Seven	• **Administer pre-test for lesson plan to be taught** • **Deliver lesson as designed in lesson plan artifact** • **Administer post-test, then submit Pre/Post Test Artifact to VIA** • **Complete Analyzing Results Artifact and submit to VIA** • **Focus on individual with special needs and collect information to complete Case Study Artifact** • **Continue to co-plan, co-teach, and co-reflect** • **Begin working on SPA artifacts required for VIA**	• Continue Co-planning, co-teaching, and co-reflecting with resident/teacher intern • Complete mid-term evaluation at end of week seven
Eight, Nine, & Ten	• **Complete Case Study Artifact and submit to VIA** • **Reflect on Unit/Lessons taught throughout semester** • **Complete and submit Professional Development Plan to VIA** • **Reflect on semester and complete the Managing An Effective Learning Environment Reflection and submit to VIA**	• Guide resident/teacher intern in curriculum requirements and instructional techniques • Provide specific suggestions for classroom management • Assist resident/teacher intern in the development of a professional development plan
Eleven & Twelve	• **Invite principal to observe** • **Complete SPA artifacts related to your certification area/major (not all majors have SPA artifacts)**	• Provide daily actionable feedback and evaluation • Advise resident/teacher intern on classroom management, instruction and assessment
Thirteen & Fourteen	• **Return materials and text to appropriate persons** • **Observe in other classrooms**	• Complete evaluation forms for resident/teacher intern • Write any recommendations • Formally confer with university supervisor

Two Placements

Placement 1

WEEK	RESIDENT/TEACHER INTERN	MENTOR TEACHER
One	• **Make sure you can access Portal IV Folio in VIA** • **Report to school principal first school day** • **Learn pupils' names, interests & abilities and assists them when needed** • **Study all material received** • **Observe actively (See Co-Teaching explanation page 14)** • **Assist with co-planning, co-teaching, co-reflecting**	• Provide information on school policies & traditions • Provide a personal space for intern: desk & storage area • Demonstrate classroom routines and accepted procedures • Share copies of texts and manuals • Share personal teaching philosophy • Discuss expectations • Introduce resident/teacher intern to staff & faculty
Two & Three	• **Obtain parent permission to utilize student work in Unit Assessment Artifact** • **Begin Résumé Artifact** • **Review Artifact for Managing an Effective Learning Environment** • **Learn about the accountability assessments at your grade level for the Case Study Artifact** • **Submit lesson plans to mentor teacher prior to teaching** • **Observe other classrooms** • **Contact second placement teacher**	• Arrange for observations of other teachers • Develop a system of daily & weekly evaluation • Provide written and verbal actionable feedback to resident/teacher intern • Allow resident/teacher intern to share in weekly planning • Complete formal evaluation & share 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.
Four & Five	• **Continue to co-plan, co-teach, and co-reflect with mentor teacher** • **Invite principal to observe**	• Provide daily actionable feedback and evaluation • Guide resident/teacher intern in curriculum requirements and instructional techniques • Advise resident/teacher intern on classroom management
Six & Seven	• **Return materials and text to appropriate persons** • **Observe other classrooms**	• Complete evaluation forms for resident/teacher intern • Write any recommendations • Formally confer with university supervisor

END OF PLACEMENT #1

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

PLACEMENT 2

WEEK	RESIDENT/TEACHER INTERN	MENTOR TEACHER
Eight	• **Complete and submit Unit Plan to VIA** • **Complete and submit Lesson Plan Artifact** • **Report to school principal prior to beginning of first day (only if second placement is at a different school)** • **Learn pupils' names, interests & abilities** • **Study printed material received** • **Observe actively (See Co-Teaching explanation page 14)** • **Assist pupils when need** • **Begin co-planning, co-teaching, and co-reflecting**	• Provide information on school policies & traditions • Provide a personal space for intern: desk & storage area • Demonstrate classroom routines and accepted procedures • Share copies of texts and manuals • Share personal teaching philosophy • Discuss expectations • Introduce resident/teacher intern to staff & faculty • 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.
Nine & Ten	• **Administer pre-test for lesson plan to be taught** • **Deliver lesson as designed in Lesson Plan Artifact with appropriate adjustments** • **Administer post-test then submit Pre/Post- test Artifacts to VIA** • **Complete Analyzing Results Artifact and submit to VIA** • **Focus on individual with special needs and collect information to complete Case Study Artifact** • **Observe in other classrooms or with specialty teachers**	• Arrange for observations of other teachers • Develop a system of daily & weekly evaluation • Provide written and verbal actionable feedback to resident/teacher intern • Co-plan, co-teach, and co-reflect with resident/teacher intern • Complete formal lesson evaluation and share with intern at end of the third week with you
Eleven & Twelve	• **Complete Case Study Artifact and Submit through VIA** • **Reflect on unit/lessons taught throughout semester; complete and submit Professional Development Plan to VIA** • **Reflect on semester and complete the Managing an Effective Learning Environment and submit to VIA.** • **Invite principal to observe** • **Complete SPA artifacts related to your certification area/major (not all majors have SPA artifacts)**	• Provide daily actionable feedback and evaluation • Guide resident/teacher intern in curriculum requirements and instructional techniques • Advise resident/teacher intern on classroom management • Assist resident/teacher intern in the development of a professional development plan
Thirteen & Fourteen	• **Return materials and text to appropriate persons** • **Observe in other classrooms** • **Work on professional portfolio** • **Complete SPA artifacts related to your certification area/major (not all majors have SPA artifacts)**	•Complete evaluation forms for resident/teacher intern •Write any recommendations •Formally confer with university supervisor

Section V:

ACADEMIC INTERN INFORMATION

ALL ACADEMIC INTERNS MUST PREPARE FOR ONE SCHOOL YEAR

Minimum Requirements:

1. Academic interns are evaluated 8-10 times **during the year** (4-5 times per semester)
2. 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 two evaluations using the Mid-Term /Final Evaluation Form and four evaluations using the Lesson Evaluation Report.
3. Written daily lesson plans
4. The lesson plan format is to conform to the school district form and, as a bare minimum, should include the main components:
   - ✓ State Standards and learning outcomes
   - ✓ Purpose and procedures
   - ✓ Assessment
5. Teaching schedule
6. Monthly reflection emailed to university supervisor
7. Self-evaluation of a lesson (1 fall and 1 spring)
8. 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/district. 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 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 mentor 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 Academic 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 7:30 am - 5:00 pm Monday – Thursday and 7:30 am – 12:30 pm Friday, this office assists candidates with information concerning graduation and certification procedures.

Office of Teacher Clinical Experiences

Located in Soulier House and open daily from 7:30 am - 5:00 pm Monday, Tuesday, and Thursday and 7:30 am – 12:30 pm Friday, this office serves residents/teacher/academic interns, mentor 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 résumé s online for teacher candidates.

VIA (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. See VIA contact info on page 25.

Useful Websites

- University of Louisiana at Lafayette: www.louisiana.edu
- ULL College of Education: https://education.louisiana.edu/
- Louisiana Department of Education: https://www.louisianabelieves.com/

Section VI: MENTOR TEACHERS

This section is designed for the mentor teacher. It will assist you with information you need to make this a meaningful experience for you, the students you teach, and the resident/teacher intern. The sections have been divided 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 *resident* or *teacher intern* under the supervision and guidance of a mentor teacher. An intern is an undergraduate student who has successfully completed all requirements and is engaged in clinical experiences. The *mentor teacher* is the person(s) responsible for mentoring and modeling the best practices for the resident/teacher intern throughout the clinical experience.

Clinical experience is a time to learn and practice the art of teaching and 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 mentor teacher assists the resident/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, mentor teachers also provide opportunities for interns to apply, share, and reflect on new knowledge.

Criteria for Becoming a Mentor Teacher

The University strives to select certified, qualified teachers as defined by state certification requirements. The following criteria have been established for individuals **willing** to serve as a mentor teacher:

- A valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment; or
- A valid Type B or Level 2 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 or Level 2 Louisiana certificate in the field of the supervisory assignment and completion of assessor training through Louisiana Teacher Assistance and Assessment Program (LaTAAP); or
- National Board Certification; or
- State Mentor Teacher Training; or
- UL Lafayette Co-Teaching Training; or
- Completion of UL Lafayette Co-Teaching Modules

The selection of mentor teachers is a collaborative effort by the Director of the Office of Teacher Clinical Experiences, the district's superintendent or designee, and/or the principal of the prospective mentor 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 mentor teacher is not commensurate with the importance of the service rendered. It should be noted that the greatest rewards associated with working with interns are intangible in nature. Mentor 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 Mentor Teacher

Collaboration is sought when assigning resident/teacher interns to mentor teachers. The superintendent (or designee) and/or the principal make recommendations based on the teacher'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 resident/teacher intern.

Mentor Teacher Responsibilities

The mentor teacher undertakes some definite responsibilities in the program of educating beginning teachers. Essentially, the mentor 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 mentor 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 mentor teacher consist of, but are not limited to, the following:

Reflection

- Explain personal teaching philosophy and practices
- Explain school's mission and policies
- Inform resident/teacher intern of location of important school materials and areas
- Introduce intern to professional books and periodical
- Co-reflect on lessons taught

Advocacy

- Provide a personal space/desk area for the resident/intern to help establish intern's authority and responsibility as a co-teacher
- Show awareness of evolving instructional practices
- Promote the Resident/Teacher Intern Program to the school and larger community

Leadership

- Inform intern of preferred lesson plan format and timelines for submission (see Appendix for details)
- Demonstrate and support a variety of learning activities and teaching strategies
- Promote and maintain a positive climate in the classroom
- Observe and provide informal actionable feedback
    - Periodic verbal and written
    - Periodic conferences and ongoing dialogue
- Communicate expectations regarding:
    - Lesson plan including format (a sample lesson plan template is provided for the intern—see pages 51-53),
    - Oversight and approval of lesson plans before teaching
    - Classroom management techniques
        - 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-semester
    - 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
- 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

Clinical Experience Evaluations Timeline Checklist

Please use this document to aid in navigating the lesson evaluation process of your intern. Below, you will find a checklist of recommended due dates and feedback sessions.

There are two types of formal lesson evaluations that will be used to assess your intern's abilities to plan, implement, manage, and reflect on lessons that are approximately one hour in length. The first type of evaluation is called the "Individual Lesson Evaluation," and the second is called the "Clinical Experience Midterm or Final." Please arrange times with the intern to complete and discuss the evaluation. You are evaluating each of the items named in the detailed rubric, found in Part II of this handbook (see Table of Contents page 42.)

An **Individual Lesson Evaluation** (sample on page 97) is intended to help you identify areas of strengths as well as areas for further growth. The university supervisor will provide you with the evaluation documents. Please use the comment spaces on the lesson evaluation scoring sheet to provide your intern with actionable feedback. After the observation, a feedback session should be scheduled to discuss the results of the evaluation and make a plan for action. The conference may include suggestions for the intern to grow his/her knowledge, skills, and disposition.

The **Clinical Experience Midterm or Final Evaluations** should be conducted at mid-semester and at the end of the semester after a lesson evaluation has been completed. The university supervisor will give you the mid-term and final evaluation forms. Use the detailed rubric (page 79) to help you rate and identify strengths and weaknesses. Provide actionable feedback in the narrative box. You will use the Midterm Evaluation scoring sheet to guide discussion for growth and the Final Evaluation ratings will be used as a summative assessment. All evaluations should be turned in to the intern's university supervisor soon after completion.

We appreciate your role in this process of developing highly effective educators!

TASK	SUGGESTED DUE DATE	DONE	INITIALS
Individual Lesson Evaluation (Prior to Midterm Evaluation)	During weeks 3 - 6		
Midterm Evaluation	Week 7		
Feedback Session/Conference	Week 7		
Lesson Evaluation Prior to Final Evaluation	During weeks of 9 - 13		
Feedback Session/Conference	At your discretion		
Final Evaluation	Last week of semester		

Mentor Teacher's Checklist

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

Have the following available for the resident/teacher intern:

_____ Designated area for teacher intern and his/her 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, curriculum guides
_____ Faculty and student handbooks
_____ Access to School Improvement Plan

Become familiar with school policy concerning resident/teacher intern responsibilities and communicate those to intern:

_____ Reporting to school
_____ Absences
_____ Attendance at faculty meetings
_____ Supervisory activities

Schedule initial meeting with the resident/teacher intern:

_____ Date of meeting _____

Introduce resident/teacher intern 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

_____ Resident/Teacher Intern Documentation of Hours Form
_____ Student Release Forms

Orient resident/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 resident/teacher intern process. Should you have any questions, contact our office as soon as possible. The work we do would not be possible without your continued support.

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 *resident/teacher intern* under the supervision, guidance, and mentoring of a *mentor teacher.* As the *administrator* and instructional leader, you play a key role in the professional development of the resident/teacher intern.

A resident/teacher intern is an undergraduate student who has successfully completed all requirements of his/her program of study and is engaged in clinical experiences. As the administrator, you will work with the mentor teacher in mentoring the resident/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 mentor teacher when needed.

Administrator Responsibilities

Reflection

- Assist in the orientation of resident/teacher intern(s) to the campus
- Explain school's philosophy, mission statement, policies and program
- Assist mentor teacher(s) 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 resident/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 multicultural 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 resident/teacher intern on faculty committees
- Provide opportunities to observe policy development and decision making

Administrator's Checklist

Provide resources and materials for resident/teacher intern(s):

_____ Teacher and student handbooks
_____ Textbooks
_____ Curriculum guides/teacher's manuals
_____ Resource books
_____ Access to School Improvement Plan
_____ Other

Assign responsibilities of duties beyond the classroom:

_____ Duty post
_____ Meeting schedules

_____Meet with resident/teacher intern(s)

_____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 resident/teacher intern(s) to faculty/ staff

_____ Conduct one formal observation of resident/teacher intern

_____ Counsel regularly with mentor teacher concerning progress of resident/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 mentor 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 as needed.

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 mentor teacher, is to initiate the transformation from candidate 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.

Reflection

- Provide timely feedback to teacher intern
- Encourage self-evaluation of teacher intern
- Determine and report final grade in conjunction with mentor 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 as needed 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, mentor 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 VIA.**
- 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. **The evaluations (Individual Lesson Evaluation Report--ILER) must be entered in VIA.** University Supervisors complete **three** ILERs and enter information from **one** ILER from the mentor teacher
  - Provide helpful comments in addition to numerical scoring
  - Deliver mid-term and final evaluations promptly to mentor teacher
  - **Enter Mid-Term and Final Evaluation from mentor teacher into VIA.**
  - **Assess appropriate artifacts as designated by the Office of Clinical Experience and UNIT/SPA Assessments and submit through VIA.**
- Submit travel forms monthly
- Report to the Director of Clinical Experiences, following consultation with mentor teacher, resident/teacher interns displaying:
  - Unprofessional behavior
  - Lack of preparation for teacher duties
  - Frequent absenteeism and/or tardiness
  - Incompetence

University Supervisor's Checklist

_____ Contact the principal and let him/her know you will be working with the resident/teacher intern

_____ Contact the mentor teacher the first week of the semester to introduce yourself and discuss expectations

_____ Serve as the liaison between the mentor teacher, administration, and intern

_____ Provide your phone number and email address to mentor teacher and resident/teacher intern

_____ Contact resident/teacher intern to **discuss progress of UNIT Assessment Artifacts in VIA.**

_____ Remind your intern to submit absentee forms in a timely manner

_____ Inform Office of Teacher Clinical Experiences of any problems the intern voices or you observe

_____ Visit/evaluate the resident/teacher intern at least **4-5 times** during the semester, which is about once every a month

- It is up to you whether you wish to announce your visits to the resident/teacher intern. It might be beneficial, so you can ensure your intern will be teaching at the time of your visit.

_____ Submit your lesson evaluations to VIA (three are required by you and one by the mentor teacher that you will upload to VIA)

- You should mark numerical scores and write comments

_____ Offer to deliver the mentor teacher's evaluation forms to ensure their timely deliverance

_____ Submit your final evaluation and evaluation of all required UNIT Assessment Artifacts for interns through VIA by the designated date.

_____ Submit your travel forms at the end of each month.

CLINICAL EXPERIENCE HANDBOOK: PART II

UNIVERSITY OF LOUISIANA AT LAFAYETTE

Table of Contents

Introduction 43
Obtaining Permission from Parent/Guardian 44
Student Release Form 45
Planning for a Unit of Instruction 46
UNIT PIV: Unit Plan Artifact 47
UNIT PIV: Unit Plan Artifact Scoring Guide 50
Instructional Process 51
UNIT PIV: Lesson Plan Artifact Scoring Guide 60
UNIT PIV: Objective Pre/Post Test Artifact 61
UNIT PIV: Objective Pre/Post Test Artifact Rubric 62
UNIT PIV: Objective Pre/Post Test Scoring Guide 65
Analyzing Results Artifact 66
UNIT PIV: Analyzing Results Artifact Rubric 67
UNIT PIV: Analyzing Results Scoring Guide 69
Case Study Analysis Artifact 70
UNIT PIV: Case Study Analysis Artifact Rubric 71
UNIT PIV: Case Study Analysis Scoring Guide 73
Managing an Effective Learning Environment 74
UNIT PIV: Managing an Effective Learning Environment Artifact Rubric 75
UNIT PIV: Managing an Effective Learning Environment Scoring Guide 77
Clinical Experience Mid-Term/Final Evaluation 78
Clinical Experience Mid-Term/Final Evaluation Rubric 79
Professional Development 85
Professional Growth Plan 86
Professional Development Plan Artifact 87
UNIT PIV: Professional Development Plan Artifact Rubric 87
UNIT PIV: Professional Development Plan Artifact Scoring Guide 87
Résumé Artifact 88
Sample Résumé 88
UNIT PIV: Résumé Artifact Rubric 89
UNIT PIV: Résumé Artifact scoring Guide 90
Appendix A Forms 91
Mentor Teacher Information Form 92
Resident/Teacher Intern Information Form 93
Observation Form 94
Documentation of Hours Form 95
Individual Lesson Evaluation Report (sample) 97
Mid-Term/Final Evaluation Report (sample) 99
Appendix B Teacher Competencies 101

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: Rev 10.22.15; 11.5.15, 12.3.15;
Rev July 31, 2019, Rev August 22,2019

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 artifacts in VIA provide valuable evidence of competencies. Artifacts are documents or pieces of evidence that are used to substantiate your ability to perform required minimum skills.

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 VIA. Your university supervisor and/or your program of study may require other requirements and artifacts in addition to VIA. Your university supervisor or EDCI 440 professor will advise you of such requirements. The artifacts and assessments are submitted to VIA

Obtaining Permission from Parent/Guardian

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 residents/teacher interns, your mentor 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 VIA. 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

Student Release Form

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 resident/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 residents/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 residents/teacher interns.

Parent/Guardian Signature:_____

Date:_____

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:

Entry		Form	Artifact	Description	Assessment
C1.	**UNIT PIV Unit Plan Artifact**		**X**	The Unit Plan is a 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 length of the Unit Plan will be determined in consultation with your mentor 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.

It is your responsibility to organize this information ensuring the artifact meets all evaluation criteria on the rubric.

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 components listed below will help you meet the rubric expectations for 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 State Standards
3. **Learning Outcomes** – a list of measurable student outcomes related to the goals of the unit and aligned to the Louisiana State Standards. An outcome states what a student will know and be able to do at the end of the unit.
4. **Material List** - a list of all materials and resources (including technology) needed to teach the unit of study.
5. **Calendar of Lesson Plans/Outline** – this is a sequential list or table of individual lessons to be taught in the unit of study. The list should contain a title, learning outcome for each lesson, and a brief description of the main activity. Approximate timeline should be included.
6. **Accommodations and Modifications** – list and describe accommodations and modifications that may be considered throughout the unit to meet the needs of some learners.
7. **Attention to Diversity –** an explanation of diverse issues/components considered and addressed in the unit.
8. **Assessments** – Use the pre-test artifact as a pre assessment that will inform your instruction. Describe how the pre-test data helped you adjust individual components of the unit plan. Explain how you used the pre-test data to adjust instruction for individuals or groups of students. Note any other types (includes formal and informal) of assessment that will be included during the implementation of the unit. At the end of the unit administer the post-test to see what knowledge was gained.
9. **Follow IEP or IFSP** as called for/based upon student population.

UNIVERSITY OF LOUISIANA AT LAFAYETTE

COLLEGE OF EDUCATION

UNIT PIV: UNIT PLAN RUBRIC

DOMAIN 1: PLANNING AND PREPARATION			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Displays Knowledge of Content and Pedagogy ALIGNMENTS: CAEP 1.3 INTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: Candidate displays solid 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. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Demonstrates Knowledge of Students ALIGNMENTS: CAEP 1.1 INTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	The plan shows evidence of: Candidate demonstrates little or no understanding how students learn and of knowing the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The plan shows evidence of: Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	The plan shows evidence of: Candidate understands 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Sets Instructional Outcomes ALIGNMENTS: CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	The plan shows evidence of: Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	The plan shows evidence of: Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	The plan shows evidence of: Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Demonstrates Knowledge of Resources ALIGNMENTS: CAEP 1.5 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	The plan shows evidence of: Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.	The plan shows evidence of: 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.	The plan shows evidence of: 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Coherent Instruction ALIGNMENTS: CAEP 1.4 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	The plan shows evidence of: 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.	The plan shows evidence of: 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. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The plan shows evidence of: Candidate coordinates 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. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Designs Student Assessments ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 1F: Designing Student Assessments	The plan shows evidence of: 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.	The plan shows evidence of: 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 use assessment results to plan for future instruction for the class as a whole.	The plan shows evidence of: 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.

UNIT PIV: Unit Plan Artifact Scoring Guide

Domain I: Planning and Preparation	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
1A: Knowledge of Content and Pedagogy	0	0	**0**
1B: Demonstrating Knowledge of Students	0	0	**0**
1C: Setting Instructional Outcomes	0	0	**0**
1D: Demonstrating Knowledge of Resources	0	0	**0**
1E: Designing Coherent Instruction	0	0	**0**
1F: Designing Student Assessments	0	0	0

D. Instructional Process

This section consists of the following:

	Entry	Form	Artifact	Description	Assessment
D1.	**UNIT PIV: Lesson Plan Artifact**		**X**	Evidence of ability to plan for instruction.	**Portal IV Lesson Plan Artifact Rubric** **Criteria for Passing:** **Two (2) items may fall below *Meets Expectations* with No Ratings of *Does Not Meet Expectations***
D2.	**UNIT PIV: Objective Pre/Post Test**		**X**	Evidence of sound assessment techniques including sample pre- and post. **Artifact must be contained in 1 DOCUMENT AND UPLOADED INTO VIA**	**Portal IV Objective Pre/Post Test and Performance Assessment Artifact** **Criteria for Passing:** **One (1) item may fall below *Meets Expectations* with No Ratings of *Does Not Meet Expectations***
D3.	**UNIT PIV: Analyzing Results Artifact**		**X**	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 VIA**	**Portal IV Analyzing Results** **Criteria for Passing:** **One (1) item may fall below *Meets Expectations* with No Ratings of *Does Not Meet Expectations***

D1. UNIT PIV: Lesson Plan Artifact

In the previous artifact, the Unit Plan Artifact, you constructed a unit plan for the delivery of instruction. The Lesson Plan Artifact must be one of the lessons from the Unit Plan Artifact. This artifact requires **additional criteria** as seen in the Suggested Daily Lesson Plan Format.

The content and format of the Lesson Plan Artifact should be a collaborative effort between the intern and the mentor teacher. The university supervisor and/or mentor teacher may require additional components to be considered as acceptable. The components listed below will help you meet the rubric expectations for this artifact.

- **Your Name**
- **Date of lesson**
- **Title of Lesson** – What is the subject of the lesson?
- **Time** – How much time will be needed to accomplish this lesson?
- **Pacing** – How much time will be allotted to each part of the lesson
- **Setting** – Age group/grade level of students you will 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 students know and be able to do by the end of the lesson? Make sure this aligns to the assessment(s) of this lesson.
2. **Standards Alignment** – What Louisiana Content Standard(s) will be addressed in this lesson? List the standard(s) that will be used for this lesson.
3. **Materials and Technologies** – What resources or technologies are employed throughout the delivery of this lesson? What outside resources will be brought in?
4. **Preparation** – Are there any special changes (schedule, room, etc.) that need to take place before or during the delivery of this lesson?
5. **Introduction**
    - What is done to ensure that the intern has the attention and interest of the students? This is the "attention-getter and focuser". ("setting the stage" and providing a "hook")
    - Review previously learned concepts for scaffolding; build background knowledge.
    - Informally assess students' knowledge to help with direction of lesson; find misconceptions.
    - What is the instructional purpose and what is its relationship to a broader context? Communicate what students need to learn and be able to do by the end of the lesson.
6. **Developmental Activities/Procedures** – includes activities that develop the outcomes. State purpose for the activity and its connection to standard(s).
7. **Model:**
    - The intern introduces the topic and teaches the skill/concept to be learned. This part is a demonstration of the process and/or description of information.
    - Elaborate on what will be said and done.
    - Include how the students will be intellectually engaged.
8. **Guided Practice:**
    - The intern works with the students and provides additional opportunities to practice the skill/concept that will help students apply and practice new skills or knowledge.
    - Questioning—What questions will be asked to promote learning and thinking? How will all students be heard? List a minimum of two higher order thinking questions.
    - Collaborative Strategies—Explain how the students will work in groups with specified tasks.
    - Monitoring—Informally assess student progress and use that information to inform instruction.
9. **Independent Practice:**
    - What will students, independent of help from the intern, do to practice and demonstrate understanding of the lesson?
    - What opportunities are employed to meet the needs of diverse learners?

6. **Content Closure** – How is the lesson "wrapped up"? this is one more opportunity to informally assess the students to determine if they have learned the information presented in this lesson. This is NOT an additional activity.
7. **Assessment Plan** – In alignment with the outcome(s) of the lesson, howwill the intern measure the progress of students? How will the product (any written assignment) be evaluated?
8. **Individual Differences Identified –** Include modification and accommodations to meet the needs of all learners.
9. **Planning for Diversity –** Provide reflection on diversity issues—how are students' needs considered and addressed?
10. **Feedback -** How and in what manner will performance feedback be provided to the students? This can include oral feedback/encouragement, daily or weekly correspondence with parents, or progress reports, etc.
11. **IEP/IFSP –** If necessary
12. **Reflection** – After the lesson is taught, reflect on its implementation
    - **Effectiveness** – Were instructional outcomes achieved? Include supporting evidence.
    - **Adjustments** – What changes would make the lesson better? Identify specific adjustments that could be made to this lesson or future lessons to address individual students' or groups of students' needs.

UL Lafayette
Suggested Daily Lesson Plan Format

Intern's name:_____ Subject: _____

Date: _____ Title of Lesson: _____

A. Standards:

B. Learning outcomes:

C. Materials:

D. Introduction:

E. Developmental Activities:

   a. Modeling:

   b. Guided Practice

   c. Independent Practice:

F. Closure

G. Accommodations/modifications:

H. Assessment:

I. Reflection

UNIVERSITY OF LOUISIANA AT LAFAYETTE

COLLEGE OF EDUCATION

UNIT PIV: LESSON PLAN ARTIFACT

DOMAIN 1: PLANNING AND PREPARATION			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Displays Knowledge of Content and Pedagogy ALIGNMENTS: CAEP 1.3 INTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: Candidate displays solid 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. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Demonstrates Knowledge of Students ALIGNMENTS: CAEP 1.1 INTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	The plan shows evidence of: Candidate demonstrates little or no understanding how students learn and of the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The plan shows evidence of: Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	The plan shows evidence of: Candidate understands 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Sets Instructional Outcomes ALIGNMENTS: CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	The plan shows evidence of: Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	The plan shows evidence of: Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	The plan shows evidence of: most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Demonstrates Knowledge of Resources ALIGNMENTS: CAEP 1.5 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	The plan shows evidence of: Candidate is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	The plan shows evidence of: 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.	The plan shows evidence of: 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Coherent Instruction ALIGNMENTS: CAEP 1.4 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	The plan shows evidence of: 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.	The plan shows evidence of: 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. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The plan shows evidence of: Candidate coordinates 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. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Designs Student Assessments ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3 Instructional Practice) COMPASS 1F: Designing Student Assessments	The plan shows evidence of: 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	The plan shows evidence of: 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 use assessment results to plan for future instruction for the class as a whole.	The plan shows evidence of: 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.

DOMAIN 3: INSTRUCTION			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Communicates with Students ALIGNMENTS: CAEP 1.1 INTASC 5: Application of Content (2 – Content) COMPASS 3A: Communicating with Students	The plan shows evidence of: The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The candidate's explanation of the content contains major errors. The candidate's spoken or written language contains errors of grammar or syntax. The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The plan shows evidence of: 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. The candidate's explanation of the content may contain minor errors, some portions are clear; other portions are difficult to follow. The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement.	The plan shows evidence of: The candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the candidate invites student intellectual engagement. Candidate's spoken and written language are clear and correct and candidate uses vocabulary appropriate to the students' ages and interests.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Uses Varied Questioning and Discussion Techniques ALIGNMENTS: CAEP 1.1 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3B: Questioning and Discussion Techniques	The plan shows evidence of: 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 style, with the candidate mediating all questions and answers.	The plan shows evidence of: 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 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.	The plan shows evidence of: 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 discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Engages Students in Learning ALIGNMENTS: CAEP 1.1 INTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The plan shows evidence of: 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.	The plan shows evidence of: 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 students the time needed to be intellectually engaged.	The plan shows evidence of: 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Uses Assessments in Instruction ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances 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.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Demonstrates Flexibility and Responsiveness ALIGNMENTS: CAEP 1.1 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3E: Demonstrating Flexibility and Responsiveness	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: Candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodates student questions, needs, and interests. Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Reflects on Teaching ALIGNMENTS: CAEP 1.2 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4A: Reflecting on Teaching	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: 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 makes a few specific suggestions of what could be tried another time the lesson is taught.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Shows Professionalism ALIGNMENTS: CAEP 1.1 NTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4F: Showing Professionalism	The plan shows evidence of: Candidate displays dishonesty in interactions with colleagues, students, and the public. Candidate is not alert to students' needs and contributes to school 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	The plan shows evidence of: Candidate is honest in interactions with colleagues, students, and the public. Candidate attempts, though inconsistently, to serve students. Candidate does not knowingly contribute to some students being ill served by the school. Candidate's decisions and recommendations are based on limited but genuinely professional considerations. Candidate complies minimally with school and district regulations, doing just enough to get by.	The plan shows evidence of: Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Candidate maintains an open mind in team or departmental decision making. Candidate complies fully with school and district regulations.

UNIT PIV: Lesson Plan Artifact Scoring Guide

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Domain 1: Planning and Preparation			
1A: Knowledge of Content and Pedagogy	0	0	0
1B: Demonstrating Knowledge of Students	0	0	0
1C: Setting Instructional Outcomes	0	0	0
1D: Demonstrating Knowledge of Resources	0	0	0
1E: Designing Coherent Instruction	0	0	0
1F: Designing Student Assessments	0	0	0
Domain 3: Instruction			
3A: Communicating with Students	0	0	0
3B: Questioning and Discussion Techniques	0	0	0
3C: Engaging Students in Learning	0	0	0
3D: Using Assessment in Instruction	0	0	0
3E: Demonstrating Flexibility and Responsiveness	0	0	0
Domain 4: Professional Responsibilities	**Does Not Meet Expectations**	**Approaching Expectations**	**Meets Expectations**
4A: Reflecting on Teaching	0	0	0
4F: Showing Professionalism	0	0	0

D2. UNIT PIV: OBJECTIVE PRE/POST TEST

This artifact is constructed and prepared for the purpose of assessing student outcomes for the instructional unit artifact. This artifact will provide evidence of your influence on instruction, and/or student learning. It also provides evidence of collaboration between the resident/teacher intern and the mentor teacher in bringing about increased student achievement.

The data from this artifact will be used in the following artifacts:

- Analyzing Results
- Case Study Analysis

In consultation with your mentor teacher and university supervisor, construct an objective pre- and post- test for a unit in which you are the lead teacher. This artifact may be teacher-created or be a mandated assessment. You also need to create a cover sheet for the assessment that addresses the guidelines set below.

Guidelines

In addition to your pre/post-test artifact, please provide the following information about this artifact:

- Overview of the unit (Unit Plan Artifact). Brief explanation of concepts covered in the unit.
- Unit outcomes
- What resources were used for this assessment?
- Reflect upon the following:
  - ✓ Did this assessment help you understand the needs of students' learning, what to teach to meet the needs of the students, growth made by the students due to your instruction?
  - ✓ Does this pre/post-test artifact allow opportunities for students to show what they know in a variety of ways?
  - ✓ How did the pre-test influence the development of the unit plan and student groups? How did it help you individualize instruction for all learners?
- Test construction Guidelines:
  - ✓ Complete/clear directions
  - ✓ Unambiguous test items
  - ✓ Appropriate organization
  - ✓ Identification of points awarded for each item

UNIVERSITY OF LOUISIANA AT LAFAYETTE

College of Education

UNIT PIV: OBJECTIVE PRE/POST TEST ARTIFACT RUBRIC

DOMAIN 1: PLANNING AND PREPARATION			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Displays Knowledge of Content and Pedagogy ALIGNMENTS: CAEP 1.3 INTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: 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. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
Teacher Candidate Demonstrates Knowledge of Students ALIGNMENTS: CAEP 1.1 INTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	The plan shows evidence of: Candidate demonstrates little or no understanding how students learn and of knowing the students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	The plan shows evidence of: Candidate indicates the importance of understanding how students learn and of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	The plan shows evidence of: Candidate understands 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Sets Instructional Outcomes ALIGNMENTS: CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	The plan shows evidence of: Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	The plan shows evidence of: Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	The plan shows evidence of: Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Demonstrates Knowledge of Resources ALIGNMENTS: CAEP 1.5 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	The plan shows evidence of: Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.	The plan shows evidence of: 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.	The plan shows evidence of: 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.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Designs Coherent Instruction ALIGNMENTS: CAEP 1.4 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing Coherent Instruction	The plan shows evidence of: 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.	The plan shows evidence of: 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. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The plan shows evidence of: Candidate coordinates 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. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Designs Student Assessments ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3–Instructional Practice) COMPASS 1F: Designing Student Assessments	The plan shows evidence of: 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.	The plan shows evidence of: 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 use assessment results to plan for future instruction for the class as a whole.	The plan shows evidence of: 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.

UNIT PIV: Objective Pre/Post Test Artifact Scoring Guide

Instruction: Student Assessment Domain III	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
1B Demonstrating Knowledge of Students	0	0	0
1C Setting Instructional Outcomes	0	0	0
1D Demonstrating Knowledge of Resources	0	0	0
1E Designing Coherent Instruction	0	0	0
1F Designing Student Assessments	0	0	0

D3. UNIT PIV: ANALYZING RESULTS ARTIFACT

Using the Pre/Post-Test Artifact's assessment data associated with your unit, complete the following:

1. Present the results from the pre/post-test.
    a. 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 outcomes by student, and positive or negative gains by student.
    b. Use a table format to report the data. You may add columns and rows as needed for outcomes and students.
2. Analyze the results.
3. Reflect on your effectiveness using the guiding questions below. Be sure to refer to the rubric that will be used to evaluate this VIA artifact.

Note: Do not use the students' names. The Student Release Form should be obtained for these individuals.

Sample: Analyzing Results Artifact

Objective Test – Raw Scores Total Possible 56 points				Objective 1		Objective 2		Objective 3		
Student	Pre	Post	Gain	Yes	No	Yes	No	Yes	No	Comments
A	22	42	20	X		X			X	
B	12	24	12		X	X		X		
C	45	40	-5	X		X			X	

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

1. List the total number of students included for each assessment. Briefly describe how you utilized the data from the pre/post-test assessment 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 outcome?
3. How many students and what percent obtained all outcomes? How many students and what percent obtained no outcomes?
4. Generally evaluate and reflect on your unit's effectiveness in how well the students achieved the outcomes. Use statistical evidence to support your narrative.
5. Describe instructional strategies that you would use in the future to assist in teaching one of the instructional outcomes.
    - ✓ Include ideas for students who did not meet outcomes, those who may need enrichment opportunities, and how you would use grouping strategies.
6. Choose one student (that you may use in the Case Study Artifact) who did not meet the outcome(s) 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 Pre/Post-Test?
    - ✓ What factors may have contributed to failure?
7. Include any other comparisons or generalizations. For example, did you notice if all the boys scored better than the girls?
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. Did it help to inform your instruction?

UNIVERSITY OF LOUISIANA AT LAFAYETTE

COLLEGE OF EDUCATION

UNIT PIV: ANALYZING RESULTS RUBRIC

DOMAIN 3: INSTRUCTION			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Uses Assessments in Instruction ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances 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.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Reflects on Teaching ALIGNMENTS: CAEP 1.2 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4A: Reflecting on Teaching	The plan shows evidence of: 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.	The plan shows evidence of: 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.	The plan shows evidence of: 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 makes a few specific suggestions of what could be tried another time the lesson is taught.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Maintains Accurate Records ALIGNMENTS: CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	The plan shows evidence of: Candidate's system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray. Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.	The plan shows evidence of: Candidate's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Candidate's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	The plan shows evidence of: Candidate's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
DOMAIN 3: INSTRUCTION			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Uses Assessments in Instruction (Evidence of Student Academic Growth) ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate does not use assessment results to design future instruction. Candidate does not follow-up with students who failed assessments. Candidate does not determine factors contributing to failure.	The plan shows evidence of: Candidate uses assessment results to plan for the class as a whole. Candidate provides remedial work on unmet objectives. Candidate determines factors that may have contributed to failure but not addressed. Candidate provides enrichment based on class performance.	The plan shows evidence of: Candidate uses assessment results to plan for individuals and groups of students. Candidate plans for additional instruction and remediation on unmet objectives. Candidate addresses factors that may have contributed to failure. Candidate provides enrichment on an individual basis based on student performance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Maintains Accurate Records (Summary of Class Progress) ALIGNMENTS: CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	The plan shows evidence of: Incomplete information in the table or no table is present in assignment. Numerous errors in analysis or analysis is not present.	The plan shows evidence of: Information in the table is not clearly labeled or presented. Errors detected in computations. Analysis is present with some errors in table and/or computation leading to inaccurate analysis. Analysis provided gives little insight into strategies that could ensure mastery of learning goals. Analysis shows limited understanding of assessment concepts.	The plan shows evidence of: All information in the table clearly labeled and presented with few errors. Pre- and Post-scores computed accurately. Accurate analysis based on information in the table. Analysis of the academic performance of the students includes some insight into strategies that could ensure mastery of learning goals Analysis shows some understanding of assessment concepts.

UNIT PIV: Analyzing Results Artifact Scoring Guide

Domain 3: Instruction	**Does Not Meet Expectations**	**Approaching Expectations**	**Meets Expectations**
3D Using Assessment in Instruction	0	0	0
Domain 4: Professional Responsibilities			
4A Reflecting on Teaching	0	0	0
4B Maintaining Accurate Records	0	0	0
Additional Criteria:			
Evidence of student academic growth	0	0	0
Summary of Class Progress	0	0	0

E. UNIT PIV: CASE STUDY ANALYSIS ARTIFACT

Entry	Form	Artifact	Description of Form	Assessment
E. Case Study Analysis Artifact: Summarizing State Standardized Tests and Individual Student Analysis		X	The Artifact 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. The analysis may also include the use of data obtained from multiple standardized tests to correlate data and to make an informed decision.	**Portal IV Case Study Analysis Rubric** **Criteria for Passing: Two (2) items may fall below *Meets Expectations* with No Ratings of *Does Not Meet Expectations***

The **Case Study Analysis** consists of two parts:

1. Summarize State Standardized Tests
2. Individual Student Analysis – You will analyze the success of a unit on an individual student using the associated pre/post-test and Analyzing Results artifacts.
3. Results will be articulated to student.

Guidelines:

As you are writing the narrative, please be sure to review the rubric expectations that will be used to evaluate this artifact.

1. With your mentor teacher, select one student who did not accomplish the outcomes(s) in the unit.
2. Request standardized test profile of the student. (Ex., DIBELS, iLEAP, LEAP, PARCC, EOC, NWEA, etc.)
3. Analyze the student's performance with the mentor teacher. Explain the content of the test and question types.
4. Identify how the student performed (levels, %s, etc.).
5. Choose instructional strategies/activities/assessments that you think would be best for this student and explain why you chose these.
6. Explain the process to the chosen student and provide feedback according to progress and results.

Note: *Do not use the student's name. The Student Release Form should be obtained for this individual.*

F. UNIT PIV: CASE STUDY ANALYSIS RUBRIC

DOMAIN 3: INSTRUCTION Standardized Testing			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher candidate demonstrates knowledge of accountability at grade level ALIGNMENTS: CAEP: 1.2 InTASC: 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate unclear of the test used for accountability at grade level. There are necessary components missing.	The plan shows evidence of: Candidate demonstrates some awareness of the test used for accountability at grade level. Some of the necessary components are incomplete.	The plan shows evidence of: Candidate accurately identifies the test used for accountability at grade level.
Teacher candidate demonstrates knowledge of standardized test content and format ALIGNMENTS: CAEP 1.2 InTASC: 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate is unable to describe the content of the test and the types of questions. Candidate is unable to interpret performance levels and student data derived.	The plan shows evidence of: Candidate minimally describes the content of the test and the types of questions. Candidate minimally interprets performance levels and student data derived.	The plan shows evidence of: Candidate accurately describes the content of the test and the types of questions. Candidate accurately interprets performance levels and student data derived.
Teacher candidate demonstrates knowledge of appropriate strategies for test preparation ALIGNMENTS: CAEP 1.2 InTASC: 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate is unable to identify appropriate strategies for test preparation.	The plan shows evidence of: Candidate minimally identifies appropriate strategies for test preparation.	The plan shows evidence of: Candidate accurately identifies appropriate strategies for test preparation.

DOMAIN 1: PLANNING AND PREPARATION			
Individual Analysis			
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher candidate demonstrates knowledge of instructional activities relating to learning goals/objectives ALIGNMENTS: CAEP 1.1 InTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C:Setting Instructional Outcomes	The plan shows evidence of: Candidate did not select instructional activities appropriate or related to learning goals/objectives.	The plan shows evidence of: Candidate selects instructional activities minimally or the activities are unclearly related to learning goals/objectives.	The plan shows evidence of: Candidate selects appropriate instructional activities related to learning goals/objectives.
DOMAIN 3: INSTRUCTION			
Teacher candidate demonstrates knowledge of instructional strategies matching needs of learner ALIGNMENTS: CAEP 1.1 InTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3E: Demonstrating Flexibility and Responsiveness	The plan shows evidence of: Candidate does not match instructional strategies to needs of learner.	The plan shows evidence of: Candidate's matching of instructional strategies to needs of learner is questionable.	The plan shows evidence of: Candidate accurately matches instructional strategies to needs of learners.
Teacher candidate appropriately analyzes student work according to needs ALIGNMENTS: CAEP 1.1 InTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The plan shows evidence of: Candidate's analysis of student work according to needs is incorrect and/or inaccurate.	The plan shows evidence of: Candidate's analysis of student work according to needs is somewhat accurate/unclear or incomplete.	The plan shows evidence of: Candidate accurately analyzes student work according to needs.
Teacher candidate uses methods of assessment suited for needs of learner ALIGNMENTS: CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate's methods of assessment are not suited for needs of learner.	The plan shows evidence of: Candidate's methods of assessment are somewhat connected to needs of learner.	The plan shows evidence of: Candidate's methods of assessment are clearly connected to needs of learner.
Teacher candidate uses methods of feedback suited for needs of learner. ALIGNMENTS: CAEP 1.2 InTASC 6: Assessment (3 – Instructional Practice) COMPASS 3D: Using Assessment in Instruction	The plan shows evidence of: Candidate's feedback is not provided in timely manner and/or is of poor quality.	The plan shows evidence of: Candidate's feedback is timely but minimal with limited highlights of strengths or needs.	The plan shows evidence of: Candidate's feedback includes qualitative comments that highlight strengths or needs.

UNIT PIV: Case Study Analysis Artifact Scoring Guide

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
STANDARDIZED TESTING			
Knowledge of accountability at grade level	0	0	0
Knowledge of standardized test content and format	0	0	0
Knowledge of appropriate strategies for test preparation	0	0	0
INDIVIDUAL ANALYSIS			
Instructional activity related to learning goals/objectives	0	0	0
Instructional strategies matched needs of learner	0	0	0
Appropriately analyzed student work according to needs	0	0	0
Methods of assessment suited for needs of learner	0	0	0
Method of feedback suited for needs of learner	0	0	0

F. UNIT PIV: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT

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

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

F1. Managing an Effective Learning Environment Plan Artifact

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 rubric expectations. The following provides a brief description of areas that need to be addressed in the plan:

A. Creating an Environment of Respect and Rapport

How will you create a classroom that promotes caring and respect between the teacher and the student where differences (both developmentally and intellectually) are respected and supported? How will you encourage individual potential? How will you respond to the students who are disrespectful to teachers or students?

B. Establishing a Culture for Learning

How will you get to know your students, their culture, and their family background? How will you convey to students that with hard work they can be successful?

C. Managing Classroom Procedures - established procedures to help organize activities (duration of lesson, location, teacher expectations).

1. **Instructional routines**
   - What procedures will you use during instructional techniques, i.e. teacher expectations and instructions, pacing the lesson, maintaining student attention or capturing student attention?
   - What methods (questioning, monitoring attention and giving feedback, giving instructions, pacing, how to have a discussion, varying instruction and media, showing enthusiasm) will you use?
   - How will you establish efficient transition routines and clearly define the time between lessons?
2. **Planning**
   - What procedures will you employ for sequencing the lesson, maintaining student attention and involvement, and maintaining individual accountability?

D. Managing Student Behavior

1. Teachers must create a community of learners. What procedures will you employ to organize class activities?
2. What rules will you establish for your classroom and how will you enlist student input?
3. How will you correct inappropriate or unacceptable behavior?
4. Will you use rewards and consequences? If so, what?

E. Management Routines

1. What will be your procedures to maintain order?
2. How will you determine seating arrangements?
3. How do you plan to ensure classroom arrangements are flexible enough to accommodate different settings?

4. Describe the arrangement of your classroom.
5. How will you manage small group and whole group instruction?

F. Questioning & Discussion Techniques

1. How will you engage students in higher order thinking skills?
2. How will you create genuine discussion among students?

G. Engaging Students in Learning

1. How will you encourage student exploration and problem solving so all students can be actively engaged in learning?

UNIVERSITY OF LOUISIANA AT LAFAYETTE

COLLEGE OF EDUCATION

UNIT PIV: MANAGING AN EFFECTIVE LEARNING ENVIRONMENT RUBRIC

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Creates an Environment of Respect and Rapport ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2A: Creating an Environment of Respect and Rapport	The plan shows evidence of: 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 disrespectful behavior.	The plan shows evidence of: 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. Candidate rarely demonstrates disrespect for one another. Candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	The plan shows evidence of: Candidate-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 candidate. Interactions among students are generally polite and respectful. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Establishes a Culture for Learning ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2B: Establishing a Culture for Learning	The plan shows evidence of: 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. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The plan shows evidence of: 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. 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.	The plan shows evidence of: 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. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Manages Classroom Procedures ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2C: Managing Classroom Procedures	The plan shows evidence of: Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	The plan shows evidence of: Some instructional time is lost through only partially effective classroom routines and procedures. 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. With regular guidance and prompting, students follow established routines.	The plan shows evidence of: There is little loss of instructional time because of effective classroom routines and procedures. The candidate's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Manages Student Behavior ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Differences (1 – The Learner and Learning) COMPASS 2D: Managing Student Behavior	The plan shows evidence of: There appear to be no established standard of conduct and little or no candidate monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	The plan shows evidence of: 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.	The plan shows evidence of: 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.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Organizes Physical Space ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2E: Organizing Physical Space	The plan shows evidence of: 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 plan shows evidence of: 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 plan shows evidence of: 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.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Uses Varied Questioning and Discussion Techniques AIGNMENTS: CAEP 1.1 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3B: Questioning and Discussion Techniques	The plan shows evidence of: 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 style with the candidate mediating all questions and answers.	The plan shows evidence of: 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 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.	The plan shows evidence of: 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 discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Engages Students in Learning ALIGNMENTS: CAEP 1.1 INTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	The plan shows evidence of: 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.	The plan shows evidence of: 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 students the time needed to be intellectually engaged.	The plan shows evidence of: 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.

UNIT PIV: Managing an Effective Learning Environment Scoring Guide

	Not Observed	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
2A Creating an Environment of Respect and Rapport	0	0	0	0
2B Establishing a Culture for Learning	0	0	0	0
2C Managing Classroom Procedures	0	0	0	0
2D Managing Student Behavior	0	0	0	0
2E Organizing Physical Space	0	0	0	0
3B Questioning and Discussion Techniques	0	0	0	0
3C Engaging Students in Learning	0	0	0	0

G. UNIT PIV: CLINICAL EXPERIENCE FINAL EVALUATION ARTIFACT

The Clinical Experience Final Evaluation Artifact is a collection of data from the Final Evaluation conducted by your mentor teacher. This is an automated process and will be completed by your mentor teacher with input from your university supervisor. You university supervisor will input the data into VIA for your final evaluation.

Entry	Form	Artifact	Description	Assessment
G. Clinical Experience Final Evaluation Artifact		X	Requirements for this artifact are specified on the Clinical Experience Final Evaluation Form.	**Portal IV Clinical Experience Final Evaluation Rubric** **Criteria for Passing: 4 may fall below Proficient with No Ratings of Unsatisfactory**

The Clinical Experience **Mid-Term Evaluation** is a collection of data by your mentor teacher. This is an automated process and will be completed by your mentor teacher with input from your university supervisor. The university supervisor will input the data into VIA for your **mid-term evaluation and final evaluation**.

NOTE: The mid-term and final evaluations use the same rubric.

UNIVERSITY OF LOUISIANA AT LAFAYETTE

COLLEGE OF EDUCATION

UNIT PIV: CLINICAL EXPERIENCE FINAL EVALUATION RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Displays Knowledge of Content and Pedagogy ALIGNMENTS: CAEP 1.3 INTASC 4: Content Knowledge (2 – Content) COMPASS 1A: Knowledge of Content and Pedagogy	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.	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.	Candidate displays solid 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. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Candidate displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Candidate's plan and practice reflect understanding of prerequisite relationships among topics and concepts and provides a link to necessary cognitive structures needed by students to ensure understanding. Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Demonstrates Knowledge of Students ALIGNMENTS: CAEP 1.1 INTASC 1: Learner Development (1 – The Learner and Learning) COMPASS 1B: Demonstrating Knowledge of Students	Candidate demonstrates little or no understanding how students learn and of knowing the 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 of knowing the students' backgrounds, cultures, skills, language, proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Candidate understands 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.	Candidate actively seeks knowledge of individual 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.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Sets Instructional Outcomes ALIGNMENTS: CAEP 1.1 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1C: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	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. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Demonstrates Knowledge of Resources ALIGNMENTS: CAEP 1.5 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 1D: Demonstrating Knowledge of Resources	Candidate is unaware of school or district resources for classroom use for the expansion of his or her own knowledge or for students.	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.	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.	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.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Designs Coherent Instruction ALIGNMENTS: CAEP 1.4 INTASC 7: Planning for Instruction (3 – Instructional Practice) COMPASS 1E: Designing 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.	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. The lesson or unit has a recognizable structure; the progression of activities is uneven with most time allocations reasonable.	Candidate coordinates 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. The learning activities have reasonable time allocations; they represent significant cognitive challenge with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	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. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Designs Student Assessments ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3 – Instructional Practice) COMPASS 1F: Designing Student Assessments	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.	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 use assessment results to plan for future instruction for the class as a whole.	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. Candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Candidate intends to use assessment results to plan for future instruction for groups of students.	Candidate's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of students' contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as candidate. Candidate intends to use assessment results to plan future instruction for individual students' use of the assessment information.

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Creates an Environment of Respect and Rapport ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2A: Creating an Environment of Respect and Rapport	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 disrespectful behavior.	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. Candidate attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Candidate-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 candidate. Interactions among students are generally polite and respectful. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	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 and contribute to high levels of civil interaction between all members of the class. The new result of interactions is that of connections with students as individuals.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Establishes a Culture for Learning ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2B: Establishing a Culture for Learning	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. Medium or low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	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. 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.	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. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	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.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Manages Classroom Procedures ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2C: Managing Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the candidate is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. 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. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The candidate's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Manages Student Behavior ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Differences (1 – The Learner and Learning COMPASS 2D: Managing Student Behavior)	There appears to be no established standard of conduct and little or no candidate monitoring of student behavior. Students 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 response to student misbehavior is sensitive to individual student needs and respects students' dignity.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Organizes Physical Space ALIGNMENTS: CAEP 1.1 INTASC 3: Learning Environments (1 – The Learner and Learning) COMPASS 2E: Organizing Physical Space	The physical environment is unsafe. 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.	The classroom is safe and learning is accessible to all students including those with special needs. Candidate makes effective use of physical resources, including computer technology. The candidate ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
DOMAIN 3: INSTRUCTION				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Communicates with Students ALIGNMENTS: CAEP 1.1 INTASC 5: Application of Content (2 – Content) COMPASS 3A: Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The candidate's explanation of the content contains major errors. The candidate's spoken or written language contains errors of grammar or syntax. The candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	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. The candidate's explanation of the content may contain minor errors; some portions are clear and other portions are difficult to follow. The candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Candidate's spoken language is correct; however, his or her vocabulary is limited or not fully appropriate to the students' ages or backgrounds	The candidate clearly communicates instructional purpose of the lesson including where it is situated within broader learning and explains procedures and directions clearly. Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the candidate invites student intellectual engagement. Candidate's spoken and written language is clear and correct and candidate uses vocabulary appropriate to the students' ages and interests.	The candidate links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The candidate's explanation of content is thorough and clear, developing conceptual understands through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The candidate's spoken and written language is expressive and the candidate finds opportunities to extend students' vocabularies.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Uses Varied Questioning and Discussion Techniques ALIGNMENTS: CAEP 1.1 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3B: Questioning and Discussion Techniques	Candidate's questions are of low cognitive challenge, require single correct responses, and/or are asked in rapid succession. Interaction between candidate and students is predominately recitation style with the candidate mediating all questions and answers.	Candidate's questions lead students through a single path of inquiry with answers seemingly determined in advance. The candidate attempts to frame some questions designed to 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.	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 discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Engages Students in Learning ALIGNMENTS: CAEP 1.1 INTASC 2: Learning Differences (1 – The Learner and Learning) COMPASS 3C: Engaging Students in Learning	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.	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 students the time needed to be intellectually engaged.	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.	All students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the candidate and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Uses Assessments in Instruction ALIGNMENTS: CAEP 1.2 INTASC 6: Assessment (3– Instructional Practice) COMPASS 3D: Using Assessment in Instruction	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.	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.	Assessment is used regularly by candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances 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.	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 candidate and peers, is accurate, specific, and advances learning. Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Demonstrates Flexibility and Responsiveness ALIGNMENTS: CAEP 1.1 INTASC 8: Instructional Strategies (3 – Instructional Practice) COMPASS 3E: Demonstrating 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 accommodates student questions, needs, and interests. Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches for students who have difficulty learning.	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.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Reflects on Teaching ALIGNMENTS: CAEP 1.2 INTASC 9: Professional Learning and Ethical Practice (4 – Professional responsibility) COMPASS 4A: Reflecting on Teaching	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.	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.	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 makes a few specific suggestions of what could be tried another time the lesson is taught.	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. Drawing on an extensive repertoire of skills, candidate offers specific alternative actions, complete with the probable success of different courses of action.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Maintains Accurate Records ALIGNMENTS: CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4B: Maintaining Accurate Records	Candidate's system for maintaining information of student completion of assignments and student progress in learning is nonexistent or in disarray. Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.	Candidate's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Candidate's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Candidate's system for maintaining information on student completion of assignments, student progress in learning and non-instructional records is fully effective.	Candidate's system for maintaining information on student progress in learning and non- instructional records is fully effective. Students contribute information and participate in maintaining the records.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Candidate Communicates with Families ALIGNMENTS: CAEP 1.1 INTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4C: Communicating with Families	Candidate communication with families about the instructional program and about individual students is sporadic or culturally inappropriate. Candidate makes no attempt to engage families in the instructional program.	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 the families.	Candidate communicates frequently with families about the instructional program and conveys information about individual student progress. Candidate makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Candidate's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Candidate's efforts to engage families in the instructional program are frequent and successful.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Participates in a Professional Community ALIGNMENTS: CAEP 1.1 INTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4D: Participating in a Professional Community	Candidate's relationships with colleagues are negative or self-serving. Candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	Candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Candidate becomes involved in the school's culture of professional inquiry when invited to do so. Candidate participates in school events and school and district projects when specifically asked to do so.	Candidate's relationships with colleagues are characterized by mutual support and cooperation; candidate actively participates in a culture of professional inquiry. Candidate volunteers to participate in school events and in school and district projects, making a substantial contribution.	Candidate's relationships with colleagues are characterized by mutual support and cooperation, with the candidate taking initiative in assuming leadership among the faculty. Candidate takes a leadership role in promoting a culture of professional inquiry. Candidate 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.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Grows and Develops Professionally ALIGNMENTS: CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4E: Growing and Developing Professionally	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.	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.	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 participates actively in assisting other educators.	Candidate seeks out opportunities for professional development and makes a systematic effort to conduct action research. Candidate seeks out feedback on teaching from both supervisors and colleagues. Candidate initiates important activities to contribute to the profession.
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Teacher Candidate Shows Professionalism ALIGNMENTS: CAEP 1.1 INTASC 10: Leadership and Collaboration (4 – Professional Responsibility) COMPASS 4F: Showing Professionalism	Candidate displays dishonesty in interactions with colleagues, students, and the public. Candidate is not alert to students' needs. Candidate makes decisions and recommendations based on self-serving interest. Candidate does not comply with school and district regulations being ill served by the school.	Candidate is honest in interactions with colleagues, students, and the public. Candidate attempts, though inconsistently, to serve students. Candidate does not knowingly contribute to some students being ill served by the school. Candidate's decisions and recommendations are based on limited but genuinely professional considerations. Candidate complies minimally with school and district regulations, doing just enough to get by	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Candidate maintains an open mind in team or departmental decision making. Candidate complies fully with school and district regulations.	Candidate takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Candidate is highly proactive in serving students, seeking out 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 resident/teacher intern's progression toward professional growth.

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

PIV. Professional Development Plan Artifact Template

Professional Growth Plan

School Year:_____ **Parish:**_____ **School:**_____

Employee Name:_____

Goal: Goal: Describe your problem or concern here. Explain in detail what is happening and what you've tried thus far. This should not be more than 200 words	Choose domain(s): ☐ Planning and Preparation ☐ The Classroom Environment ☐ Instruction

	Action Steps	Resources Needed	Target Date
1.	Explore wonderings, passion profiles, and determine question for investigation.	Seminar 1 Intro to Teacher Research	Week of
2.	Summarize resources	Seminar 2 List resources here. Use APA format 6th edition. Here is a link to a guide for APA: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html	Week of

3.	Create an action plan A. Participants Describe who is in your study. Grade level, males/females, adults/children B. Data Collection Strategy Explain what you will do to gather data to learn what could change. Be sure to include any educational materials you used, any testing or observational tools you will use. C. Timeline Share your projected timeline, when you will begin your study, when you will gather your data, when you stopped, when you will conduct your analysis, and when you will develop your conclusions and poster for your presentation.	Describe Action Plan Here	Week of
4.	Implement plan and track progress Keep a log of your implementation and include notes of what happened during this process (track progress).	Beginning implementation of plan	Weeks of
5.	Make statements of learning Develop your conclusions based on your analysis of the data you collected. Use all the elements of the research process to craft your poster for your presentation.	Complete your findings and develop your presentation poster for the Research Showcase	Weeks of
6.	Share and celebrate discoveries	Symposium for your Research – Location TBA	
7.	Reflection: Next steps This is where you will share your reaction to this experience, how it influenced you in dealing with this concern, what impact this experience may have on you as a teacher, and what you are considering doing with regard to this experience when you face challenges in your classroom.	This form including your reflections are posted in VIA Watermark	No Later than

Employee Rationale: *This is where you describe why you pursued the topic for you project This is your reasoning for this study.*
Signature Date

End of Semester Reflection: *This is where you will share your reflections on the following:*

- *Your research experience – describe the pluses (what went well), the minuses (what was challenging), and what was interesting (what "tickled your brain" about the experience.*
- *Explain what you took away as a result of the research experience. What did you learn? How will you use the research process to guide your instructional decision making as a teacher?*
- *Reflect on your intern experience holistically. You are to look at phase I and phase II and share how the experiences impacted you as a developing teacher, what aha moments occurred and how these aha experiences shaped how you will teach in the future.*

UNIT PIV: PROFESSIONAL DEVELOPMENT PLAN RUBRIC

	DOES NOT MEET EXPECTATIONS	APPROACHING EXPECTATIONS	MEETS EXPECTATIONS
Teacher Candidate Reflects on Teaching ALIGNMENTS: CAEP 1.2 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4A: Reflecting on Teaching	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.	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.	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 makes a few specific suggestions of what could be tried another time the lesson is taught.
	DOES NOT MEET EXPECTATIONS	**APPROACHING EXPECTATIONS**	**MEETS EXPECTATIONS**
Teacher Candidate Grows and Develops Professionally ALIGNMENTS: CAEP 1.1 INTASC 9: Professional Learning and Ethical Practice (4 – Professional Responsibility) COMPASS 4E: Growing and Developing Professionally	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.	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.	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 participates actively in assisting other educators.

UNIT PIV: Professional Development Plan Scoring Guide

	Not Observed	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
4A: Reflecting on Teaching	0	0	0	0
4E: Growing and Developing Professionally	0	0	0	0

H2. Résumé Artifact

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

SAMPLE RÉSUMÉ - 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

Institution Location
Degree, Major, Date

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. **Camp Counselor,** Merriewood Day Camp, Bedford, NY, Summers 1994-1997 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 photography.

UNIVERSITY OF LOUISIANA AT LAFAYETTE

College of Education

UNIT PIV: RÉSUMÉ ARTIFACT RUBRIC

Components	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Not Observed
Format	This résumé 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.	The font and spacing of this résumé are not appealing and easily scanned. There are more than one spelling or grammatical errors.	This résumé fills the page but also is not overcrowded. There may be a single spelling or grammatical error. This résumé could be easily scanned.	
Education Section	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.	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.	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.	
Experience Section	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.	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.	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.	
Honors/ Activities	This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed.	This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement.	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.	

UNIT PIV: Résumé Artifact Scoring Guide

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations
Format	0	0	0
Education Section	0	0	0
Experience Section	0	0	0
Honors/Activities	0	0	0

Appendix A:

Forms

University of Louisiana

Lafayette, Louisiana

Mentor Teacher Information Form

(Complete and submit to 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 intern

_____

_____

_____

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 resident/teacher intern to know about you

_____

_____

_____

University of Louisiana

Lafayette, Louisiana

Resident/Teacher Intern Information Form

(Complete and give to mentor 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_____

Mentor Teacher_____ **Grade level/subject**_____

Goals_____

_____

_____

Hobbies/Interests_____

_____

_____

Honors/Scholarships_____

_____

_____

Work Experience

_____

_____

_____

OBSERVATION FORM

(To be used by *resident*/*teacher intern* for observation of other teachers; minimum of 4 required)

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

Resident/Techer Intern Name _____ **School** _____

Mentor_____ **University Supervisor** _____

Scheduled Times (During Semester for PI)_____

DATE	Total number of hours at the school	Co-teaching Strategies Used	Total number of co-teaching Hours*	Instructional Lead		Planning Lead		SIGNATURE OF MENTOR TEACHER Must be signed each visit
				M	I	M	I	
Total Instructional Hours* for this sheet								

Recap of all hours:_____ **Intern's Signature:**_____

Page ___ of ___

NOTES FOR THE RESIDENT/TEACHER INTERN DOCUMENTATION OF HOURS FORM:

1. Time for Instructional hours is the time you spend with your mentor teacher co-planning and co-teaching (whole class, small group, or one-on-one instruction). Use the code M for mentor teacher when he/she leads the planning or instruction or I when you (intern) lead the planning or instruction. You must ALWAYS keep written plans for all lessons.
2. Under the column "Co-teaching Strategies Used", use the following codes for the strategies:
    - One teach/One Observe (Analyze) – OAN
    - One teach/One Assist – OAS
    - Parallel Teaching – PLT
    - Station Teaching – STT
    - Supplemental Teaching – SPT
    - Differentiated Teaching – DFT
    - Team Teaching – TMT
3. Column two: Total number of hours at school: record time for arrival and departure. For example: you arrive at 7:30 and leave at 3:30—put eight hours.
4. Column four: Total number of co-teaching hours—record only the hours you are co-teaching. This time **does not** include lunch, library period, or any other time the students are not in the class under your supervision. For example, you might have a total of six hours in this column.
5. **Absences must be documented on this form, with mentor teacher's signature.**

NOTE: University supervisor is required to upload <u>three</u> evaluations in VIA and Mentor teacher must submit <u>one</u> evaluation to the university supervisor to be uploaded to VIA.

UL Lafayette Office of Teacher Clinical Experiences

INDIVIDUAL LESSON EVALUATION REPORT **(REQUIRED)**

(To be used by the mentor teacher and 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 _____

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 resident/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:

Sample

DOMAIN III: 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

Comments:

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

4A: Reflecting on Teaching	1	2	3	4
4F: Showing Professionalism	1	2	3	4

Comments:

LESSON CRITIQUE

1. Strengths:

_____

_____

_____

_____

2. Areas of improvement:

_____

_____

_____

_____

Intern	University Supervisor	Mentor Teacher

Sample

UL Lafayette Office of Teacher Clinical Experiences

Clinical Experience Mid-Term or Final Evaluation

(REQUIRED)

NAME _____
Last First Middle

GRADE/SUBJECT TAUGHT_____ Date _____

MENTOR TEACHER_____SEMESTER/YEAR _____

SCHOOL_____UNIVERSITY SUPERVISOR _____

Please select status of candidate: Resident_____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 resident/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 Actionable 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 Actionable Evaluation:

Sample

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 Actionable 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 Actionable Evaluation:

Sample

University Supervisor _____ Intern _____ Mentor Teacher _____

White – Office of Teacher Clinical Experiences Yellow – University Supervisor Pink – Resident/Teacher Intern

Appendix B:

TEACHER COMPETENCIES

Subchapter C. General Teacher Competencies

§205. Introduction

A. The following teacher preparation competencies apply to all content areas and grade levels for which a teacher candidate may be certified to teach.

B. The competencies identify essential knowledge and skills that align with current expectations for practicing teachers, including but not limited to what a teacher candidate must know and be able to do in order to:

1. communicate and collaborate with students, colleagues, families, and community members to support students' learning and development; and
2. design and deliver effective instruction to all students, including students with exceptionalities and students in need of academic and non-academic intervention in a regular education setting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1296 (July 2017).

§207. General Competencies

A. The teacher candidate demonstrates, at an effective level, the Louisiana components of effective teaching as defined in Bulletin 130 and the compass teacher rubric.

B. The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

C. The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student.

1. The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.
2. The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs.
3. The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.

A. The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.

B. The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).

C. The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

D. The teacher candidate develops and applies instructional supports and plans for an individualized education plan (IEP) or individualized accommodation plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

E. The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1296 (July 2017).

Subchapter E. English Language Arts and Literacy Teacher Competencies

§219. Introduction

A. The English language arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English language arts grades 4-8, English language arts grades 4-8 integrated to merged, English language arts 6-12, and English language arts grades 6-12 integrated to merged.

B. Content knowledge competencies identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.

C. Content pedagogy competencies identify teaching knowledge and skills that are specific to English Language arts instruction that develop students' ability to:
   1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills) to make sense of what texts say;
   2. understand topics, themes, and ideas to determine text meaning;
   3. build understanding about texts using evidence through discussion; and
   4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing using evidence and appropriate grade-level conventions, spelling, and structure.

D. Disciplinary literacy competencies identify what a teacher candidate must know and be able to do to teach reading and literacy effectively in the context of certification areas other than English language arts (e.g., middle grades and secondary science or social studies).
   1. These competencies are applicable to teacher candidates who are pursuing certification for grades 4-8 or 6-12 in any content area other than English language arts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1298 (July 2017).

§221. Content Knowledge Competencies

A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.
   1. The teacher candidate reads a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film; and classic texts and contemporary texts, including children's literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.
   2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.
   3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.
   4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.
   5. The teacher candidate makes connections among texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.
   6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.
   7. The teacher candidate recognizes the influence of English language and literary history on English language arts content.

B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.
   1. The teacher candidate creates a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, and/or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.
   2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.
   3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.
   4. The teacher candidate recognizes and explains the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.
   5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.
   6. The teacher candidate explains the importance of language structure (e.g., syntactic awareness, discourse awareness) in developing reading and writing fluency.

C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.
   1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e., phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i. e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).

2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, diagraphs, blends, r-control vowels, hard and soft consonants, and explains how these relate to the progression of reading and writing development.
3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.
4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.
5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.
6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).
7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).
8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1298 (July 2017).

§223. English Language Arts Content Pedagogy Competencies

A. The teacher candidate applies knowledge of the relationships among speaking and listening, language, reading, and writing to use writing and speaking and listening experiences in conjunction with language and reading instruction to enhance students' reading and writing development.
   1. The teacher candidate (applicable only for B-K, PK-3, 1-5) uses knowledge of the progression of phonological awareness skills to select or design and implement sequenced lessons and units that scaffold students' development of phonological awareness and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.
   2. The teacher candidate (applicable only for grades 1-5, 4-8, 6-12) uses knowledge of the progression of language, reading, and writing skills to select or design and implement lesson sequences that scaffold and enhance early adolescent and adolescent students' reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.
   3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan writing experiences in conjunction with phonological instruction to enhance students' reading and writing development.
   4. The teacher candidate selects and uses various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse.
   5. The teacher candidate selects or designs and implements lessons and unit sequences which provide opportunities for all students to read a wide range and volume of texts for various purposes (e.g., understanding, pleasure, and research) and make connections among texts based on their language, craft, topics, themes, and/or ideas.
   6. When appropriate based on age- or grade-level standards, the teacher candidate supports students in selecting texts and assessing the credibility and usability of texts for different purposes.
   7. The teacher candidate schedules and coordinates instructional time to make content connections with science, social studies, and the arts to ensure students build a wide vocabulary and knowledge of the world.

B. The teacher candidate selects or designs and implements instruction that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, as determined by age- or grade-level standards.
   1. The teacher candidate selects a volume of appropriately complex texts about similar topics, themes, and/or ideas that present opportunities for instruction and assessment of age- or grade-level standards.
   2. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading (e.g., through interactive read aloud, read along, pair or group reading, independent reading) and create and sequence questions and tasks.
   3. The teacher candidate anticipates students' misconceptions or challenges and identifies a variety of grade-level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding through conversations and writing using grade-level appropriate language, conventions, spelling, and structure.

C. The teacher candidate selects or designs and implements instructional materials that develops students' ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts (e.g., formal and informal, process and on-demand, different genres for a variety of purposes and audiences).

1. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, and ideas to select or design composition tasks that explain, analyze, challenge, or extend the language, craft, topics, themes, and ideas of the texts.
2. The teacher candidate locates models of writing in complex texts (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and selects or designs and implements instruction that develops students' ability to use the models to advance language, structure, and style in their own writing.
3. The teacher candidate facilitates classroom discussions based on the age- or grade-level standards for speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in preparation for writing, when appropriate, as indicated by academic standards.
4. The teacher candidate develops, based on academic standards, students' ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex texts using relevant evidence.
5. The teacher candidate provides opportunities incorporating technology for students to plan, draft, revise, edit, and publish written, oral, visual, and digital texts, individually and collaboratively (e.g., through shared and small-group writing, peer editing) to communicate knowledge, ideas, understandings, insights, and experiences.
6. The teacher candidate anticipates how students may use non-standard language orally and in writing and selects or designs and implements instruction based on age- or grade-level standards to develop students' ability to use language conventions (e.g., grammar, usage, and mechanics) accurately and strategically in their writing for different audiences and purposes.
7. The teacher candidate selects or designs and implements tasks for all students, as indicated by academic standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex texts and communication of findings orally and in writing.

D. The teacher candidate applies knowledge of language, reading, and writing development to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' ability to read, understand, and demonstrate understanding of a range of grade-level complex texts to inform and adjust planning and instruction.
1. The teacher candidate selects or designs a range of ongoing assessments (e.g., formal and informal, formative and summative, oral and written) to measure students' ability to use their knowledge of language (e.g., print concepts, phonological awareness, phonics and word recognition) to accurately and fluently read, understand, and express understanding of a range of continuous texts.
2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in students' reading foundational skills, writing, and language development and identify students who are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, grammar.
3. The teacher candidate assesses specific reading behaviors often associated with fluency problems (e.g., lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, inaccuracy); recognize atypical developmental patterns; and collaborate with colleagues and specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.
4. The teacher candidate assesses students' written expression skills (e.g., handwriting for elements of legibility, such as letter formation, size and proportion, spacing; and keyboarding for proper technique and style, such as adequate rate and accuracy, appropriate spacing, proficiency with word processing programs), identifies elements that need improvement, and designs instructional supports that support students' developing mastery.
5. The teacher candidate uses assessment trends to make adjustments to instructional plans (e.g., re-teaching, targeted mini-lessons, individualized or small-group remediation or extension) and identify differentiated instructional supports that provide all students with opportunities to read, understand, and express understanding of complex texts, as determined by age- or grade-level standards.
6. The teacher candidate uses assessment trends to form flexible groups of students and select or design and implement small-group instruction to improve students' ability to read independently a range of continuous texts and write in response using age- or grade-level appropriate conventions, spelling, language, and structure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1299 (July 2017).

§225. Disciplinary Literacy Competencies

A. The teacher candidate applies knowledge of the theoretical and evidence-based foundations of reading and writing processes and specific disciplinary literacy expectations as described in academic standards to select or design and implement an integrated and comprehensive curriculum that develops students' understanding of content.
1. The teacher candidate explains the research and theory of disciplinary literacy and demonstrates discipline-specific reading and writing skills.
2. The teacher candidate explains how disciplinary literacy skills are necessary for learning content and expressing understanding of content through writing and speaking based on the academic standards for their certification content area.

3. The teacher candidate selects or designs and implements discipline-specific curriculum and instructional materials which incorporate technology to support instructional goals and objectives for the disciplinary literacy demands of the certification content area and differentiates the materials for the range of literacy needs of adolescent readers.
4. The teacher candidate selects, assesses the accuracy and credibility of, and uses a range and volume of print, digital, visual, and oral discipline-specific texts (e.g., primary and secondary sources in social studies or current research, informational journals, and experimental data and results in science) as instructional tools.

B. The teacher candidate applies knowledge of disciplinary literacy to select and use appropriate and varied instructional approaches to build all students' ability to understand and express their understanding of discipline- specific content through reading, writing, speaking, and language.
1. The teacher candidate provides opportunities for students to learn and use vocabulary and language specific to the certification content area, practice discipline-specific reading and writing strategies, and gain and express understanding of content by exploring key questions through grade-level print, digital, visual, and oral discipline-specific texts.

C. The teacher candidate applies knowledge of disciplinary literacy to select or design and use a range of ongoing classroom assessments (e.g., diagnostic, formal and informal, formative and summative, oral and written) which measure students' mastery of grade-level standards in order to inform and adjust planning and instruction.
1. The teacher candidate assesses students' ability to understand and use discipline-specific vocabulary and language; gain knowledge and understanding of content through grade-level, discipline-specific texts; and express their knowledge and understanding through speaking and writing.
2. The teacher candidate uses trends in assessment results to plan lessons, make adjustments to instruction, and provide remediation and enrichment opportunities for students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1301 (July 2017).

Subchapter F. Mathematics Teacher Competencies

§227. Introduction

A. The mathematics teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten-third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, mathematics grades 4-8, mathematics grades 4-8 integrated to merged, mathematics 6-12, and mathematics 6-12 integrated to merged.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1301 (July 2017).

§229. Content Knowledge Competencies

A. With respect to the academic standards for mathematics for the certification grade band and neighboring grade bands, the teacher candidate, at minimum, demonstrates the following competencies to plan for instruction, teach, and assess student learning:
1. provides exact, explicit definitions of mathematical ideas and concepts using appropriate mathematical language;
2. provides precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms;
3. exhibits an integrated, functional grasp of mathematical concepts and procedures;
4. explains concepts and executes procedures flexibly, accurately, efficiently, and appropriately;
5. models the mathematical dispositions and habits of mind described in the practice standards, including precision of language, logical thought, reflection, explanation, and justification;
6. recognizes and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;
7. portrays mathematics as sensible, useful, and worthwhile.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1301 (July 2017).

§231. Content Pedagogy Competencies

A. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems.
1. The teacher candidate appropriately sequences content for instruction within a lesson or unit of study and plans appropriate scaffolding to provide opportunities for students to access and master grade-level standards.

2. The teacher candidate anticipates student misconceptions which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools and representations that make the mathematics of the lesson explicit.
3. The teacher candidate selects or designs standards-based tasks that use varied strategies, including but not limited to real-life applications, manipulatives, models, diagrams/pictures, that present opportunities for instruction and assessment.
4. The teacher candidate selects or designs practice sets that include scaffolding and differentiation of mathematical content to provide opportunities for students to develop and demonstrate mastery.
5. The teacher candidate identifies appropriate student groupings, for example pairs or small groups, to develop students' conceptual understanding, skill, and fluency with mathematical content as well as independent mathematical thinking.

B. The teacher candidate applies understanding of students' mathematical language development to provide regular opportunities during instruction for students to explain their understanding both in writing and orally through classroom conversations.
1. The teacher candidate explains the connection between students' informal language to precise mathematical language to develop students' ability to use precise mathematical language in their explanations and discussions.

C. The teacher candidate applies understanding of the intersection of mathematical content and mathematical practices to provide regular, repeated opportunities for students to exhibit the math practices while engaging with the mathematical content of the lesson, including but not limited to the following:
1. uses appropriate prompting and questioning that allow students to refine their mathematical thinking and build upon one another's understanding of the mathematical content of the lesson;
2. poses challenging problems that offer opportunities for productive struggle and for encouraging reasoning, problem solving, and perseverance in solving problems in the face of initial difficulty;
3. facilitates student conversations in which students are encouraged to discuss each other's thinking in order to clarify or improve their own mathematical understanding;
4. provides opportunities for students to choose and use appropriate tools when solving a problem; and
5. prompts students to explain and justify work and provides feedback that guides students to produce revised explanations and justifications.

D. The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to select or design and use a range of ongoing classroom assessments, including but not limited to diagnostic, formal and informal, formative and summative, oral and written, which determine students' mastery of grade-level standards in order to inform and adjust planning and instruction.
1. The teacher candidate identifies errors, gaps, and inconsistencies in students' knowledge, skills, and mathematical reasoning to remediate or scaffold students' learning during lesson implementation, using, but not limited to, the following strategies:
   a. oral and written explanations of the elements and structures of mathematics and the meaning of procedures, analogies, and real life experiences;
   b. manipulatives, models, and pictures or diagrams; and
   c. problem sets.
2. The teacher candidate uses trends in assessment results to plan lesson structure and sequence, instructional strategies, remediation and enrichment opportunities for students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1302 (July 2017).

Subchapter G. Early Childhood Teacher Competencies

§233. Introduction

A. The early childhood teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking early childhood ancillary certification and certification in birth to kindergarten.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1302 (July 2017).

§235. Early Childhood Pedagogy Competencies

A. The teacher candidate designs instructional learning outcomes that are written in terms of what children will learn rather than do and include indicators from applicable Louisiana birth to five early learning development standards (ELDS) domains, and are appropriate for diverse learners (e.g., special education students, ESL students).

B. The teacher candidate provides emotional and behavioral support to children as indicated by the following:
1. creates a positive environment that supports emotional connections between children and adults and between children and their peers;
2. exhibits an awareness and sensitivity to children's emotional and learning needs;
3. allows opportunities for exploration while providing comfort, reassurance and encouragement; and
4. places emphasis on children's perspectives, interests, motivations, and points of view.

C. The teacher candidate manages classroom organization to support children's development as indicated by the following:
   1 sets clear, age-appropriate expectations for children's behavior;
   2. supports positive behavior by using effective methods, including but not limited to highlighting positive behaviors and redirecting misbehaviors;
   3. promotes children's ability to regulate their own behavior, including but not limited to using a proactive approach and planning to minimize disruptions;
   4. manages instructional and learning time and routines so children have maximum opportunities to be engaged in learning activities;
   5. maximizes children's interest and engagement by being actively involved in the children's learning process; and
   6. uses a variety of materials and modalities to gain children's interest and participation in activities.

D. The teacher candidate provides engaged instructional support for learning as indicated by the following:
   1. uses interactions and discussions to promote higher-order thinking skills and cognition;
   2. focuses on promoting children's understanding rather than on rote instruction or memorization;
   3. provides feedback that expands children's learning and understanding;
   4. scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills independently;
   5. provides opportunities for conversations for the purpose of promoting opportunities for language use;
   6. utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways;
   7. models language use and forms through repeating and extending children's responses and through self and parallel talk; and
   8. uses a variety of words and language forms that are new and unique to extend children's understanding of these parts of language.

E. The teacher candidate uses assessment to guide planning and understand children's levels of growth and development as indicated by the following:
   1. conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities;
   2. gathers and uses assessment data for the purpose of planning instruction, activities, and experiences that further promote children's development and learning;
   3. reflects on child assessment data and connections to teacher action and make changes to continuously improve practice; and
   4. makes decisions based on the progress of children's development with reliability.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1302 (July 2017).