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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 certification. 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 the 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

FIELDWORK GUIDELINES: EDUCATION 304

The pre-student teaching internship, which includes 150 hours of fieldwork and a weekly seminar, is intended to:

- 1) familiarize the student intern with the elementary school curriculum and environment and with the various responsibilities associated with being an effective elementary 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 certification 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. Maintains schedule consistently. 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 sheet 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 documented 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 college 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.
- 9) The intern demonstrates appropriate knowledge base in subject areas.
- 10) The intern maintains communication with clinical coordinator regarding placement.

Termination of Student Teaching or Internships:

Decisions about termination of a placement will be made by the Department Chair in consultation with the coordinator of clinical experiences, 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 internship, enroll in the course in a subsequent semester.

Placements in student teaching or internship 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 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

Description of Assessments

(See syllabus for grading policies; Self-reflection Final Presentation will be distributed in class)

Seminar Assignments and Participation

You are expected to attend all seminars and participate actively in discussions. When readings are assigned, you are expected to bring readings to class and to be thoroughly prepared to discuss the content and engage in dialogue about the content of the readings during seminars. All written assignments, including time sheets, must be submitted on time. Seminar grades will be affected by late submissions.

The following should be submitted at the beginning of each seminar:

1. Two-page typed weekly journal entry (double spaced, 12-point Times Roman font, one-inch margins)
2. One typed lesson plan with attached reflection page (starting 2/15 for the lesson taught the previous week): see below for description
3. Time Sheet

Additional required items to be submitted are indicated on the syllabus.

Description of written assignments for seminar (assessment: √-, √, or √+)

1. Journal entries (two typed pages weekly). A focus for the entries will be provided.

The intern will

- monitor his or her own progress and identify strengths and weaknesses
- demonstrate how he or she is drawing from theoretical and philosophical frameworks in coursework and applying them to classroom settings
- be a keen observer of children who reflects about the ways in which children learn
- reflect and write about responsiveness to children
- evaluate strategies for teaching success and find alternatives for inappropriate strategies
- show evidence of self-directed learning
- reflect about and articulate what he or she knows and does not know
- be able to talk about his or her thinking processes through writing

Target	Acceptable	Unacceptable
Thoughtful and thorough reflection that shows exceptional competencies in all of the above skills.	Reflection that demonstrates many of the competencies listed above and shows continual growth of reflective capacities during the semester.	Minimal reflective capacities with little or no growth in the areas listed above.

2. Lesson Plans (see rubric in handbook)

A weekly lesson plan should be submitted for one of the following:

- Whole class lessons, including read-alouds (minimum two whole class lesson plans)
Note: You are required to implement one read-aloud weekly. You must provide a complete, typed lesson plan for every lesson plan (including read-alouds) for your teacher at least two days prior to the day the lesson will be taught. Weekly read-alouds should be documented in your time sheet. You should submit a minimum of one and a maximum of three read-aloud lesson plans during the semester for your weekly requirement. The other lesson plans should represent other types of lessons, including the ones listed below.
- Small or whole group language arts lessons (minimum two during the course of the semester). See the list of target lessons for total teach for examples.
- Morning opening activities (maximum one during the course of the semester)

Peer Observation (one typed page): see syllabus for due date

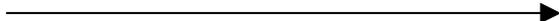
You will observe a fellow intern teach once. Discuss the observation in advance with your peer to determine the focus of the observation, i.e., what she or he would like you to concentrate on during the observation. You should provide a typed lesson plan to your observer prior to the observation day. Arrange to meet the

same day of the observation to process your observations about the lesson with the intern whom you observed. During the subsequent seminar, submit the lesson plan, the hand-written observation notes, and one typed page of your reflections about the lesson and the collaborative processing meeting you had with the intern whom you observed. The intern who was observed should submit one typed page reflecting upon what he or she learned as a result of the observation.

Target	Acceptable	Unacceptable
Detailed observation notes and carefully written, thoughtful, supportive, highly <u>useful</u> reflections about the focus for observation.	Good observation notes and clear, supportive, valuable reflections about the focus for observation.	Less than complete observation notes with minimal usefulness for the intern who was observed.

Performance Assessment for Fieldwork:

This includes the *Identifying Dispositions of a Lake Forest College Educated Teacher* (see below) as these are demonstrated during all aspects of fieldwork performance (including formal observations and seminar) and all interactions with faculty, other teacher candidates, and school personnel.

Meets expectations  Does not meet expectations

Target	Acceptable	Unacceptable
Demonstrates exceptional performance during fieldwork. Demonstrates all dispositions that are important to potential teaching success. Recognizes weaknesses and remediates them. Shows evidence of substantial reflection and consistent growth throughout the semester. Achieves beginning, intermediate, or target level performance in required areas of competency (level for each area is described in handbook rubric).	Demonstrates average to good performance during fieldwork. Demonstrates most dispositions that are important to potential teaching success. Recognizes weaknesses and is working toward remediating them. Shows evidence of reflection and growth through the semester. Achieves beginning, intermediate, or target level performance in required areas of competency (level for each area is described in handbook rubric).	Fails to demonstrate basic competencies required for successful internship experience. Deficiencies in multiple dispositions or in specific dispositions that are essential to successful teaching (e.g., responsiveness to students, responsibility). Demonstrated weaknesses in dispositional areas are not corrected sufficiently. Insufficient evidence of reflection and/or growth during semester. Fails to achieve beginning, intermediate, or target level of performance in required areas of competency (see rubric).

Concerns about potential teaching success may include academic concerns (including the ability to communicate well orally or in written work), attitudinal issues, ethical considerations (student has not conducted herself or himself in an ethical manner), or any other interpersonal issues that may have an impact on his or her ability to work appropriately and effectively with children and adults.

Interns must earn a grade of B- or better to be recommended for continuation in the teacher certification program.

The values in boldface on the following pages constitute the dispositions for teaching that reflect the conceptual framework for teacher education at Lake Forest College. Your performance in this course should demonstrate the developing competencies that are embedded in the core elements of our program.

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 identify, 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.

Observations

An observation framework with criteria for performance will be distributed separately in class.

A typed lesson plan is required for every observation.

The College supervisor's observations may include any of the following teaching activities:

- read alouds
- whole class language arts instruction
- one-on-one language arts instruction
- small group reading instruction.

There may be additional contexts for observations depending on the activities that are taking place within your classroom.

Possible Contexts for Observations:

1. Read-alouds to whole class

Competencies to be developed:

- using children's interests, knowledge and experiences, cultural backgrounds, and developmental levels as the basis for materials selection
- using a diverse body of works, authors, and movements in U.S. and world literature, literature for children and young adults, and characteristic features of various literary genres
- engaging children in culturally responsive reading response activities
- engaging children in meaningful reading response experiences by recognizing the relationship among the four language art (reading, writing, speaking, and listening)
- providing alternative response opportunities that differentiate for diverse needs
- engaging children in reading as a process of meaning construction through the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation
- using body language and vocal techniques to promote engagement and develop enthusiasm
- developing practical strategies for read-alouds that motivate and interest children, extend language growth, use oral language to support reading development (e.g., questioning techniques, illustrations, vocal intonation, nonverbal cues, rhyme, alliteration, techniques to engage children actively in the experience, etc.)
- developing effective classroom management strategies that promote active listening, a positive learning environment, and a community of learners

2. Whole class language arts instruction other than read aloud

Competencies to be developed (these may overlap with many of those for read-alouds):

- using children's interests, knowledge and experiences, and cultural backgrounds to provide a context for the lesson
- teaching at the developmentally appropriate level for grade level—sufficiently challenging but that also provides sufficient opportunities for children to succeed
- engaging children in meaningful reading response experiences by recognizing the relationship among the four language art (reading, writing, speaking, and listening)
- engaging children in reading as a process of meaning construction through

the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation

- developing questioning techniques that recognize zone of proximal development, scaffold learning, and focus on multiple levels of understanding (basic explanation, interpretation, perspective, application)
- designing assessment techniques that provide useful information for future instructional planning
- using body language and vocal techniques to promote engagement and develop enthusiasm
- interacting with students in ways that show respect and foster self-confidence and positive attitudes about learning
- developing effective classroom management strategies that promote active listening, a positive learning environment, and a community of learners

3. Small group language arts instruction

Competencies to be developed:

- Instructing group at the developmentally appropriate level
- Building rapport with the group in order to develop trust
- Developing a positive group dynamic and fosters the development of a community of learners
- Monitoring and adjusting strategies and goals in response to students' feedback
- Building on-going assessment into the lesson
- Building student's self-confidence

4. One-on-one language arts instruction

Competencies to be developed:

- Instructing student at the developmentally appropriate level
- Building rapport with the student in order to develop trust
- Monitoring and adjusting strategies and goals for learner in response to learner's feedback
- Building student's self-confidence
- Building on-going assessment into the lesson
- Creating and selecting a variety of focused instructional materials to help student achieve instructional goals
- Developing student's positive attitude about literacy
- Helping student develop repair (fix-up) strategies/metacognitive skills
- Helping student self-assess and establish goals

Total Teach Contents:
Overview, Lesson plans, Learning Center, Community Project

Part I. Overview of Total Teach to include the following:

- A. Provide information about your daily schedule during the Total Teach and the specific teaching responsibilities you will have during this time period.

- B. Describe how you are accomplishing the following:
 1. Using information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
 2. Using cultural diversity and individual student experiences to enrich instruction.
 3. Creating varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.
 4. Uses effective literacy techniques to make reading purposeful and meaningful.
 5. Teaches the reading, writing, speaking, and listening processes.
 6. Uses diverse children's literature in ways that reflect theoretical knowledge learned in seminars (e.g., reading, etc.) and in ED 303.

Note: Part I is due prior to the beginning of the Total Teach (see syllabus).

The rubric for Total Teach Overview is on the following page. This section should *draw heavily* from the course texts and discussions in both ED 303 and ED 304. Be sure to cite appropriately using APA style.

Rubric for Total Teach Part I (Overview)

Meets expectations → Does not meet expectations

	Target	Acceptable	Unacceptable
Content	<p>Schedule of teaching activities clearly and completely described. Articulate and compelling explanation of how the plan will accomplish the following, supported by multiple excellent examples:</p> <ul style="list-style-type: none"> • Use information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. • Use cultural diversity and individual student experiences to enrich instruction. • Use multiple, rich examples of jointfostering as it is described in our text • Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. • Teaches the reading , writing, speaking, and listening processes. • Uses effective literacy techniques to make reading purposeful and meaningful. • Uses diverse children’s literature. <p>All of the above are richly represented.</p>	<p>Schedule of teaching activities clearly and completely described. Clear explanation of how the plan accomplishes the following with good examples:</p> <ul style="list-style-type: none"> • Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. • Uses cultural diversity and individual student experiences to enrich instruction. • Use examples of jointfostering as described in our text • Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. • Teaches the reading , writing, speaking, and listening processes. • Uses effective literacy techniques to make reading purposeful and meaningful. • Uses diverse children’s literature. <p>All of the above are well represented.</p>	<p>Schedule of teaching activities may not be clearly and/or completely described. Explanation of the ways in which the plan does the following may lack adequate elaboration and/or appropriate or sufficient examples to support claims:</p> <ul style="list-style-type: none"> • Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. • Uses cultural diversity and individual student experiences to enrich instruction. • Use examples of jointfostering as described in our text • Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. • Teaches the reading , writing, speaking, and listening processes. • Uses effective literacy techniques to make reading purposeful and meaningful. • Uses diverse children’s literature. <p>One or more of the above are not represented or are not represented effectively.</p>
Writing and Presentation	<p>All elements included and described with excellent clarity; correct spelling, punctuation, grammar, capitalization; mature language/rich vocabulary used; correct, consistent APA style; Professional presentation</p>	<p>All elements included and described with clarity. Few or minor errors in spelling, punctuation, grammar, capitalization. Mature vocabulary used. APA style. Correct, consistent APA style. Professional presentation.</p>	<p>Possible missing elements or lack of clarity. Errors in spelling, punctuation, grammar, capitalization. Immature vocabulary used.. Incorrect or inconsistent APA style. May not be presented professionally.</p>

Total Teach Assessment (Cont.)

Part II. Lesson Plans:

- A. Lesson plans(9) for two-week period: There should be nine lesson plans submitted. If a lesson plan takes two days, it still is only considered to be one plan. In other words, some of these plans may get modified, but the original plans should remain when you submit the entire Total Teach material. Each lesson plan should represent a significant language arts teaching activity that is a formally planned portion of each day of the Total Teach. Lessons should be initialed by your mentor teacher. The format for lesson plans is included in this handbook. Any handouts should be “teacher-made.” Ideas from blackline masters may be adapted (and credited), but you should create the actual handout. A targeted lesson plan in each of the following areas must be included:
- Vocabulary and language development (e.g., word study)
 - Decoding, including phonics skills and structural analysis
 - Comprehension strategies
 - Writing development and writing skills (e.g., family message journals)
 - Listening and speaking skills
 - Spelling
 - Children’s literature (including attitudes related to reading) with reading response activity
- B. Reflections: A formal one-page reflection of each lesson that is typed on a separate piece of paper and stapled to the lesson plan. Be sure to comment on what you have learned about instructional planning, learning environment, diversity, instructional delivery, assessment, and teaching language arts in particular. Be specific and share particular observations of student responses to your instruction. How would you revise this lesson? Avoid descriptions such as these: This lesson was great, went well, the students enjoyed it, or was a lot of fun. Be specific in your assessment and relate the success of the lesson specifically to the specific instructional goals. Did the students learn something meaningful? New? What was it? What evidence do you have? Was the lesson too challenging? Challenging enough? How do you know?

Rubric for Lesson Plans (Part II of Total Teach)

Meets expectations → Does not meet expectations

	Target	Acceptable	Unacceptable
Content	<p>Lesson plans reflect substantial evidence that intern is using effective literacy techniques to make reading purposeful and meaningful.</p> <p>Teaches the reading, writing, speaking, and listening processes in ways that are creative and highly engaging for learners and that achieve identified Illinois Learning Standards.</p> <p>Teaches using a diverse body of works, authors, and movements in U.S. and world literature, literature for children and young adults, and characteristic features of various literary genres.</p> <p>Excellent anticipatory set that establishes prior knowledge and gains student attention (“hook”).</p> <p>Engaging, creative, developmentally appropriate, instructionally valuable learning experiences with sufficient teacher structure. Differentiated learning activities and assessments/response opportunities well represented.</p> <p>Appropriate and rich learning materials demonstrate teacher resourcefulness and initiative.</p> <p>Draws from and meaningfully applies theoretical and philosophical frameworks explored in coursework.</p>	<p>Good evidence that intern is using effective literacy techniques to make reading purposeful and meaningful.</p> <p>Teaches the reading, writing, speaking, and listening processes in ways that are meaningful and interesting for learners and that achieve identified Illinois Learning Standards. Selects a variety of literature from multiple genres.</p> <p>Adequate anticipatory set that establishes prior knowledge and encourages student participation and attention.</p> <p>Valuable learning experience that adequately challenges students to learn new content and/or meaningfully reinforces previously learned material.</p> <p>Represents good connection to theoretical frameworks explored in coursework. Some evidence of differentiation and varied response activities.</p>	<p>Evidence of effective literacy techniques to make reading purposeful and meaningful is minimal or lacking. Minimal integration of reading, writing, speaking, and listening.</p> <p>Weak connection to identified Illinois Learning Standard or inaccurate selection of standard.</p> <p>Literature selection may be inappropriate or lacking imagination and skill to select rich sources. Minimally effective plan to gain attention/weak anticipatory set.</p> <p>Limited or no link to theoretical framework learned in coursework.</p> <p>Does not challenge students in ways that promote new learning or meaningfully reinforces prior learning. Basic lesson format with little creativity or resourcefulness/minimal initiative.</p>
Writing and Presentation	<p>All elements included and described with exceptional clarity.</p> <p>Correct spelling, punctuation, grammar, capitalization. Mature language usage. Reader should be able to implement lesson without additional explanation. Well organized and professionally presented.</p>	<p>All elements included and described with clarity.</p> <p>Correct spelling, punctuation, grammar, capitalization. Mature language usage. Reader should be able to implement lesson with little explanation. Well organized and professionally presented.</p>	<p>Elements may be missing or underdeveloped.</p> <p>Few or minor errors in spelling, punctuation, grammar, capitalization</p> <p>Immature language usage. Reader not able to implement lesson without significant additional explanation. May lack organization or not be presented in a professional manner.</p>

Total Teach

Part III. Learning Center:

Submit the following:

- A. Brief summary description, including title, grade level, and subject orientation of the center (with integration of content areas and reading, writing, speaking, listening).
- B. At least three activities identified. Include the following for each activity:
 - Illinois Learning Standard
 - Student Objective
 - Assessment technique
 - Materials required
 - Typed directions provided to student: these should appear exactly as they do at the center
- C. Photograph of Learning Center

Rubric for Learning Center:

Meets expectations → Does not meet expectations

	Target	Acceptable	Unacceptable
Content	Strongly supports/promotes important learning goals; contains materials that promote individual growth; rich, highly creative teacher-created materials address a wide range of reading levels, learning profiles, and interests; activities vary from simple to complex; highly motivating for students; clear student directions with instructions for more help, and instructions for completion; has record keeping component for teacher; includes plan for ongoing assessment to make center adjustments. (Tomlinson, 1999, p.76)	Focuses on important learning goals; contains materials that promote individual growth; motivating for students; creative teacher created materials address a range of reading levels, learning profiles, and interests; activities vary from simple to complex; clear student directions, with instructions for more help and instructions for completion; has record keeping component for teacher. (Tomlinson, 1999, p.76)	Lacks focus on important learning goals; contains inadequate or insufficient materials that promote individual growth; teacher created materials lack imagination and/or do not address a range of reading levels, learning profiles, and interests; activities may all be at similar level of complexity; unclear student directions, no instructions for more help, and/or instructions for completion; may lack record keeping component for teacher. (Tomlinson, 1999, p.76)
Writing and Presentation	All elements are included and highly developed. Correct spelling, punctuation, grammar, capitalization. Neat, well organized, highly appealing visually, exceptionally imaginative/ creative. The work is well organized and professionally presented.	All elements are included and well developed. Correct spelling, punctuation, grammar, capitalization. Neat, well organized, appealing visually, and shows some creativity and resourcefulness. The work is well organized and professionally presented.	Element may be missing, underdeveloped, or inappropriately developed. May have errors in spelling, punctuation, or capitalization. Lacks organization, visual appeal, and/or shows minimal creativity. The work may be unorganized or not professionally presented.

Reference:

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

Part IV

Culminating Waukegan Community Project

(We will discuss this in more detail in class.)

This section should include

- description of the project
- rationale for the project
- samples and descriptions/evaluations of student work
- pictures

<p>Content</p>	<ul style="list-style-type: none"> • Use information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. • Use cultural diversity and individual student experiences to enrich instruction. • Use multiple, rich examples of jointfostering as it is described in our text • Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. • Teaches the reading , writing, speaking, and listening processes. • Uses effective literacy techniques to make reading purposeful and meaningful. <p>All of the above are richly represented.</p>	<ul style="list-style-type: none"> • Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. • Uses cultural diversity and individual student experiences to enrich instruction. • Use examples of jointfostering as described in our text • Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. • Teaches the reading , writing, speaking, and listening processes. • Uses effective literacy techniques to make reading purposeful and meaningful. <p>All of the above are well represented.</p>	<ul style="list-style-type: none"> • Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. • Uses cultural diversity and individual student experiences to enrich instruction. • Use examples of jointfostering as described in our text • Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. • Teaches the reading , writing, speaking, and listening processes. • Uses effective literacy techniques to make reading purposeful and meaningful. <p>One or more of the above are not represented or are not represented effectively.</p>
<p>Writing and Presentation</p>	<p>All elements included and described with excellent clarity; correct spelling, punctuation, grammar, capitalization; mature language/rich vocabulary used; correct, consistent APA style; Professional presentation</p>	<p>All elements included and described with clarity. Few or minor errors in spelling, punctuation, grammar, capitalization. Mature vocabulary used. APA style. Correct, consistent APA style. Professional presentation.</p>	<p>Possible missing elements or lack of clarity. Errors in spelling, punctuation, grammar, capitalization. Immature vocabulary used.. Incorrect or inconsistent APA style. May not be presented professionally.</p>

This assignment will provide opportunities for you to meet the following *Illinois Content Area Standards*:

Elementary Content Area Standard 2—Curriculum: English Language Arts

The competent elementary teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes all students' ability to apply language and thinking skills to many different genres, concepts, and situations.

2I. Teaches the reading, writing, speaking, and listening processes.

2J. Teaches using a diverse body of works, authors, and movements in U.S. and world literature, literature for children and young adults, and characteristic features of various literary genres.

Elementary Content Area Standard 9—Diversity

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

9C. Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

9G. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

9H. Uses cultural diversity and individual student experiences to enrich instruction.

Elementary Content Area Standard 13—Communication

The competent elementary teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction.

13G. Creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.

Illinois Professional Teaching Standards

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

The competent teacher:

2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs

2N) facilitates learning experiences that make connections to other content areas and to life experiences

2P) adjusts practice to meet the needs of each student in the content areas

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

The competent teacher:

3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences

3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

The competent teacher:

6P) integrates reading, writing, and oral communication to engage students in content learning

6R) stimulates discussion in the content areas for varied instructional and conversational purposes

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

The competent teacher:

8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning

8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

Student Study

General Guidelines

With the help of your mentor teacher, you are to select one student in the class be the focus of your child study. Do not use the subject's real name, the classroom teacher's name, or the school name in the study.

Major objectives for your child study:

- 1) to develop your skills as a keen observer of students
- 2) to develop your ability to be reflective about teaching practice
- 3) to consider a variety of factors that might influence the behavior and performance of one particular student
- 4) to gain experience with on-going informal and formal assessments of students
- 5) to begin to draw from philosophical and theoretical frameworks and apply them meaningfully to classroom settings
- 6) to discover how a student's individual needs and interests shape teaching acts
- 7) to demonstrate resourcefulness, initiative, imagination and consideration of cultural contexts in order to become responsive to individual student's needs

Procedures for Study:

- I. Introduction that includes a descriptive narrative about the reasons you selected the student as a focus for your study and the ways you gathered your data.
- II. Learning Profile:
 - A. Age, sex, cultural/language, family information, special interests, attitudes about school.
 - B. Record of the assessments performed by you and previously by others
 - C. Locate your student on a developmental language arts continuum by assessing his or her language arts skills, habits, attention span, interest level, etc.
 - D. Your subject's general behavior (performance in other subjects, interaction with others, etc.), significant health characteristics (e.g., impaired hearing or vision) that might affect your subject's ability
 - E. Samples of the student's work, dated and with commentary/explanation (i.e., contextualized).
 - F. External factors that might have some effect on your subject's behavior, attitude, and academic achievement.
- III. Class Profile: A summary or graphic representation of the class's performance based on your assessments, formal records that are available, and anecdotal information from teacher; this profile should include your student study. The following areas should be included:
 - A. phonemic awareness
 - B. comprehension
 - C. phonics
 - D. fluency
 - E. vocabulary development
 - F. oral communication
 - G. writing
 - H. spelling
- IV. Initial instructional plan:
 - A. Possible alternative approaches /modifications in an inclusion classroom to meet the special needs of your subject during whole group lessons.

- B. Ways in which you will work one-on-one with the student.
- V. Log of your one-on-one sessions (minimum three weekly 20-minute sessions) with the student documenting the individualized instruction you implement, special instructional methods you try, the materials you use, and on-going assessment of the student's progress.
- VI. Professional Collaboration
 - A. References to professional journals and websites for resources that aided you in addressing the needs of the student.
 - B. Ways in which you collaborated with other interns on-line and in seminars to analyze data and make instructional decisions
- VII. Summary of the work you did with the student and ways in which student demonstrated and/or did not demonstrate progress.
- VIII. Recommendations for future modifications within the regular classroom and for special one-on-one interventions.

Meets Expectations
→
 Does Not Meet Expectations

	Target	Acceptable	Unacceptable
Data Collection, Analysis, Collaboration, & Implementation	<ul style="list-style-type: none"> • Skillfully assesses the student studied and/or the group's performance in relation to cognitive, social, emotional, moral/ethical, and physical development. The reading/language arts assessments cover a range of areas, including fluency, oral reading, phonemic awareness, spelling, and attitude and preference, and comprehension. • Uses this data in purposeful ways to create and implement an instructional plan. • Demonstrates exceptional focus and skill in use of classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice. • Develops excellent, detailed learner profile based on extensive data collection and outstanding documentation • Develops outstanding, creative, focused instructional plan to assist student whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English. • Strongly incorporates student's experiences, culture, and community resources into instruction. • Robust implementation of plan • Collaborates extensively with 	<ul style="list-style-type: none"> • Adequately assesses the student studied and/or the group's performance in relation to cognitive, social, emotional, moral/ethical, and physical development. Reading/language arts assessments are varied and cover multiple areas. • Data is used in the instructional plan and daily interactions with student. • Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice. • Develops strong learner profile based on good data collection and clear documentation • Develops strong instructional plan to assist student whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English. • Incorporates student's experiences, culture, and community resources into instruction. • Good implementation of plan. • Collaborates with other professionals (including fellow interns and school personnel) as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback. 	<ul style="list-style-type: none"> • Fails to assess, inaccurately assesses, or minimally assesses the student studied and/or the group's performance in relation to cognitive, social, emotional, moral/ethical, and physical development • Uses minimal amount of classroom observation, information about students and pedagogical knowledge and little or no research as sources for active reflection, evaluation, and revision of practice. • Develops basic learner profile based on minimal data collection and limited documentation. • Develops instructional plan that may lack enough sub-stance or direction to advance the learning of a student whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English. • Little follow-through implementation of plan. • Collaborates minimally or not at all with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.

	other professionals (including fellow interns and school personnel) as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback		
Writing & Presentation	All elements are included. The writer maintains a strong focus throughout the paper. Correct grammar, spelling, capitalization, syntax, and punctuation are used consistently. The ideas are expressed in a compelling manner. Mature language and rich vocabulary usage are sustained throughout the paper. Structure, organization, and coherence are obvious with appropriate transitions from one section to the next. Correct APA style used consistently. The work is well organized and professionally presented.	All elements are included. The writer maintains a clear focus. The writer expresses herself or himself in a relatively clear manner but falls short of complete explanation. The writer generally uses correct grammar, spelling, capitalization, syntax, and punctuation but there are errors (grade will be lowered if there are multiple errors in any of these areas). Mature language/vocabulary usage may not be consistently used. Organization, structure, and/or coherence usually fine, but may be weak at times. Correct APA style used. The work is well organized and professionally presented.	Some elements may be missing. The writer does not sustain a consistent focus. The writer expresses herself or himself in a relatively clear manner but falls short of complete explanation. The writer generally uses correct grammar, spelling, capitalization, syntax, and punctuation but there are multiple errors (grade will be lowered if there are multiple errors in any of these areas). Mature language/ vocabulary usage infrequently used. Weak organization, structure, and/ coherence. The work may not be organized well and may not be professionally presented.

This assignment will provide opportunities for you to meet the following *Illinois Content Area Standards*:

Elementary Content Area Standard 8—Human Development and Learning

The competent elementary teacher understands how individuals grow, develop, and learn and provides learning opportunities that support all students’ cognitive, social, emotional, moral/ethical, and physical development.

8C. Assesses individual and group performance in relation to cognitive, social, emotional, moral/ethical, and physical development.

Elementary Content Area Standard 9-Diversity

9C.Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

Elementary Content Area Standard 16 : Reflection and Professional Growth

The competent elementary teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

16D. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

16E. Collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.

Illinois Professional Teaching Standards

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

The competent teacher:

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community

- 1E) understands the impact of linguistic and cultural diversity on learning and communication
- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

The competent teacher:

- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction
- 3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses
- 3G) understands how research and data guide instructional planning, delivery, and adaptation
- 3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs
- 3M) develops plans based on student responses and provides for different pathways based on student needs;
- 3P) works with others to adapt and modify instruction to meet individual student needs

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

The competent teacher:

- 4E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

The competent teacher:

- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics
- 5G) knows how to evaluate and use student performance data to adjust instruction while teaching
- 5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses
- 5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

The competent teacher:

- 6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student
- 6J) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

The competent teacher:

- 7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards
- 7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data
- 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student
- 7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes
- 7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole

- 7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning
- 7M) maintains useful and accurate records of student work and performance
- 7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [10 hours5 ILCS 10 hours], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008)
- 7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress
- 7P) collaborates with families and other professionals involved in the assessment of each student
- 7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts
- 7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

The competent teacher:

- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students
- 8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted

LESSON PLAN FORMAT: ED 304

Language arts: Specific focus (Vocabulary, Comprehension, etc.)

Grade level: Format (small group or whole group)

Date and time

Estimated time needed

Rationale (two or three sentences in narrative form):

Why should this material be taught? Why is it important for 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 lesson fit in with previous lessons? How does this plan fit in with good teaching practice? How will the students be motivated and challenged by this lesson?

ISBE Learning Standard/s associated with this lesson:

Instructional Aim/s:

What should students learn in this lesson? What skills should students be able to demonstrate after completing this lesson? What knowledge should be demonstrated? How well? This should start with the words “The students will... .”

Learning Activities (Number of rows will vary)	Student Activities and Expected Responses	Teacher Responses/Things to Remember	Assessments
Beginning the Lesson: How will this lesson be related to the students’ past experiences or prior knowledge? Stimulate prior knowledge? How will the teacher gain the students’ attention? (What is the “hook”? Buy-in?) How will the students be informed of the learning goals for the lesson? How will they be held responsible? Expectation?	This section should reflect ways in which students are being engaged—as individuals and as a group. It also should reflect how students are being held accountable for learning. Students will.....	Important points of instructional procedures; Management strategies; Checking for understanding; Possibility of changing plans to reflect student responses (If students respond or do X, teacher will do Y); Special needs.	Student Assessment Procedures: How will students be assessed? At what level of competency do you expect the learning to be demonstrated? This should be on-going, throughout the lesson and should be directly connected to the instructional aim. You should say how you are monitoring understanding/new knowledge/skills/participation/engagement for each step of the learning activities
Scaffolding, presenting new material, structuring content, modeling, checking for understanding (also part of assessment), guided practice, and motivation for new knowledge construction, feedback			
↓	↓	↓	↓
New knowledge checked and reinforced			
Closure: Return to goals of lesson and articulate connections; lesson summary			

Lesson Plan (Cont.)

Materials needed: Provide a list (e.g., name of trade book, author; 8X11 lined paper; and pencils)

Differentiation (Modification for diverse learners):

Indicate provisions being made for content, process, or product modifications, including different materials.

Think carefully about this, using our text, class discussion, and other resources to support your decisions.

Assessment: How will learning be assessed? Provide specific observable assessment strategies and materials used to assess student learning.

Self-assessment/personal reflection: A formal, one-page reflection of each lesson that is typed on a separate piece of paper and stapled to the lesson plan. Be sure to comment on what you have learned about instructional planning, learning environment, diversity, instructional delivery, assessment, and teaching language arts in particular. Be specific and share particular observations of student responses to your instruction. Did the students learn something meaningful? New? What was it? What evidence do you have? Was the lesson too challenging? Challenging enough? How do you know? How would you revise this lesson? Avoid descriptions such as these: This lesson was great, went well, the students enjoyed it, or was a lot of fun. Be specific in your assessment and relate the success of the lesson specifically to the specific instructional goals.

Note: The pronoun “I” should not appear in the lesson plan in any section other than the last one on self-reflection.

COLLEGE SUPERVISOR'S OBSERVATION FRAMEWORK

Name _____ Date _____ School _____
Teacher _____ Grade _____ Subject _____ Visit _____

Professionalism Checklist: Satisfactory=√ Weak/Unsatisfactory =√- Not applicable= NA

The fieldwork intern:

- _____ Had a full, typed lesson plan including description of learning goal and activity.
- _____ Had complete binder.
- _____ Made sure that materials, supplies, and equipment were ready to use.
- _____ Demonstrated adequate knowledge of appropriate pedagogy and/or subject matter background
- _____ Reflected poise and self-confidence; ability to cope with unforeseen problems
- _____ Exhibited appropriate dress and overall appearance.
- _____ Was positive and professional in responses to students.
- _____ Was able to suggest possible revisions to the lesson, assess progress, and set goals.

Standard 6 – Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Observation Notes:

Post-Observation Conference Notes/Teacher candidate's reflection:

Goals for next lesson:

Student

College Supervisor

Copies: *White, College Supervisor; Yellow: Intern;; Pink; Cooperating Teacher*

Midterm and Final Fieldwork Performance Assessment: ED 304

Intern _____

Mentor Classroom Teacher _____

College Mentor _____

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 intern's performance in this course should demonstrate the developing competencies that are embedded in these dispositions. Please comment in each of the sections, providing examples of both specific behaviors/performance the student has demonstrated, as well as goals in each category. The values are also aligned with Illinois Professional Teaching Standards as indicated.

Part 2: Middle School Teaching Behaviors are the set of specific instructional skills we expect interns to develop in this fieldwork experience. Please note that these are related to the Illinois Professional Teaching Standards (2010). Here, we want you to assess current performance and provide examples.

Part 3: We ask you to determine goals for the intern at midterm and strengths and weaknesses of the intern 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 intern 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

MIDTERM:

FINAL:

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 intern 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*

MIDTERM:

FINAL:

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 intern 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 to determining how to be responsive to children

MIDTERM

FINAL

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 intern 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.

MIDTERM

FINAL

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 intern 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

MIDTERM

FINAL

PART 2: EVALUATION OF INTERN’S PROGRESS IN AREAS OF TEACHING COMPETENCY

Interns are expected to achieve intermediate or target performance by the end of the semester in the following areas: *Diversity, Learning Environment, Instructional Delivery, Reading Writing and Oral Communication, & Professionalism*. Interns are expected to achieve beginning performance by the end of the semester in *Planning for Differentiated Instruction, Communication, Assessment & Collaboration*.

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

	Midterm	Final
Teaching Diverse Students (IPTS 1K)	_____	_____
Learning Environment (IPTS 4 A, I, J, K, L, O, P)	_____	_____
Instructional Delivery (IPTS 5L, Q, R)	_____	_____
Reading, Writing & Oral Communication (IPTS 6 Q, R)	_____	_____
Professionalism (IPTS 9 C, H, I, J, L, M, O, Q, S)	_____	_____
Planning for Differentiated Instruction (IPTS 3 F, P)	_____	_____
Communication (IPTS 5 L, Q, R)	_____	_____
Assessment (IPTS 7)	_____	_____
Collaboration (IPTS 8 B, F, G, J, K, L, N, R)	_____	_____

PART 3:

SUMMARY MIDTERM GOAL STATEMENT:

(SUPERVISOR ONLY)

The intern 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 _____
SIGNATURES

MENTOR TEACHER

STUDENT

COLLEGE SUPERVISOR

FINAL DATE _____
SIGNATURES

MENTOR TEACHER

STUDENT

COLLEGE SUPERVISOR

THE INTERN HAS PARTICIPATED IN A MULTICULTURAL 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

ATTACH THE FOLLOWING (TYPED, DOUBLE-SPACED, 12-POINT TIMES ROMAN FONT):

- A PLAN TO ADDRESS EACH AREA LISTED ABOVE AFTER MIDTERM OR DURING STUDENT TEACHING
- SELF-ASSESSMENT OF YOUR PERFORMANCE IN EACH AREA OF THE IDENTIFYING CHARACTERISTICS

Rubrics for Midterm and Final Evaluations

	English Language Arts	Human Development	Planning for Instruction	Learning Environment	Communication
Beginning	Uses appropriate children’s literature; limited integration of four language arts (reading, writing, speaking, and listening); beginning to make reading purposeful and meaningful in limited ways; no major/consistent errors in oral or written language	Is beginning to teach in ways that mirror constructivist practice.	Some initiative and resourcefulness	Is actively working toward but still struggling to maintain classroom decorum and/or on-task behavior on a regular basis.	Is beginning to use oral language and expressive communication skills to support student learning.
Intermediate	Uses appropriate, diverse, and engaging children’s literature; moderate amount of integration of the four language arts; good implementation of literacy techniques to make reading purposeful and meaningful; helps students understand at least one mode of writing; models written and oral language skills	Establishes prior knowledge and uses constructivist practices promote learning	Good initiative, creativity, and resourcefulness	Is usually successful in establishing a positive classroom environment/ maintains on-task behavior	Frequently uses oral language and expressive communication skills to support learning and reading development
Target	Uses rich, engaging and diverse children’s literature; skillfully integrates the four language arts; helps students understand a variety of modes of writing; models excellent oral and written language skills	Establishes prior knowledge, gains attention, and uses children’s interests and ideas and to promote engagement; Consistently uses constructivist practices; Builds self-confidence	Exceptional initiative, creativity and resourcefulness	Promotes and sustains a positive learning environment that respects all students and fosters on-task behavior; Actively fosters a community of learners.	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.

	Curriculum	Diversity	Inst. Del.	Assessment	Professionalism
Beginning	Basic learning activity that is associated with IL Learning Standard	Realizes importance but minimally addresses issues of diverse learners	Uses one or two strategies to engage students and make learning purposeful and meaningful with some effectiveness	Beginning to assess students	Satisfactory evaluation on most items on checklist with possible concerns for those still in development.
Intermediate	Well developed learning activity to achieve identified IL Learning Standard.	Actualizes teaching strategies that recognize needs of diverse learners in some aspects of the lesson	Uses engagement strategies successfully to engage students and to make learning purposeful and meaningful	Develops assessment/ instruments to provide specific data on student learning	Satisfactory evaluation on most items on checklist with no major concerns for those still in development.
Target	Meaningful, creative learning activity that promotes achievement of identified IL Learning Standard	Actualizes teaching strategies that recognize the needs of diverse learners at many stages of the lesson (e.g., planning, delivery, and assessment)	Uses multiple strategies consistently for high levels of engagement for all students to make learning purposeful and meaningful	Uses varied assessment activities that provide useful data to inform instruction and respond to student needs in compelling ways	Satisfactory evaluation on all items on checklist.

NOTE:

INTERNS ARE EXPECTED TO ACHIEVE INTERMEDIATE OR TARGET PERFORMANCE BY THE END OF THE SEMESTER IN THE FOLLOWING AREAS:

ENGLISH LANGUAGE ARTS, DIVERSITY, INSTRUCTIONAL DELIVERY, LEARNING ENVIRONMENT, AND PROFESSIONALISM.

INTERNS ARE EXPECTED TO ACHIEVE BEGINNING PERFORMANCE BY THE END OF THE SEMESTER IN THE FOLLOWING AREAS:
CURRICULUM, ASSESSMENT, COMMUNICATION, HUMAN DEVELOPMENT

APPROXIMATE TIMELINE FOR FIELDWORK RESPONSIBILITIES

January/February

- Demonstrate reliability- on time and consistent attendance.
- Perform routine management tasks.
- Work one-on-one with students using teacher identified goals and materials.
- Work with small groups using teacher identified goals and materials.
- Maintain journal.
- Weekly read-aloud: Select appropriate literature to read to whole group on a regular basis (at least weekly); use strategies to engage children in literature--selection of literature should represent wide range of genres and multicultural literature; tape and analyze read-aloud; and establish goals.
- Identify child for child study project; begin to record observations. Submit reasons for selection. Work with child for 20 minutes, three times weekly.
- Identify two goals for improving instructional competency for midterm conference.
- Formally plan and implement whole class instructional activity on a weekly basis (submit one lesson plan with personal reflections weekly, format will be discussed during seminar).

March/April

Continue above responsibilities plus the following:

- Complete peer observation.
- Formally take responsibility for a specified amount of instructional time daily during “Total Teach.” Instructional planning and implementation should demonstrate integration of content areas and use of variety of learning modalities and should facilitate high engagement levels of students.
- Submit Total Teach Assessment assignment.
- Complete learning center for student use.
- Implement and complete total teach.
- Work with child 20 minutes, three times weekly (minimum) during weeks outside of Total Teach. Complete student study.
- Complete and present self-reflective final presentation

RESPONSIBILITIES OF THE MENTOR TEACHER

- 1) Introduce the student intern and make clear to children 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 15 hour weekly 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.
- 11) Maintain running log of student progress and performance in special notebook.

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 the dialogue journal.
- 5) Meet with the student to discuss competency goals. Assist the student in establishing ways to meet objectives.
- 7) Complete midterm and final evaluations of the intern's performance.
- 8) Verify the intern's fieldwork time sheet.
- 9) Determine a final grade for the intern.

EFFECTIVE TEACHING PRACTICES: REFLECTING UPON AND ASSESSING YOUR PERFORMANCE

As you reflect upon your professional growth throughout the semester, the following areas will help provide a focus for setting goals in the area of effective teaching practices. These practices will be discussed with your supervisor during the fieldwork seminar and as you work to establish individual goals on a continuous basis. You will also use these guidelines when you critique your practice and to assess your progress throughout the semester.

KEY BEHAVIORS

(Adapted from Borich, 2004)

Clarity

1. Informs learners of skills and understanding expected at end of lesson.
2. Provides learners with an advance organizer.
3. Checks for task relevant prior learning at beginning of lesson content perspective.
4. Gives directives slowly and distinctly; checks for understanding.
5. Knows learners' ability levels and teaches at or slightly above current level.
6. Uses examples and models content.
7. Provides appropriate closure.

Variety

1. Provides appropriate anticipatory set -- uses attention getting devices.
2. Demonstrates enthusiasm -- uses verbal and nonverbal techniques.
3. Provides instructional variety.
4. Uses a variety of reinforcement strategies.
5. Encourages student input.
6. Uses a variety of types of questions.

Task Orientation

1. Maintains instructional focus.
2. Handles management tasks effectively.
3. Handles transitions effectively.
4. Handles off-task behavior with minimal disruption.
5. Uses direct and indirect instruction in appropriate contexts.

Engagement

1. Uses instructional strategies that promote active learning/high levels of student engagement.
2. Provides opportunity for guided practice.
3. Uses meaningful verbal praise.
4. Uses global monitoring.

General Observations

1. Teacher rapport
2. Classroom environment
3. Organization
4. Etc.

The big picture: Has the teacher established a positive learning environment in which students feel respected and in which they can achieve success?

Borich, G.D. (2004). Effective teaching methods. Englewood Cliffs, NJ: Prentice-Hall.

EDUCATION DEPARTMENT TIME SHEET

Student _____ School _____

Teacher _____ Supervisor _____

Dates _____ to _____

<i>Date</i>	<i>Arrived</i>	<i>Departed</i>	<i>Activities</i>

Absence (date)

Reason

TOTAL HOURS _____

TEACHER _____
(signature)

STUDENT _____
(signature)