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EDUCATION 315/415 HANDBOOK

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January 2016
Conceptual Framework: Overview

Lake Forest College has been preparing teachers for the public schools since its founding in 1857. The history and mission of the college support quality teacher preparation. As is the case in the small liberal arts college tradition, teacher preparation is valued intrinsically as teaching is the primary mission of faculty at this type of institution. Collaboration and close contact among members of the faculty across departments and divisions at Lake Forest College provides a fully integrated program of study for teacher candidates. Program development, policy initiatives, and final candidate approval and assessment occur through a committee with representation from departments across campus. Faculty throughout the college are intimately involved in the development of our teacher candidates through this committee. The teacher preparation program is a double major program, meaning that all teacher candidates in both elementary and secondary programs complete a major in a department outside of Education in addition to their Education major. Each candidate is assigned an academic advisor and mentor in addition to the advisor in education. This structure leads to a sharing of responsibility for the mentorship and assessment of each candidate from first semester freshman year to graduation and recommendation for licensure. In addition, a number of courses are either co-taught or cross-listed in the Education Department and other departments on campus so that even our faculty structure and course structure are interwoven with other departments on campus. In this manner, students experience a program of study with values and commitments shared by the entire campus community. It takes the commitment of an entire campus to teach teachers—one individual at a time.

The Education Department is driven by three key commitments that provide the foundation for teacher preparation to be successful. The program builds on these three principles and articulates them into program and candidate assessments.

Commitment to Personal Growth: Mentoring Individual Potential

As stated in the mission statement of the College, "education ennobles the individual…we know our students by name.” Just as a good teacher knows and responds to the whole child, caring for his/her intellectual, emotional and social well-being, the Education Department believes a good teacher educator cares for the whole teacher candidate. The faculty view candidates through a developmentalist lens, asserting the healthy personal development of the teacher as the essential groundwork for the development of professional commitments and skills of teaching. The commitment to personal growth and mentorship by our institution is evident in our approach to supervision and the reflective self-assessment designed in our coursework. As we mentor individual potential established Illinois Content Area Standards are also being met while the individual goals, desires, and purposes for teaching of candidates, those reasons that bring passion to the teaching and learning process, are being carefully nurtured as well.

Commitment to Practical Reflection: Analytic Inquiry of Performance

As articulated in our College mission statement, we are committed to the outcome of our students' ability to “read critically, reason analytically, communicate persuasively, and above all, to think for themselves” in order to “solve problems.” This analytic ability to solve problems is at the heart of what the department believes is necessary to learn and grow as a teacher. Candidates are taught to view teaching problems as resolvable through analytic reflection on one’s practices and careful observation and assessment of students’ responses to instruction. Throughout the course of study within the Education Department and through the other major program of study at the college, students are taught to frame problems and to use various tools of analysis. In addition to multiple research project assignments throughout their courses of study, in each of the content-area majors at the College, students are required to take at least one course that focuses on research design and implementation in that discipline. In the education major,
students conduct research projects within each course. Case studies, simulations, and problem-solving activities are all staples of the instructional approach of faculty across campus.

This commitment is also evident in the design of our fieldwork experiences within the education major. In each course within the education major, there is a fieldwork or field study component. The department believes that the journey from novice to competent teacher can only occur through the constant review of theory in terms of practice. Another way that this commitment to analysis is evident is in our supervision practices. The department provides teacher candidates with fieldwork supervisors who are also responsible for their preparation in methods of instruction. Supervisors who are also methods course instructors bring much needed coherence to how theories and approaches to instruction can be effectively practiced. The department follows developmentalist principles and capitalizes on the powerful connection between personal and professional growth. We take seriously the personal connection and interpretations students make to theories of learning and instructional design. We consider the ways in which candidates teach to be their personal expression of theory and hold them to high expectations in terms of their reflections about their practice.

Commitment to Professionalism: Melding Competencies with Responsibility

In keeping with the mission of Lake Forest College, we believe that good teachers are also “responsible citizens.” Candidates come to understand that there are moral consequences to pedagogical decisions. The choices one makes about what to teach and how to teach are value-laden and have important consequences. Good teaching practices for us then are more than what is typically referred to in more technical models of effective teaching; rather, following an ethical model, we understand that technical expertise is meaningless and eventually ineffectual without a sensibility and commitment to larger social aims of teaching and learning. The focus on the “breadth and depth of traditional disciplines” through a full major of study in an academic field encourages a view of knowledge that is not simply factual, fragmented, or merely instrumental. The focus on self-development and self-understanding gives teacher candidates the ethical fortitude necessary to teach in ways that result in positive, productive changes in students’ lives in schools. The intensive, long-term field experiences that are key to the program give teacher candidates an opportunity to articulate and act upon their moral commitments through their pedagogical choices. In this way, they engage in the highest order of teacher reflection—critical reflection—by considering carefully and fully the consequences of their teaching acts over time.
IDENTIFYING DISPOSITIONS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

I. PREPROFESSIONAL CHARACTERISTICS that include the personal qualities needed for success in teaching. In this regard, the teacher candidate will

- adhere to the Lake Forest College Honor Code
- be reliable (e.g., punctual, consistent attendance, responsible)
- demonstrate seriousness of purpose and perseveres in order to accomplish goals
- demonstrate a positive, pleasant attitude toward children, peers, mentor teachers, and college faculty
- demonstrate tact, honesty, good judgment, courtesy, respect, and diplomacy
- be open to constructive criticism and act upon suggestions
- balance self-confidence and assertiveness with deference to others
- demonstrate flexibility both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, implementation, etc.)
- demonstrate high levels of motivation and commitment to growth by going beyond minimal expectations
- communicates clearly and accurately both orally and in writing

II. RESOURCEFULNESS that enables teachers to know how to learn and to teach how to learn.

In this regard, the teacher candidate will

- take initiative, use his or her imagination, and seek out information using a variety of human and material resources to inform his or her teaching.
- demonstrate strong content area knowledge
- demonstrate a commitment to life-long learning by being an avid reader and an informed citizen
- be able to draw from theoretical and philosophical frameworks explored in coursework and apply them meaningfully to classroom settings.
- recognize his or her own strengths, interests, and skills and consider how these might be compelling ways to engage children in learning

III. RESPONSIVENESS to children that considers their best interests first and foremost.

In this regard, the teacher candidate will

- develop rapport with students
- take the time and effort needed to understand how a child learns, discover his or her interests, and determine how to shape teaching acts accordingly
- enact responsiveness to diverse learners through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect fairness, respect and care for children and concern for their emotional and physical well being
- respect and consider students with exceptionalities to determine how to be responsive to children
- respect and consider students from diverse cultural, ethnic/racial, linguistic, gender, gender identity, sexual orientation, and socioeconomic groups to determine how to be responsive to children

IV. TEACHER EFFICACY that includes believing in their ability to positively impact children’s lives.

In this regard, the teacher candidate will

- develop the intellectual capabilities and teaching skills that support children’s learning
- persevere and exercise all options to reach individual students no matter how challenging the circumstances
- be well organized and fastidious in the manner in which he or she prepares for and executes instruction
- demonstrate vitality and energy/teacher presence in his or her teaching
- be proactive in developing relationships with children that support their academic, emotional, and social well being
- plan learning experiences that engage children meaningfully and actively (hands-on/minds-on)
- develop a repertoire of instructional strategies based on both coursework and observations of other teachers
- reflect an understanding of the importance of meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction
- develop positive, proactive relationships with students, parents
- communicates with clarity and accuracy

V. REFLECTIVE SELF-ASSESSMENT that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

In this regard the teacher candidate will

- monitor his or her own progress and identify strengths and weaknesses
- evaluate strategies for success, find alternatives for inappropriate strategies, and modify future practice
- show evidence of self-directed learning
- demonstrate sustained and consistent growth and commitment toward reaching goals
- reflect about and articulate what he or she knows and does not know
- be able to talk about his or her thinking processes during conferences and seminar
- show evidence of metacognition through writing (e.g., journals, response to prompts, etc.)
Current Statement of the Lake Forest College Honor Code (revised Fall 2009)

PREAMBLE

Members of the Lake Forest College community are expected to uphold the standards of honesty, mutual respect, self-discipline, and civility that represent the core values of the college in all aspects of social and academic interactions. Any students’ failure to follow these principles or any rules of behavior in the school handbook will be subject to proper disciplinary actions as recommended by the Judicial Counsel.

MEMBERS’ PLEDGE: As a Forester, I will act with honesty, valuing every member of the community, and holding myself and others accountable for our own actions. I accept responsibility to maintain this pledge at all times.

ARTICLE 1: COMMUNITY STANDARDS

Lake Forest College expects that members of the community will maintain the values of honesty, civility and respect as embodied by the school. These standards are to facilitate students’ ethical development, personal integrity and promote a positive living, learning, and physical environment. Each member of the community has the same basic rights and must take responsibility for respecting the rights of others.

ARTICLE 2: ACADEMIC INTEGRITY

Academic dishonesty is any act in which a scholar fails to properly identify the sources of material used in his or her work. Students are expected to guarantee that all material submitted is the product of his or her honest intellectual effort and participation. As an affirmation of this pledge, all members of the community will be expected to resign the Members’ Pledge at the start of each new semester.

ARTICLE 3: ENCOURAGING RESPONSIBLE ACTION

All members of the Lake Forest College community are expected to encourage, in others as well as themselves, the personal responsibility of being accountable for one’s own actions. Members of the Lake Forest College community are encouraged to have conversations with those that would violate aspects of the honor code to offer support, advice and recommend alternative actions.

ARTICLE 4: THE HONOR COUNCIL

SECTION 1: A body known as the Honor Council will be established in order to present the honor system to all new members of the Lake Forest College community, organize efforts to enable members to live up to the Code, encourage broad campus dialogue about the Code and formulate proposals for changes in the Code. Members of the Honor Council are in charge of all judicial, legislative and educational processes. Members are required to act with discretion in reference to student violations, and keep all aspects of said cases confidential.

SECTION 2: In order to become a member of the Honor Council a student or faculty/ staff must present an application to the Dean of Students who will approve their name to go before a Student Government vote. No student may participate as a member of the Council if they are on probation. The Council shall consist of fifteen (15) students, which includes one (1) chair and one (1) secretary, six (6) faculty/ staff and the Dean of Judicial Affairs that will act as an advisor and administrator. Judicial meetings will be comprised of five (5) Council members, two (2) faculty/ staff and will be presided over by the Dean of Judicial Affairs. The Dean may participate in all proceedings, deliberations and act as an advisor to the Council but is unbiased and without a vote. No member of the Honor Council may hear a case when he or she has a conflict of interest as deemed by themselves or by a majority vote of the Council.
FIELDWORK GUIDELINES: EDUCATION 315/415
This pre-student teaching practicum, which includes 150 hours of fieldwork and a weekly seminar, is intended to:

1) familiarize the student intern with the middle school curriculum and environment and with the various responsibilities associated with being an effective middle school teacher.

2) prepare the student intern for student teaching and develop the skills and confidence necessary to work independently in the classroom.

3) provide experience that encourages reflective professional practice.

The following criteria are considered to be crucial indicators of the intern's readiness for further coursework in the Department of Education and for student teaching. An intern found to be deficient in one or more of these areas at the conclusion of the fieldwork experience will receive an unsatisfactory grade and be required to complete additional fieldwork before being permitted to student teach or will be removed from the licensure program.

1) The intern is reliable.
   a. On time and prepared for work and seminar.
   b. Spends five days per week in the classroom.
   c. Spends a minimum of 150 hours in the classroom for the semester.
      The intern will maintain an official time sheet of fieldwork hours. The time sheet is to be signed by the cooperating teacher each week and will be checked by the supervising teacher in seminar. At the end of the term, the time sheets will be collected and placed in the intern's file.
   d. Notifies the cooperating teacher and college supervisor in case of illness. If necessary, also has lesson plans/materials delivered to cooperating teacher.
      Time missed because of illness or any other reason must be made up before semester ends (up to three days for illness or emergency only may be made up). Once the intern has established the specific hours for his/her fieldwork, it is expected that he/she will arrive and depart on time. Late arrivals and early departures -- unless they are officially approved in advance by the cooperating teacher and supervisor -- will not be tolerated.

2) The intern demonstrates a strong desire to learn (by asking questions, through reflection, and by taking initiative).

3) The intern works in an organized and purposeful way.

4) The intern is confident, enthusiastic, and positive in working with children--he/she has classroom "presence."

5) The intern manages children effectively and humanely.

6) The intern respects the rights and needs of others, including ethnic, racial, and language differences.

7) The intern is a good "role model" for children--in his/her speech, appearance, and behavior.

8) The intern is open to and makes effective use of suggestions and criticism.
**Termination of Student Teaching or Fieldwork Practica:**

Decisions about termination of a placement will be made by the Department Chair in consultation with the Director of Clinical Placements, the student's departmental advisor and the student's fieldwork supervisor.

Termination of a placement means that the student will need to reapply for student teaching or, in the case of the practica, enroll in the course in a subsequent semester in order to continue in the program.

Placements in student teaching or practicum experiences can be terminated at any point for any of the following reasons:

1. **Attendance**
   Student does not maintain a record of excellent attendance or exhibits a pattern of tardiness.

2. **Professional judgment:**
   Inappropriate behavior or response--verbal or non-verbal--in communication with students, parents or other school personnel.

3. **Progress:**
   Choosing not to act on direct advice or direction from the college supervisor or the cooperating teacher or not making sufficient progress in a timely manner.

4. **Preparation:**
   Not being prepared to teach when expected.

5. **Dress or appearance:**
   Choosing not to meet the standards of professional attire in a school setting.

6. **Subject matter knowledge**
   Demonstrates deficiencies in subject area.

7. **Emotional instability.**

8. **Criminal behavior.**

9. **Immoral conduct.**
ED 315/415 Assessments and Accompanying Standards
(See syllabus for grading policies, assignment details, and rubrics)

Middle School Teaching Portfolio Project (including specific target lessons and final portfolio presentation):
(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment
(IPTS) STANDARD 5 – Instructional Delivery
(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication
(IPTS) STANDARD 7 – Assessment
(IPTS) STANDARD 8 – Collaborative Relationships

Total Teach Plan: (including rationale and addendum reflection):
(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment
(IPTS) STANDARD 5 – Instructional Delivery
(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication
(IPTS) STANDARD 7 – Assessment
(IPTS) STANDARD 8 – Collaborative Relationships

Student Study
(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment

Midterm Reflection:
(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment

Fieldwork Weekly Moodle Postings:
(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Fieldwork Performance (Midterm and Final Evaluations):
(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment
(IPTS) STANDARD 5 – Instructional Delivery
(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication
(IPTS) STANDARD 8 – Collaborative Relationships
(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Observations and Lesson Plans:
(IPTS) STANDARD 1 – Teaching Diverse Students
(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge
(IPTS) STANDARD 3 – Planning for Differentiated Instruction
(IPTS) STANDARD 4 – Learning Environment
(IPTS) STANDARD 5 – Instructional Delivery
(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication
(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy
RESPONSIBILITIES OF THE COOPERATING TEACHER
1) Introduce the student intern and make clear to students what his/her role will be, as well as what role he/she will have in the classroom.
2) Familiarize the intern with classroom resources and materials and with the daily routine.
3) Encourage the intern to observe and participate in a variety of instructional activities.
4) Confer with the intern regularly and identify school resources that the intern can use to improve his/her teaching skills.
5) Review written plans and instructional materials prepared by the intern.
6) Help the intern to identify an appropriate child study subject and allow time for student to work with child who has been identified for child study.
7) Complete midterm and final evaluations of the intern's performance, and sign the intern's time sheet each week to verify fulfillment of the 150 hour requirement.
8) Report any conduct by the student intern that is considered unprofessional to the college supervisor.
9) Inform parents when student will be present during conferences.
10) Include student in staff meetings and advise students about logistics for in-service meetings.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR
1) Conduct a weekly seminar for interns and meet regularly with individual interns.
2) Visit the classroom regularly to observe the intern's performance and to confer with the cooperating teacher.
3) Review and critique written plans and instructional materials prepared by the intern.
4) Respond to journals.
5) Meet with the student to discuss competency goals. Assist the student in establishing ways to meet objectives.
6) Complete midterm and final evaluations of the intern's performance.
7) Verify the intern's fieldwork time sheet.
8) Determine a final grade for the intern.
Help individual students with seatwork.

Provide one-on-one instruction for special needs students.

Lead an instructional activity.

Supervise computer activities.

Give directions for seatwork, small group or a whole-class activity.

Lead a discussion.

Interact with small groups during activities.

Correct/evaluate and give feedback on student work.

Operate a visual presenter, overhead projector, data projector, etc. for a class presentation.

Collect and/or distribute materials or assignments.

Work with an individual student who may have been absent.

Make announcements or read daily bulletins to class.

Offer to write on board "class notes" as the teacher leads a discussion.

Take notes on a class discussion and offer to summarize the discussion for the class at the end or the beginning of the class period.

Help teacher keep track of student writing files, journals, and other records.
Cooperating Teacher Feedback on Today’s Lesson

Date:_____________

Topic of Lesson:

Strong points of lesson:

Suggestions:

Cooperating Teacher Feedback on Today’s Lesson

Date:_____________

Topic of Lesson:

Strong points of lesson:

Suggestions:
Teacher Candidate:

Mentor Classroom Teacher:

College Supervisor:

School/Grade Level:

Midterm Evaluation Date:

Final Evaluation Date:

This evaluation is in three parts.

Part 1: The values in boldface below are the **Identifying Dispositions** of teacher education at Lake Forest College. The teacher candidate’s performance in this course should demonstrate the developing competencies that are embedded in these dispositions. Please comment, *providing specific examples of behaviors the student has demonstrated, if appropriate, as well as any goals you believe should be established*. The values are also aligned with Illinois Professional Teaching Standards as indicated.

Part 2: Teaching Behaviors are the set of specific instructional skills we expect teacher candidates to develop in this fieldwork experience. Please note that these are related to the Illinois Professional Teaching Standards (2013) and the edTPA, as well as the Danielson Framework. Here, we want you to assess current performance and provide examples.

Part 3: We ask you to determine goals for the teacher candidate at midterm and strengths and weaknesses of the teacher candidate at final for use by the student teaching supervisor.
Part 1: IDENTIFYING DISPOSITIONS OF A LAKE FOREST EDUCATED TEACHER

PRE-PROFESSIONAL CHARACTERISTICS that include the personal characteristics needed for success in teaching (IPTS Standard 9, Professionalism, Leadership, and Advocacy)

In this regard, the teacher candidate will

- be **reliable** (e.g., punctual, consistent attendance, responsible)
- demonstrate **seriousness of purpose**, including respect for policy and procedures demonstrate a **positive, pleasant attitude** toward children, peers, mentor teachers, and college faculty
- demonstrate **tact, honesty, good judgment, courtesy, respect, and diplomacy**
- be open to **constructive criticism**
- balance **self-confidence and assertiveness** with deference to others
- demonstrate **flexibility** both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, lesson execution, etc.)
- demonstrate high levels of **motivation and commitment to growth** by going beyond minimal expectations
- **persevere** in order to accomplish goals

**RESOURCEFULNESS** that enables teachers to know how to learn and to teach how to learn (IPTS Standard 6: Reading, Writing and Oral Communication)

In this regard, the teacher candidate will

- take **initiative**, use his or her **imagination**, and seek out information using a **variety of human and material resource**, including modern technological resources, to inform his or her teaching. demonstrate **strong content area knowledge**
- demonstrate a **commitment to life-long learning** by being an avid reader and an informed citizen
- be able to **draw from theoretical, philosophical, and pragmatic frameworks explored in coursework** and apply them meaningfully to classroom settings.
- recognize his or her own strengths, interests, and skills and consider how these might be compelling ways to engage children in learning

**RESPONSIVENESS** to children that considers their best interests first and foremost (IPTS Standard 1: Teaching Diverse Students; IPTS 3: Planning for Differentiated Instruction; IPTS Standard 4: Learning Environment)

In this regard the teacher candidate will

- develop **rapport** with students
- take the time and effort needed to **understand how a child learns**, discover his or her interests, and determine how to shape teaching acts accordingly
- enact **responsiveness to diverse learners** through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect **respect and care for children and concern for their emotional and physical well-being**
- respect and consider cultural contexts when determining how to be responsive to children

**TEACHER EFFICACY** that is developed through the power of student/teacher/parent relationships and through the development of intellectual capabilities and teaching skills that support children’s learning (IPTS Standard 5: Instructional Delivery; IPTS Standard 8: Collaborative Relationships)

In this regard, the teacher candidate will

- be **proactive in developing relationships** with children and their families or communities that support their academic, emotional, and social well being
- demonstrates positive regard for individual students and their families regardless of culture, religion, gender and sexual orientation.
- promotes and maintains a high level of integrity in the practice of the profession; shows respect for the teaching profession and encourages students to respect teachers and the schooling process.

**REFLECTIVE SELF-ASSESSMENT** that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors (IPTS Standard 9, Professionalism, Leadership, and Advocacy)

In this regard the teacher candidate will

- **monitor his or her own progress** and identify strengths and weaknesses
- **evaluate strategies for success** and find alternatives for inappropriate strategies
- show evidence of **self-directed learning** including collaborating with others reflect about and articulate what he or she knows and does not know
- **be able to talk about his or her thinking processes** during conferences and seminars
- show evidence of **metacognition through writing** (e.g., journals, response to prompts, etc.)
- be able to successfully communicate and collaborate about teaching skills and student needs
Summarize ways in which the teacher candidate’s performance demonstrates the developing competencies listed above that are embedded in the Lake Forest Teacher Education Program. One paragraph should capture the teacher candidate’s strongest capacities. A second paragraph should identify areas for focused growth and improvement.

Midterm (2 paragraphs):

Final (2 paragraphs):
PART 2: EVALUATION OF TEACHER CANDIDATE’S PROGRESS IN AREAS OF TEACHING COMPETENCY

Using the rubric found on the next two pages, please rate the teacher candidate accordingly. Teacher candidates are expected to achieve intermediate or target performance by the end of the semester in the following areas: Teaching Diverse Students, Learning Environment, Instructional Delivery, Reading Writing and Oral Communication, & Professionalism. Teacher candidates are expected to achieve beginning performance by the end of the semester in Planning for Differentiated Instruction, Assessment & Collaboration.

(Key: Beginning= B Intermediate= I Target=T Insufficient Evidence: IE)

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<thead>
<tr>
<th>Area</th>
<th>Midterm</th>
<th>Final</th>
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<tr>
<td><strong>Teaching Diverse Students</strong></td>
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<td>(IPTS 1K; edTPA 1, 2; Danielson 1, 2, &amp; 3)</td>
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<td><strong>Learning Environment</strong></td>
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<td>(IPTS 4 A, I, J, K, L, O, P; edTPA 2; Danielson 2)</td>
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<td><strong>Instructional Delivery</strong></td>
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<td>(IPTS 5L, Q, R; edTPA 2; Danielson 3)</td>
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<td><strong>Reading, Writing &amp; Oral Communication</strong></td>
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<td><strong>Professionalism</strong></td>
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<td>(IPTS 9 C, H, I, J, L, M, O, Q, S; Danielson 4)</td>
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<td><strong>Planning for Differentiated Instruction</strong></td>
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<td>(IPTS 3 F, P; edTPA 1; Danielson 1)</td>
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<td><strong>Assessment</strong></td>
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<td><strong>Collaboration</strong></td>
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<td>(IPTS 8 B, F, G, J, K, L, N, R; Danielson 4)</td>
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### Rubrics for Midterm and Final Evaluations:

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<th>Teaching Diverse Students</th>
<th>Planning for Differentiated Instruction</th>
<th>Learning Environment Delivery</th>
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<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Beginning to use teaching strategies that support diverse learners.</td>
<td>Creates basic plans that use core learning standards; plans are sequenced appropriately and sufficiently detailed to guide the teacher toward accomplishing the learning goal/s.</td>
<td>Is actively working toward but still struggling to maintain classroom decorum and/or on-task behavior on a regular basis.</td>
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<td>Beginning to use strategies to engage students and make learning purposeful and meaningful with some effectiveness; may still be monitoring or practicing skills that students already have mastered rather than teaching new skills.</td>
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<tr>
<td><strong>Intermediate</strong></td>
<td>Actualizes teaching strategies that recognize needs of diverse learners.</td>
<td>Creates plans to establish high expectations for student learning; uses Common Core Standards that align with the activities in lesson plan.</td>
<td>Is usually successful in establishing a positive classroom environment and maintains on-task behavior</td>
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<td>Uses engagement strategies successfully to engage students and to make learning purposeful and meaningful; students are learning new skills; questions on all levels are asked both in whole group and small group instruction.</td>
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<td><strong>Target</strong></td>
<td>Frequently actualizes teaching strategies for diverse learners</td>
<td>Plans and designs instruction to establish high expectations for student learning; uses knowledge of diverse student characteristics, student performance data, curriculum goals, and community context; uses the Common Core that closely align with the instructional plan.</td>
<td>Promotes and sustains a positive learning environment that respects all students and fosters on-task behavior; Actively fosters a community of learners.</td>
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<td>Uses multiple strategies consistently for high levels of engagement for all students to make learning purposeful and meaningful; uses motivating techniques; new student learning is clearly evident in all lessons; excellent scaffolding; intern reads students and adjusts instruction accordingly in the moment; questioning skills support the above proficiencies.</td>
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<td>Reading Writing Oral Communication</td>
<td>Assessment</td>
<td>Professionalism and Collaboration</td>
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<td><strong>Beginning</strong></td>
<td>Beginning to assess students in basic informal ways; uses protocols learned in courses to gather data; is able to interpret data.</td>
<td>May have inconsistent checklist assessments during observations, but responds to coaching on professional practice and self-assessment.</td>
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<td><em>Beginning to make reading purposeful and meaningful in limited ways; beginning to stimulate discussion/use variety of questioning/oral expression to support student learning; no major/consistent errors in oral or written language.</em></td>
<td>Uses integrates protocols used in courses to gather data on student learning; uses additional assessments, e.g., anecdotal information, intern-created assessments, to learn about student strengths and needs to plan for future instruction.</td>
<td>Satisfactory evaluation on most items on checklist with no major concerns for those still in development. Reflects on professional practice and resulting outcomes; engages in self-assessment, and adjusts practices to improve student performance, school goals, and professional growth.</td>
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<td><strong>Intermediate</strong></td>
<td>Uses varied assessments, including protocols learned in courses activities and intern-created assessments to inform instruction and respond to student needs in compelling ways.</td>
<td>Consistent positive checklist. Excellent independent reflection on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.</td>
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<td><em>Good implementation of literacy techniques to make reading purposeful and meaningful; helps students understand at least one mode of writing; Frequently uses oral language/questions; and expressive communication skills to support learning and reading Development; no major consistent oral or written errors.</em></td>
<td>Consistently and skillfully uses oral language and expressive communication skills to support learning and reading development (e.g., questioning techniques, illustrations, rhyme, alliteration, etc.); vocal intonation, nonverbal cues.</td>
<td>Consistently and skillfully uses oral language and expressive communication skills to support learning and reading development (e.g., questioning techniques, illustrations, rhyme, alliteration, etc.); vocal intonation, nonverbal cues.</td>
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(SUPERVISOR ONLY)
The teacher candidate is earning a B- or better at the time of the midterm evaluation. Yes____  No____
If no, see comments on attached page.
SUMMARY FINAL GOAL STATEMENT:

MIDTERM DATE____  FINAL DATE____
SIGNATURES SIGNATURES

________________________  ______________________
MENTOR TEACHER  MENTOR TEACHER

________________________  ______________________
TEACHER CANDIDATE  TEACHER CANDIDATE

________________________  ______________________
COLLEGE SUPERVISOR  COLLEGE SUPERVISOR

THE TEACHER CANDIDATE HAS PARTICIPATED IN AN EDUCATIONAL SETTING FOR ________HOURS.

RECOMMENDED FOR CONTINUATION IN PROGRAM
YES__  YES (CONDITIONALLY) __
NO ___
IF CONDITIONAL YES, PLEASE STATE REASON AND ARTICULATE CONDITIONS
IF NO, PLEASE INDICATE REASON FOR EXIT RECOMMENDATION

18
PLANNING TO TEACH ACTIVITY

1. Talk with your Cooperating Teacher and list the topics/units that will be covered in the classes you will be observing for the next ten weeks. Please star (*) those topics you are most interested in or about which you have the most background knowledge.

2. List any textbook names and chapters and other instructional resources that will be used in these topics/units.

3. List any technological resources (software, internet) that will be used in your classes over the next two months, including any additional technological resources that are available at your school site.

4. Brainstorm (free write) for 20 minutes (continue on back of page) various activities or other resources you could bring into your classrooms for these units. Star (*) those you would like to share with your cooperating teacher.
GOALS/OBJECTIVES FOR OBSERVATION SEQUENCE

The following are basic guidelines to facilitate our discussions regarding your progress through this fieldwork practicum in regard to building basic instructional skills. At each lesson observation, your supervisor will look for the following in addition to anything that is agreed upon as an area of concentration for your individual development.

Observation #1:
- Orientation
- Presence/poise/comfort/positive rapport with students and with cooperating teacher
- Ability to move comfortably around the room
- Ability to interact with students
- Ability to communicate with cooperating teacher

Observation #2:
- Activity design; designed in collaboration with cooperating teacher
- Appropriate for middle school
- Clear directions and facilitation of activity
- Clear goal for activity

Observation #3:
- Full lesson; may be shadow lesson
- Interaction skills
- Activity and lesson are interactive
- Response skills; questioning skills
- Basic management: recognition and simple follow through on basic inappropriate behavior.
- Introduction/closure/transitions—lesson is cohesive, coherent

Observation #4:
- Full lesson; intern is leader in the planning process
- Design and management of a collaborative activity
- Instructional goals addressed.

Observation #5:
- Full lesson; intern in charge of planning and assessment
- Follow up on instructional goals set at previous observations.
- Assessment of student learning
Fieldwork Lesson Observation Benchmarks:

Below is a template for setting goals throughout the fieldwork experience. Consider that target objectives include maintaining beginning and intermediate objectives. In other words, you should reach and maintain beginning levels of competence quickly—usually before midterm and be working toward intermediate and target by the time of total teach. By the end of the experience, you should be at least at intermediate level for each area and will have reached target in some areas to move forward in the Lake Forest College teacher education program.

Instructional Design (IPTS 1 & 3; edTPA rubrics 1, 2, 3, 4; Danielson Domain 1):
Beginning:
- Is able to design activities that meet Illinois Learning/Common Core standards
- Is able to design activities to meet a developmentally appropriate learning outcome or objective
Intermediate:
- Is able to design an activity with appropriate differentiation
- Is able to evaluate learning objectives
- Takes into account students' life, personal, cultural, and community experiences in design
Target:
- Is able to use resourcefulness and creativity to design instruction that is motivational as well as all of the above.

Instructional Delivery (IPTS 5; edTPA rubrics 7, 8, 9; Danielson Domain 3):
Beginning:
- Sets expectations for learning
- Monitors individual and group learning activities
Intermediate:
- Paces lessons so that students can be successful and class time is well spent.
- Uses a variety of communication modes to reinforce instructional objectives
Target:
- Adjusts plans based on student needs and other contingencies.
- Uses information about students to make motivational and instructional connections

Learning Environment (IPTS 4; edTPA Rubric #6; Danielson Domain 2):
Beginning:
- Demonstrates the ability to listen and respond to student questions and concerns.
- Designs learning environment for students to complete tasks successfully
Intermediate:
- Uses praise and feedback to motivate learners.
- Uses strategies to encourage sensitivity to individual learners and their communication needs.
Target:
- Builds a sense of "team" in the learning community
- Builds an interest in literacy as part of academic success
- Understands how and when to use collaborative learning
LESSON PLAN FORMAT

Rationale/Central Focus (Reason for Lesson or Instructional Aims):
Why are you teaching this material? Why is it important for your students to learn this material?
How does this lesson fit into the larger goals for the unit of study or general curricular objectives?
How does this plan fit in with what you believe about good teaching? How will the students be
motivated and challenged by this lesson?

Objectives:
What do you want the students to learn by the end of this lesson? What do you want the students
to be able to do after completing this lesson?

Learning and Resource Materials:
List the materials that you will need to teach this lesson. Give the names and page numbers of
any books that you will use. List any other materials that will be needed, e.g. computers, internet
access, software, handouts.

IL or Common Core Learning Standards
As appropriate to your content area.

Academic Language
Appropriate oral and written language used for academic purposes. The language that will be used
in the lesson that is necessary for students to develop and express content understandings in your
discipline. This includes the “language of the discipline” (vocabulary and functions and forms of
language associated with learning outcomes in a particular subject) and the “instructional
language” used to engage students in learning content.

Beginning the Lesson:
How will you get your students’ attention and motivate them to learn? How will you access and
assess students’ prior knowledge? How will you relate this lesson to the students’ past
experiences/prior knowledge? How does what you are trying to accomplish today fit in with
previous lessons?

Sequence of Learning Activities:
What will you do when? Describe the lesson content and procedures in a step-by-step manner.
Describe what you will do and list what the students will do. Estimate the amount of time each
segment of the lesson will take. Tell how you will close the lesson. How will you summarize and
review the important points in the lesson?

Assessment Procedures:
How will you know if your lesson has been successful in terms of student learning? How will
you measure whether the students have achieved the objectives? What changes in the students’
performance and behaviors will you expect to see as a result of this lesson?

Differentiation/ Planned Support:
How is the range of different student learning needs accommodated? Describe specifically what you are
doing differently in the lesson to address various student learning needs.

Reflection
How will you know if your lesson has been successful in terms of your own teaching and growth?
What would you keep the same next time? What would you do differently next time?
Post-Observation Conference Preparation Form:

Personal Reflection:
Consider (1) your objectives for this lesson and (2) developmental goals we set at our last observation conference and answer the questions: How do you evaluate this lesson?

Resourcefulness:
If you could do the lesson again and had more time, what resources would you consult, what would you revise, what alternative methods would you try?

Responsiveness:
What did you learn about the lesson from your students’ reactions, responses, feedback to the lesson? What are your students teaching you about your teaching?

Teacher Efficacy:
How did you feel about your lesson today? Do you feel as if you are growing in your competencies? What are the signs of growth in today’s lesson? What are you particularly proud of in how your lesson affected your students today? What are the developmental goals that you plan to set for your next observation?

Do you have any other comments/questions that you would like to discuss during the post-observation conversation?
Teacher Candidate: _________________________ Observer: _____________________________

School : _____________________________ Subject/Period: __________________________

Date: _____________________________ Observation No. ____________

Professionalism checklist (IPTS Standard 9)

___Two typed copies of complete lesson plan (one for binder, one for observer)
___Previously taught lesson plans in professionally organized binder
___Reflections on previous lesson plans and observation days
___Materials and resources ready for teaching
___Sustained demonstration of Identifying Dispositions of a Lake Forest College Educated Teacher

Key areas of focus: discipline specific. See individual frameworks for each discipline.

Observation Evidence:

Note: Wording on this form is directly associated with the edTPA Secondary English-Language Arts Assessment Handbook, August 2014; Stanford Center for Assessment, Learning and Equity and Pearson, Inc. and Charlotte Danielson’s Framework for Teaching, 2013.
I. Planning and Preparation  (Standards addressed)
edTPA Rubrics #1, 2, 3, 4
Danielson Framework for Teaching: 1A, B, C, D, E, F.

- Lesson/unit has a clearly defined structure with an appropriate central focus
- Lesson/unit is based on appropriate objectives with clear supports for students in using evidence from varied sources to build and support their arguments.
- Demonstrates knowledge of content, structure of discipline, prerequisite relationships
- Lessons are constructed with attention to the developmental characteristics of the students’ prior academic learning, personal/cultural/community assets, language proficiency and differentiated for students with special needs.
- Planned time, materials and space allocation are appropriate to objectives for all students

II. Assessment (standards addressed)
IPTS: 2P, 3J, 7J, K, L, M, Q, R, 8S, 9K
edTPA Rubrics #11, 12, 13, 14
Danielson Framework for Teaching: 1F, 3D

- Assessment criteria have been clearly defined and communicated to students, including use of grading rubrics
- Assessment results are used to plan, align and modify instruction
- Uses a variety of formal and informal assessments that match learning objectives
- Feedback is accurate and addresses both strengths and needs related to specific learning objectives.
- Feedback provides opportunities to apply to improve current and future work
III. Instructional Delivery (standards addressed)
IPTS: 1I, 2K, 4N, 5I, K, L, P, R; 6S
edTPA Rubrics #6, 7, 8, 9
Danielson Framework for Teaching: 2A, B, C, D, 3A, B, C, D

- Uses a positive, low-risk social environment that reveals mutual respect among students.
- Demonstrates positive regard for all cultures, religions, genders, orientations and abilities that puts students first in all considerations of their practice
- Builds and maintains rapport with students, demonstrating warmth, caring and mutual respect
- Conveys message that students are capable of achieving success if they work hard
- Conveys enthusiasm for subject and the importance of what the students are learning
- Makes efficient use of class time with on-task student behavior, smooth, transitions, efficient monitoring of activities
- Delivers appropriate reinforcement and feedback
- Communicates clearly with students
- Provides appropriate expectations, anticipatory set, gains attention of students before beginning
- Uses clear and correct oral language, good voice quality, and variety of tone and inflection
- Uses clear and correct written language
- Gives directions slowly and distinctly, plans transitions in appropriate steps
- Appropriate pacing of lesson
- Provides appropriate lesson closure
Topics for Reflection and Post-observation Conference:
1. How did your instruction support learning for the whole class and students who need greater support or challenge? Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

2. What changes would you make to your instruction next time to better support student learning of the central focus (e.g., missed opportunities)?

c. Why do you think these changes would improve student learning?

Short-term Goals:

Signatures:

________________________________________  _______________________________________
Student                                                                 College Supervisor
EDUCATION DEPARTMENT TIME SHEET

Student____________________________________  School_____________________________________________________

Cooperating Teacher________________________________  Supervisor______________________________________________

Dates________to________

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrived</th>
<th>Departed</th>
<th>Activities</th>
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Absence (date)  Reason

_______  _______________________________________________________

Main instructional activities of the week:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

TOTAL HOURS_______

TEACHER__________________________ STUDENT__________________________
   (signature)                  (signature)
Below is a list of activities and assignments to complete on a weekly basis. You and your cooperating teacher should review this list regularly to make sure you are generally “on track” and progressing in your classroom experiences.

**Week 1 (Observation, Orientation to the Classroom)**

- Moodle posting #1: Focus on your feelings about the school you are in, the middle school kids you are meeting, your cooperating teacher, and your role in the classroom. Specifically describe your introductory activity and what you learned from doing it.

- Introductory Activity

- Time sheet: be sure to fill in classes you observed and any classroom assistance you provided.

- Review class lists with students’ names and demographic information including gender, race, and primary languages. Ask your cooperating teacher any questions about the students and classes.

- Preview class texts and other instructional materials.

- Discuss with your cooperating teacher possibilities for observing in a couple of other classrooms.

- Complete Planning to Teach Activity (in this handbook) with cooperating teacher.

- Discuss candidates for your student study project with your cooperating teacher.

**Week 2 (Working with individual students and small groups and assisting in the classroom):**

- Moodle posting #2: Share a teaching story of an instructional interaction with a student.

- Begin planning “shadow” lessons with your cooperating teacher (lessons/partial lessons which you implement after observing your cooperating teacher implementing the same lesson and/or lessons/partial lessons which your cooperating teacher has designed but which you implement).

- Select student study subject and begin recording observations.

- Time sheet with list of instructional activities for the week. Choose from the following. Feel free to add your own.
  - Made class announcements.
  - Gave directions on a worksheet or other activity.
  - Took attendance.
  - Recorded grades; graded assignments.
  - **Worked with individual students (you should be doing this as much as possible) on seatwork or collaborative activities.**
    - Collected or distributed assignments.
    - Observed a team meeting.
    - Wrote assignment or directions on the board.
    - Reviewed textbook or other instructional materials.
    - Designed worksheet, visual display, activity center, etc.
    - Consulted with my cooperating teacher about ________.
Week 3 (Teaching “shadow” lessons/partial lessons):

____ Moodle posting #3: Share a teaching story of a time when you were challenged concerning how to respond to a student.

____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)

____ Make one suggestion to your cooperating teacher regarding an activity/lesson that will inspire active learning or application (use Inspiring Active Learning or websites for ideas)

____ Work with your student study student (follow assignment guidelines).

Week 4 (Teaching “Shadow” Lessons):

____ Moodle posting #4: Describe and reflect on your role in a “shadow” lesson. What did you find exciting, interesting, challenging?

____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)

____ Have a discussion with your cooperating teacher (and other teachers if possible) regarding reporting students who have significant social or emotional needs for special services (e.g. counseling services). What are the teacher’s guidelines? Experiences? Advice? Take some notes.

____ Make plans with your cooperating teacher for lessons that you will design and implement in the next two/three weeks. Be sure that you discuss the types of lessons you will be required to include in your portfolio.

____ Write a lesson plan and reflection for a shadow lesson. What part did you play? Did you do more of the lesson than you did in Week 3? What was different or challenging for you in this whole-class experience?

____ Work with your student study student (follow assignment guidelines).

____ Begin to plan your total teach time and its general content with your cooperating teacher and college supervisor. What class(es) will you teach for two weeks during your fieldwork? What content will you cover? What should you be planning now?
Week 5 (Designing and Implementing Lessons)

____ Moodle posting #5: How did you differentiate instruction to meet the needs of your diverse learners? How did particular learners respond and perform? What additional modifications could you make for more effective differentiation?

____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)

____ Lesson plan and reflection on a lesson you designed with the help of your cooperating teacher.

____ Plan your total teach time and its general content with your cooperating teacher and college supervisor. Confirm what class(es) you will teach for two weeks during the last four weeks of your fieldwork. What content will you cover? What should you be planning now?

____ Using Fieldwork Lesson Observation Benchmarks as a guide (in this handbook), write down two instructional improvement goals.

____ Complete midterm evaluation form (self-evaluation) in this handbook. Prepare for midterm conference next week.

Week 6 (Designing and Implementing Lessons focusing on Collaboration and Differentiation):

____ Moodle posting #6: How did you make your lessons more concrete? How did your students respond? What additional ideas do you have for improvement in this area based on your reflection on student response?

____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)

____ Lesson plan reflecting collaboration/differentiated instruction and reflection for a lesson you designed with the help of your cooperating teacher.

____ Plan your total teach time and its general content with your cooperating teacher and college supervisor. Confirm what content you will cover. What should you be planning now?

____ Prepare your cooperating teacher for your absence. Discuss what you will prepare for week 7.
Week 7 (Continue Implementing Other Lessons):

___ Moodle posting #7: How are you preparing for total teach? What are your main goals? How will you know when you have reached them?

___ Time sheet to include list of instructional activities for the week.

___ Lesson plan and reflection on a lesson you designed (may be total teach lesson).

___ Complete planning for your total teach time and its specific content with your cooperating teacher and college supervisor.

* Have you been taking pictures for your portfolio/exit presentation?

Week 8 (Total Teach Week One)

___ Moodle posting #8: Share an example of formative assessment and feedback you gave to your students this week. How will the students use the feedback to improve their skills in a similar future task?

___ Time sheet to include list of instructional activities for the week.

___ Lesson plans and reflections for lessons you designed.

___ Revision to total teach plans for week two based on reflection

* Have you been taking pictures for your portfolio/exit presentation?

Week 9 (Total Teach Week Two):

___ Moodle posting #9: Share a teaching story of a key instructional moment during your total teach. How did students respond? How did you respond?

___ Lesson plans and reflections.

___ Prepare for your departure at the end of next week.

___ Time sheet to include list of instructional activities for the week.

___ Complete the final evaluation form in this handbook (self-evaluation) for final evaluation conference next week.

* Have you been taking pictures for your portfolio/exit presentation?
Week 10 (Wrapping Up Fieldwork):

--- Moodle posting #10: Share a teaching story that shows signs of progress, new things you tried, successes you have had.

--- Time sheet to include list of instructional activities for the week.

--- Distribute feedback form to students and reflect on student feedback.

End of Fieldwork!

--- Moodle posting #11: Think back over the last ten weeks and share a teaching story of important/memorable moments from the culmination of your fieldwork, your “farewells”, your most important learning experiences.

--- Moodle posting #12: Share a teaching story about a risk you took, something new you tried, and/or advice you acted upon that improved your teaching. What risks will you continue to take as you move forward in the program toward student teaching? Extend thank you’s to your peers for their support during fieldwork.