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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 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.

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 Target	Acceptable	Does not meet expectations Unacceptable
Demonstrates exceptional performance during fieldwork. Demonstrates all dispositions that are important to potential teaching success in compelling ways. 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 identity, sexual orientation, and socioeconomic groups to determine how to be responsive to children*

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

In this regard, the teacher candidate will

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

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

In this regard the teacher candidate will

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

Current Statement of the Lake Forest College Honor Code (revised Fall 2009)

PREAMBLE

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

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

ARTICLE 1: COMMUNITY STANDARDS

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

ARTICLE 2: ACADEMIC INTEGRITY

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

ARTICLE 3: ENCOURAGING RESPONSIBLE ACTION

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

ARTICLE 4: THE HONOR COUNCIL

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

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

Lake Forest College is committed to providing students with a safe learning environment. College policy prohibits sexual misconduct, including sexual harassment, discrimination, non-consensual sexual intercourse and contact, domestic and dating violence, and stalking. More information regarding the College's Policy can be found at <http://www.lakeforest.edu/about/administration/sexualmisconduct/>.

As a faculty member, I am a responsible employee, which means that I am required by College policy and federal law to report incidents of sexual misconduct of which I am informed to the Title IX Coordinator, Julie Yura, yura@lakeforest.edu, 847-735-6009. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that he or she needs, while also determining whether or what further action is necessary.

If you have been subject to sexual misconduct and wish to seek support without having the incident reported to the Title IX Coordinator, there are Confidential Employees you can talk to on and off campus. They are:

- Lake Forest College Counseling Services: off-campus 847-735-5240, on campus x5240 during business hours, or after hours by contacting Public Safety at 847-735-5555 or on campus at x5555
- Zacharias Sexual Abuse Center in Gurnee: 847-872-7799
- National Domestic Violence Hotline: 800-799-SAFE
- Illinois Domestic Violence Help Line: 877-863-6338 (Chicago area)

Please contact the Title IX Coordinator if you have any questions about this information or the College's Policy and Procedures Regarding Sexual Misconduct.

FIELDWORK GUIDELINES

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

RESPONSIBILITIES OF THE COOPERATING 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.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

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

SUGGESTED DAILY ACTIVITIES FOR FIELDWORK IN EDUCATION 304/404

Help individual students with seatwork.

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

Lead an instructional activity.

Supervise computer activities.

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

Lead a discussion.

Interact with small groups during activities.

Correct/evaluate and give feedback on student work.

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

Collect or distribute materials or assignments.

Work with an individual student who may have been absent.

Make announcements or read daily bulletins to class.

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

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

Help teacher keep track of student writing files, journals, and other records.

Cooperating Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Cooperating Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Midterm and Final Fieldwork Performance Assessment: EDUC 304/404//315/415

Teacher Candidate:

Mentor Classroom Teacher:

College Supervisor:

School/Grade Level:

Midterm Evaluation Date:

Final Evaluation Date:

This evaluation is in three parts.

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

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

Part 3: We ask you to determine goals for the teacher candidate at midterm and strengths and weaknesses of the teacher candidate at final for use by the student teaching supervisor.

Part 1: IDENTIFYING DISPOSITIONS OF A LAKE FOREST EDUCATED TEACHER

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

In this regard, the teacher candidate will

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

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

In this regard, the teacher candidate will

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

RESPONSIVENESS to children that considers their best interests first and foremost

(IPTS Standard 1: Teaching Diverse Students; IPTS 3: Planning for Differentiated Instruction; IPTS Standard 4: Learning Environment)

In this regard the teacher candidate will

- develop *rapprochement* 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

TEACHER EFFICACY that is developed through the power of student/teacher/parent relationships and through the development of intellectual capabilities and teaching skills that support children's learning

(IPTS Standard 5: Instructional Delivery; IPTS Standard 8: Collaborative Relationships)

In this regard, the teacher candidate will

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

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

(IPTS Standard 9, Professionalism, Leadership, and Advocacy)

In this regard the teacher candidate will

- *monitor his or her own progress* and identify strengths and weaknesses
- *evaluate strategies for success* and find alternatives for inappropriate strategies
- show *evidence of self-directed learning* including collaborating with others *reflect* about and *articulate* what he or she knows and does not know
- be able to *talk about his or her thinking processes* during conferences and seminars
- show evidence of *metacognition through writing* (e.g., journals, response to prompts, etc.)
- be able to successfully communicate and collaborate about teaching skills and student needs

Summarize ways in which the teacher candidate's performance demonstrates the developing competencies listed above that are embedded in the Lake Forest Teacher Education Program. One paragraph should capture the teacher candidate's strongest capacities. A second paragraph should identify areas for focused growth and improvement.

Midterm (2 paragraphs):

Final (2 paragraphs):

PART 2: EVALUATION OF TEACHER CANDIDATE'S PROGRESS IN AREAS OF TEACHING COMPETENCY

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

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

	Midterm	Final
Teaching Diverse Students (IPTS 1K; edTPA 1, 2; Danielson 1, 2, & 3)	_____	_____
Learning Environment (IPTS 4 A, I, J, K, L, O, P; edTPA 2; Danielson 2)	_____	_____
Instructional Delivery (IPTS 5L, Q, R; edTPA 2; Danielson 3)	_____	_____
Reading, Writing & Oral Communication (IPTS 6 Q, R; edTPA 1 & 2; Danielson 3)	_____	_____
Professionalism (IPTS 9 C, H, I, J, L, M, O, Q, S; Danielson 4)	_____	_____
Planning for Differentiated Instruction (IPTS 3 F, P; edTPA 1; Danielson 1)	_____	_____
Assessment (IPTS 7; edTPA 3; Danielson 3)	_____	_____
Collaboration (IPTS 8 B, F, G, J, K, L, N, R; Danielson 4)	_____	_____

Rubrics for Midterm and Final Evaluations:

	Teaching Diverse Students	Planning for Differentiated Instruction	Learning Environment	Inst. Del.
Beginning	Beginning to use teaching strategies that support diverse learners.	Creates basic plans that use core learning standards; plans are sequenced appropriately and sufficiently detailed to guide the teacher toward accomplishing the learning goal/s.	Is actively working toward but still struggling to maintain classroom decorum and/or on-task behavior on a regular basis.	Beginning to use strategies to engage students and make learning purposeful and meaningful with some effectiveness; may still be monitoring or practicing skills that students already have mastered rather than teaching new skills.
Intermediate	Actualizes teaching strategies that recognize needs of diverse learners.	Creates plans to establish high expectations for student learning; uses Common Core Standards that align with the activities in lesson plan.	Is usually successful in establishing a positive classroom environment/ maintains on-task behavior	Uses engagement strategies successfully to engage students and to make learning purposeful and meaningful; students are learning new skills; questions on all levels are asked both in whole group and small group instruction.
Target	Frequently actualizes teaching strategies for diverse learners	Plans and designs instruction to establish high expectations for student learning; uses knowledge of diverse student characteristics, student performance data, curriculum goals, and community context; uses the Common Core that closely align with the instructional plan.	Promotes and sustains a positive learning environment that respects all students and fosters on-task behavior; Actively fosters a community of learners.	Uses multiple strategies consistently for high levels of engagement for all students to make learning purposeful and meaningful; uses motivating techniques; new student learning is clearly evident in all lessons; excellent scaffolding; intern reads students and adjusts instruction accordingly in the moment; questioning skills support the above proficiencies.

	Reading Writing Oral Communication	Assessment	Professionalism and Collaboration
Beginning	Beginning to make reading purposeful and meaningful in limited ways; beginning to stimulate discussion/ use variety of questioning/ oral expression to support student learning; no major/ consistent errors in oral or written language	Beginning to assess students in basic informal ways; uses protocols learned in courses to gather data; is able to interpret data.	May have inconsistent checklist assessments during observations, but responds to coaching on professional practice and self-assessment.
Intermediate	Good implementation of literacy techniques to make reading purposeful and meaningful; helps students understand at least one mode of writing; Frequently uses oral language/questions; and expressive communication skills to support learning and reading Development; no major consistent oral or written errors.	Uses and interprets protocols used in courses to gather data on student learning; uses additional assessments, e.g., anecdotal information, intern-created assessments, to learn about student strengths and needs to plan for future instruction.	Satisfactory evaluation on most items on checklist with no major concerns for those still in development. Reflects on professional practice and resulting outcomes; engages in self-assessment, and adjusts practices to improve student performance, school goals, and professional growth.
Target	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.	Uses varied assessments, Including protocols learned in courses activities and intern-created assessments to inform instruction and respond to student needs in compelling ways.	Consistent positive checklist. Excellent independent reflection on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.

PART 3:

SUMMARY MIDTERM GOAL STATEMENT:

(SUPERVISOR ONLY)

The teacher candidate is earning a B- or better at the time of the midterm evaluation. Yes ____ No ____
If no, see comments on attached page.

SUMMARY FINAL GOAL STATEMENT:

MIDTERM DATE _____
SIGNATURES

FINAL DATE _____
SIGNATURES

MENTOR TEACHER

MENTOR TEACHER

TEACHER CANDIDATE

TEACHER CANDIDATE

COLLEGE SUPERVISOR

COLLEGE SUPERVISOR

THE TEACHER CANDIDATE HAS PARTICIPATED IN AN EDUCATIONAL SETTING FOR _____ HOURS.

RECOMMENDED FOR CONTINUATION IN PROGRAM

YES ____

YES (CONDITIONALLY) ____

NO ____

IF CONDITIONAL YES, PLEASE STATE REASON AND ARTICULATE CONDITIONS

IF NO, PLEASE INDICATE REASON FOR EXIT RECOMMENDATION

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 (bring to seminar starting the week of 2/17 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: $\sqrt{-}$, $\sqrt{}$, or $\sqrt{+}$)

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
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)

GOALS/OBJECTIVES FOR OBSERVATION SEQUENCE

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

Observation #1:

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

Observation #2:

- Activity design; designed in collaboration with cooperating teacher
- Appropriate for elementary school
- Clear directions and facilitation of activity
- Clear goal for activity

Observation #3:

- Full lesson; support from cooperating teacher if needed
- Interaction skills
- Activity and lesson are interactive
- Response skills; questioning skills
- Basic management: recognition and simple follow through on basic inappropriate behavior.
- Introduction/closure/transitions—lesson is cohesive, coherent

Observation #4:

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

Observation #5:

- Full lesson; intern in charge of planning and assessment
- Follow up on instructional goals set at previous observations.
- Assessment of student learning

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, Waukegan 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 303/403.

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

The rubric for Total Teach Overview (Part I) is below. This section, as well as Part III, should *draw heavily* from the course texts and discussions in both ED 303/403 and ED 304/404. 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 for two-week period: 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)
 - Phonemic awareness, decoding, including phonics skills
 - Comprehension strategies
 - Writing development and writing skills
 - Listening and speaking skills
 - Two multicultural read-alouds with reading response activities and connections to course readings.
- 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 specific and share particular observations of student responses to your instruction. 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? What changes would you make to your instruction to better support student learning (e.g., missed opportunities)? Why do you think these changes would improve student learning? (final two questions appear on edTPA commentary sections).

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 Common Core 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>Excellent reflections that include explicit suggestions for improved practice</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 Common Core 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>Strong reflections.</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> <p>Weak reflections.</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>Exceptional reflection at end of lesson plan</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>Strong reflection at end of lesson plan</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> <p>Limited reflection at end of lesson plan</p>

Part III

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* without students' names
- pictures
- reference section

Content	<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. All of the above are richly represented.	<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. All of the above are well represented.	<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. One or more of the above are not represented or are not represented effectively.
Writing and Presentation	All elements included and described with excellent clarity; correct spelling, punctuation, grammar, capitalization; mature language/rich vocabulary used; correct, consistent APA style; Professional presentation	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.	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.

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. Use a pseudonym.
- 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.
 - D. Your subject's general behavior (performance in other subjects, interaction with others, etc.), any 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). This can be included with V. (see below).
 - F. External factors that might have some effect on your subject's behavior, attitude, and academic achievement.
- III. Class Profile: A graphic (chart) representation of three students who represent a broad range of instructional level in the areas below. This should include your student study. Use the assessment strategies you are learning in EDUC 303/404.

phonemic awareness	comprehension
phonics	fluency
vocabulary development	oral communication
writing	spelling
- IV. Initial instructional plan:
 - A. Ways in which you plan to work *one-on-one* with the student.
 - B. Possible alternative approaches /modifications in an inclusion classroom to meet the special needs of your subject *during whole group lessons*.
- V. Log of your one-on-one sessions (ideally, three weekly 15-20-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. Include work samples associated with these sessions.
- 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 others to analyze data and make instructional decisions.
- VII. Recommendations for future modifications within the regular classroom and for special one-on-one interventions.

Meets Expectations		Does Not Meet Expectations	
Target	Acceptable	Unacceptable	
<p>Data Collection, Analysis, Collaboration, & Implementation</p> <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 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"> • 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. 	
<p>Writing & Presenta-</p>	<p>All elements are included. The writer maintains a strong focus throughout the paper. Correct</p>	<p>All elements are included. The writer maintains a clear focus. The writer expresses herself or himself</p>	<p>Some elements may be missing. The writer does not sustain a consistent focus. The writer</p>

tion	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.	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.	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.
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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 hours 5 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

Rationale (Reason for Lesson or Instructional Aims):

Why are you teaching this material? Why is it important for your students to learn this material? How does this lesson fit into the larger goals for the unit of study or general curricular objectives? How does this plan fit in with what you believe about good teaching? How will the students be motivated and challenged by this lesson?

Objectives:

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

Learning and Resource Materials:

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

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

Academic Language

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

Beginning the Lesson:

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

Sequence of Learning Activities:

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

Assessment Procedures:

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

Differentiation:

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

Reflection

How will you know if your lesson has been successful in terms of your own teaching and growth? What would you keep the same next time? What would you do differently next time?

Post-Observation Conference Preparation Form:

Personal Reflection:

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

Resourcefulness:

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

Responsiveness:

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

Teacher Efficacy:

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

Do you have any other comments/questions that you would like to discuss during the post-observation conversation?

EDUC 304/404
Observation Framework

Teacher Candidate: _____ Observer: _____

School : _____ Subject/Period: _____

Date: _____ Observation No. _____

Professionalism checklist (IPTS Standard 9)

- _____ Two typed copies of complete lesson plan (one for binder, one for observer)
- _____ Previously taught lesson plans in professionally organized binder
- _____ Reflections on previous lesson plans and observation days
- _____ Materials and resources ready for teaching
- _____ Sustained demonstration of *Identifying Dispositions of a Lake Forest College Educated Teacher*

Key areas of focus: discipline specific.

Observation Evidence:

I. Planning and Preparation (Standards addressed)

IPTS: 1H, I, J, K, L; 2C, D, H, I, J, K, L, M, N, O, P, Q; 3A, B, D, E, G, H, J, K, M, O, Q; 5 L, M, S; 7K, Q; 8S.
edTPA Rubrics # 1, 2, 3, 4

Danielson Framework for Teaching: 1A, B, C, D, E, F.

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

II. Assessment (standards addressed)

IPTS: 2P, 3J, 7J, K, L, M, Q, R, 8S, 9K

edTPA Rubrics #11, 12, 13, 14

Danielson Framework for Teaching: 1F, 3D

- Assessment criteria have been clearly defined and communicated to students, including use of grading rubrics
- Assessment results are used to plan, align and modify instruction
- Uses a variety of formal and informal assessments that match learning objectives
- Feedback is accurate and addresses both strengths and needs related to specific learning objectives.
- Feedback provides opportunities to apply to improve current and future work

III. Instructional Delivery (standards addressed)

IPTS: 1I, 2K, 4N, 5I, K, L, P, R; 6S

edTPA Rubrics #6, 7, 8, 9

Danielson Framework for Teaching: 2A, B, C, D, 3A, B, C, D

- Uses a positive, low-risk social environment that reveals mutual respect among students.
- Demonstrates positive regard for all cultures, religions, genders, orientations and abilities that puts students first in all considerations of their practice
- Builds and maintains rapport with students, demonstrating warmth, caring and mutual respect
- Conveys message that students are capable of achieving success if they work hard
- Conveys enthusiasm for subject and the importance of what the students are learning
- Makes efficient use of class time with on-task student behavior, smooth, transitions, efficient monitoring of activities
- Delivers appropriate reinforcement and feedback
- Communicates clearly with students
- Provides appropriate expectations, anticipatory set, gains attention of students before beginning
- Uses clear and correct oral language, good voice quality, and variety of tone and inflection
- Uses clear and correct written language
- Gives directions slowly and distinctly, plans transitions in appropriate steps
- Appropriate pacing of lesson
- Provides appropriate lesson closure

Topics for Reflection and Post-observation Conference:

1. How did your instruction support learning for the whole class and students who need greater support or challenge? Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
2. What changes would you make to your instruction next time to better support student learning of the central focus (e.g., missed opportunities)?
- c. Why do you think these changes would improve student learning?

Short-term Goals:

Signatures:

Student

College Supervisor

EDUCATION DEPARTMENT TIME SHEET

Student _____ School _____

Cooperating Teacher _____ Supervisor _____

Dates _____ to _____

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

Absence (date)

Reason

Main instructional activities of the week:

TOTAL HOURS _____

TEACHER _____ STUDENT _____

(signature)

(signature)

PACING GUIDE: EDUC 304/404 INTERNSHIP WEEKLY WORK

Week 1 (Observation, Orientation to the Classroom)

- _____ Review class lists with students' names and demographic information including gender, race, and primary languages. Ask your cooperating teacher any questions about the students and classes.
- _____ Preview class texts and other instructional materials.
- _____ Discuss candidates for your student study project with your cooperating teacher.

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

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

_____ Select student study subject and begin recording observations.

_____ Time sheet with list of instructional activities for the week. Choose from the following. Feel free to add your own.

Made class announcements.

Gave directions on a worksheet or other activity.

Took attendance.

Recorded grades; graded assignments.

Worked with individual students (you should be doing this as much as possible) on seatwork or collaborative activities.

Collected or distributed assignments.

Observed a team meeting.

Wrote assignment or directions on the board.

Reviewed textbook or other instructional materials.

Designed worksheet, visual display, activity center, etc.

Week 3 (Teaching "shadow" lessons/partial lessons):

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

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

Week 4 (Teaching "Shadow" Lessons):

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

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

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

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

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

_____ Begin to plan your total teach time and its general content with your cooperating teacher and college supervisor. What class(es) will you teach for two weeks during your internship? What content will you cover? What should you be planning now?

Week 5 (Designing and Implementing Lessons)

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

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

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

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

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

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

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

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

_____ Prepare your cooperating teacher for your absence. Discuss what you will prepare for week 7.

March 5 - 13 Lake Forest College Spring Break

Week 7 (Continue Implementing Other Lessons):

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

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

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

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

Week 8 (Total Teach Week One)

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

_____ Lesson plans and reflections for lessons you designed.

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

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

Week 9 (Total Teach Week Two):

_____ Lesson plans and reflections.

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

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

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

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

Week 10 (Wrapping Up Fieldwork):

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

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

End of Fieldwork!

APPROXIMATE TIMELINE FOR FIELDWORK RESPONSIBILITIES

AT-A-GLANCE

January/February

- Demonstrate reliability: on time and consistent attendance.
- Perform routine management tasks.
- Identify child for student study project; begin to record observations. Submit reasons for selection. Implement assessment protocol developed in EDUC 303/403 with student selected. Create instructional plan. Work with child for 15-20 minutes, three times weekly.
- Work one-on-one with students using teacher identified goals and materials.
- Work with small groups using teacher identified goals and materials.
- Maintain journal.
- Collect resources and develop plans for Waukegan community project.
- 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.
- Implement assessment protocol developed in EDUC 303/403 with at least two other students who represent a range of instructional levels in the classroom.
- Take on additional responsibilities on a weekly basis and write lesson plans as directed on syllabus schedule.

March/April

Continue above responsibilities plus the following:

- Complete midterm self-evaluation according to syllabus schedule.
- Formally take responsibility for instruction during "Total Teach."
- Implement Waukegan community project.
- Submit "Total Teach" written requirements as outlined in handbook.
- Work with child selected for student study for 15-20 minutes, three times weekly, during weeks outside of "Total Teach."
- Complete student study.
- Complete assessment protocol with all students selected to represent a range of instructional levels for student study assignment.
- Complete final self-evaluation according to syllabus schedule.
- Complete and present self-reflective final presentation

