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EDUCATION 315/415 HANDBOOK

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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 licensure. In addition, a number of courses are either co-taught or cross-listed in the Education Department and other departments on campus so that even our faculty structure and course structure are interwoven with other departments on campus. In this manner, students experience a program of study with values and commitments shared by the entire campus community. It takes the commitment of an entire campus to teach teachers—one individual at a time.

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

Commitment to Personal Growth: Mentoring Individual Potential

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

Commitment to Practical Reflection: Analytic Inquiry of Performance

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

students conduct research projects within each course. Case studies, simulations, and problem-solving activities are all staples of the instructional approach of faculty across campus.

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

Commitment to Professionalism: Melding Competencies with Responsibility

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

IDENTIFYING DISPOSITIONS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

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

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

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

In this regard, the teacher candidate will

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

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

In this regard, the teacher candidate will

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

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

In this regard, the teacher candidate will

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

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

In this regard the teacher candidate will

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

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

PREAMBLE

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

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

ARTICLE 1: COMMUNITY STANDARDS

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

ARTICLE 2: ACADEMIC INTEGRITY

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

ARTICLE 3: ENCOURAGING RESPONSIBLE ACTION

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

ARTICLE 4: THE HONOR COUNCIL

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

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

FIELDWORK GUIDELINES: EDUCATION 315/415

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

- 1) familiarize the student intern with the middle school curriculum and environment and with the various responsibilities associated with being an effective middle school teacher.
- 2) prepare the student intern for student teaching and develop the skills and confidence necessary to work independently in the classroom.
- 3) provide experience that encourages reflective professional practice.

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

- 1) The intern is reliable.
 - a. On time and prepared for work and seminar.
 - b. Spends five days per week in the classroom.
 - c. Spends a minimum of 150 hours in the classroom for the semester.

The intern will maintain an official time sheet of fieldwork hours. The time sheet is to be signed by the cooperating teacher each week and will be checked by the supervising teacher in seminar. At the end of the term, the time sheets will be collected and placed in the intern's file
 - d. Notifies the cooperating teacher and college supervisor in case of illness. If necessary, also has lesson plans/materials delivered to cooperating teacher. Time missed because of illness or any other reason must be made up before semester ends (up to three days for illness or emergency only may be made up). Once the intern has established the specific hours for his/her fieldwork, it is expected that he/she will arrive and depart on time. **Late arrivals and early departures -- unless they are officially approved in advance by the cooperating teacher and supervisor -- will not be tolerated.**
- 2) The intern demonstrates a strong desire to learn (by asking questions, through reflection, and by taking initiative).
- 3) The intern works in an organized and purposeful way.
- 4) The intern is confident, enthusiastic, and positive in working with children--he/she has classroom "presence."
- 5) The intern manages children effectively and humanely.
- 6) The intern respects the rights and needs of others, including ethnic, racial, and language differences.
- 7) The intern is a good "role model" for children--in his/her speech, appearance, and behavior.
- 8) The intern is open to and makes effective use of suggestions and criticism.

Termination of Student Teaching or Fieldwork Practica:

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

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

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

1. Attendance
Student does not maintain a record of excellent attendance or exhibits a pattern of tardiness.
2. Professional judgment:
Inappropriate behavior or response--verbal or non-verbal--in communication with students, parents or other school personnel.
3. Progress:
Choosing not to act on direct advice or direction from the college supervisor or the cooperating teacher or not making sufficient progress in a timely manner.
4. Preparation:
Not being prepared to teach when expected.
5. Dress or appearance:
Choosing not to meet the standards of professional attire in a school setting.
6. Subject matter knowledge
Demonstrates deficiencies in subject area.
7. Emotional instability.
8. Criminal behavior.
9. Immoral conduct.

ED 315/415 Assessments and Accompanying Standards

(See syllabus for grading policies, assignment details, and rubrics)

Middle School Teaching Portfolio Project (including specific target lessons and final portfolio presentation):

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 7 – Assessment

(IPTS) STANDARD 8 – Collaborative Relationships

Total Teach Plan: (including rationale and addendum reflection):

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 7 – Assessment

(IPTS) STANDARD 8 – Collaborative Relationships

Midterm Reflection:

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

Fieldwork Weekly Moodle Postings:

(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Fieldwork Performance (Midterm and Final Evaluations):

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 8 – Collaborative Relationships

(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Observations and Lesson Plans:

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Traits of a Quality Cooperating Teacher

1. A willingness to share skills, knowledge and expertise.
2. Acts as a positive role model.
3. Takes a personal interest in the mentoring relationship.
4. Exhibits enthusiasm, hope, optimism and a positive attitude in the field.
5. Values ongoing learning and growth in the field.
6. Provides guidance and constructive feedback.
7. Is respected by colleagues and other school personnel.
8. Values the opinions and initiatives of others, including the intern or student teacher.
9. Motivates others by setting a good example.
10. Is skilled at providing instructional support for the intern/student teacher and the students.
11. Is accepting of the intern/student teacher's role as a beginning teacher.
12. Spends enough time with the intern/student teacher to provide necessary support.
13. Is an effective communicator with good interpersonal skills.
14. Facilitates a relationship based on respect and trust.
15. Is rarely absent.

- 1) Introduce the student intern and make clear to students what his/her role will be, as well as what role he/she will have in the classroom.
- 2) Familiarize the intern with classroom resources and materials and with the daily routine.
- 3) Encourage the intern to observe and participate in a variety of instructional activities.
- 4) Confer with the intern regularly and identify school resources that the intern can use to improve his/her teaching skills.
- 5) Review written plans and instructional materials prepared by the intern.
- 6) Help the intern to identify an appropriate child study subject and allow time for student to work with child who has been identified for child study.
- 7) Complete midterm and final evaluations of the intern's performance, and sign the intern's time sheet each week to verify fulfillment of the 150 hour requirement.
- 8) Report any conduct by the student intern that is considered unprofessional to the college supervisor.
- 9) Inform parents when student will be present during conferences.
- 10) Include student in staff meetings and advise students about logistics for in-service meetings.
- 11) Maintain running log of student progress and performance.
- 12) Provide a place, such as a small desk, for the intern.

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 315/415

Help individual students with seatwork.

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

Lead an instructional activity.

Supervise computer activities.

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

Lead a discussion.

Interact with small groups during activities.

Correct/evaluate and give feedback on student work.

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

Collect and/or distribute materials or assignments.

Work with an individual student who may have been absent.

Make announcements or read daily bulletins to class.

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

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

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

Cooperating Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Cooperating Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Teacher Candidate:

Mentor Classroom Teacher:

College Supervisor:

School/Grade Level:

Midterm Evaluation Date:

Final Evaluation Date:

This evaluation is in three parts.

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

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

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

Part 1: IDENTIFYING DISPOSITIONS OF A LAKE FOREST EDUCATED TEACHER

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

In this regard, the teacher candidate will

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

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

(IPTS Standard 6: Reading, Writing and Oral Communication)

In this regard, the teacher candidate will

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

RESPONSIVENESS to children that considers their best interests first and foremost

(IPTS Standard 1: Teaching Diverse Students; IPTS 3: Planning for Differentiated Instruction;

IPTS Standard 4: Learning Environment)

In this regard the teacher candidate will

- develop *rapport* with students
- take the time and effort needed to *understand how a child learns*, discover his or her interests, and determine how to shape teaching acts accordingly
- enact *responsiveness to diverse learners* through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect *respect and care for children and concern for their emotional and physical well-being respect and consider cultural contexts* when 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, Support of Students’ Reading & Writing, and Professionalism & Oral Communication*. 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)	_____	_____
Support of Students’ Reading & Writing (IPTS 6 Q, R; edTPA 1 & 2; Danielson 3)	_____	_____
Professionalism/ Oral Communication (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	Instructional Delivery
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.

Support**& Oral Communication**

Beginning	Beginning to make reading purposeful and meaningful in limited ways; beginning to stimulate discussion/ use variety of questioning/ expression to support student learning.	Beginning to assess students in basic informal ways; uses protocols learned in courses to gather data; is able to interpret data.	May have inconsistent a during observations, but coaching on professional self-assessment. No major/ consistent errors in oral or written language	Works in somewhat collaborative manner with Cooperating Teacher, Supervisor, cohort members and other school colleagues..
Intermediate	Good implementation of literacy techniques to make reading purposeful and meaningful; helps students understand at least one mode of writing; Frequently uses language/questions; and expressive communication skills to support learning and reading development.	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.	No major concerns for items still in development. Reflects on professional resulting outcomes; enga assessment, and adjusts improve student perform goals, and professional growth. no major/ consistent oral or written errors.	Works in collaborative manner with Cooperating Teacher, Supervisor, cohort members and other school colleagues. Contributes own ideas in collaborative settings.
Target	Consistently and skill-fully uses language and expressive communication skills to support learning and reading development (e.g., questioning techniques, illustrations, rhyme, alliteration, etc.);	Uses varied assessments, Including protocols learned in courses activities and intern-created assessments to inform instruction and respond to student needs in compelling ways.	Excellent independent re professional practice and outcomes; engages in se and adjusts practices to i performance, school goal professional growth. no consistent oral or written errors. Strong vocal intonation, nonverbal cues	Works in fully collaborative manner with Cooperating Teacher, Supervisor, cohort members and other school colleagues. Contributes own ideas in collaborative settings and carries through with plans.

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

PLANNING TO TEACH ACTIVITY

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

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

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

4. Brainstorm / free write on a separate piece of paper various activities or other resources you could bring into your classrooms for the units you might teach for your “total teach”. Star (*) those you would like to share with your cooperating teacher.

GOALS/OBJECTIVES FOR OBSERVATION SEQUENCE

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

Observation #1:

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

Observation #2:

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

Observation #3:

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

Observation #4:

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

Observation #5:

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

Fieldwork Lesson Observation Benchmarks:

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

Instructional Design (IPTS 1& 3; edTPA rubrics 1, 2, 3, 4; Danielson Domain 1):

Beginning:

- Is able to design activities that meet Illinois Learning/Common Core standards
- Is able to design activities to meet a developmentally appropriate learning outcome or objective

Intermediate:

- Is able to design an activity with appropriate differentiation
- Is able to evaluate learning objectives
- Takes into account students' life, personal, cultural, and community experiences in design

Target:

- Is able to use resourcefulness and creativity to design instruction that is motivational as well as all of the above.

Instructional Delivery (IPTS 5; edTPA rubrics 7, 8 ,9; Danielson Domain 3):

Beginning:

- Sets expectations for learning
- Monitors individual and group learning activities

Intermediate:

- Paces lessons so that students can be successful and class time is well spent.
- Uses a variety of communication modes to reinforce instructional objectives

Target:

- Adjusts plans based on student needs and other contingencies.
- Uses information about students to make motivational and instructional connections

Learning Environment (IPTS 4; edTPA Rubric #6; Danielson Domain 2):

Beginning:

- Demonstrates the ability to listen and respond to student questions and concerns.
- Designs learning environment for students to complete tasks successfully

Intermediate:

- Uses praise and feedback to motivate learners.
- Uses strategies to encourage sensitivity to individual learners and their communication needs.

Target:

- Builds a sense of "team" in the learning community
- Builds an interest in literacy as part of academic success
- Understands how and when to use collaborative learning

Annotated Lesson Plan Format

Teacher:

Grade/Subject:

Date/Period(s):

Unit /Total Teach Topic: _____ Lesson Topic: _____

Part One: Rationale, Lesson Objectives, Assessment and Support Strategies

Learning Outcomes for this lesson:

- Broad Goals/Rationale for Lesson:

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?

- Specific and Measurable Objectives for this Lesson:

- Knowledge/Content/Central Focus objectives:

What do you want the students to learn by the end of this lesson?

- Learning Skills objectives

What do you want the students to be able to do after completing this lesson? Succinctly state the learning expected, not the activity description.

Academic Language

Cite and define the appropriate oral and written language used in this lesson. This is the language that will be used in the lesson that is necessary for students to develop and express content understandings in this discipline. This includes the “language of the discipline” (vocabulary and functions, demands and forms of language (verbs) associated with learning outcomes in a particular subject) and the “instructional language” used to engage students in learning content.

- Vocabulary:

- Language Functions:

Standards (IL or CCSS):

As appropriate to your content area.

Assessment with specific criteria

- Formative [during lesson]:

Describe how you will know whether or not your students are “getting it” as the lesson progresses. What clues will you use to assess? What might your students say, do and write throughout the lesson that will provide the information you need to determine whether you will continue with the plans as is or change directions with your instruction?

- Formative/Summative [after lesson]:

Provide a brief description of the assignment, project, activity, quiz or test that you will use to assess whether students learned. State the criteria by which you will evaluate achievement of the learning goals/objectives

Strategies to Support/Foster Engagement:

- Essential questions/discussion points/support for academic language

List your prepared questions and discussion topics; then remember to actually ask the questions you plan! Fostering critical thinking through active discussion is critical to motivation, engagement and learning, so it is essential that you give this planning careful thought.

- Anticipated “Trouble Spots/Misconceptions”—Describe Strategies to Bring Clarity

List points that may need additional attention. What steps will you take to bring clarity to a complex concept or procedure? In some lessons, there may be none; in others there may be more. It all depends on the topic.

- Grouping Strategies

State how you will group students and why. For example, will students work as a whole class, independently, with partners or in small groups? Randomly? By skill level? Student choice? Will you include pair/shares within whole group discussions?

- Differentiation Strategies

State how you plan to differentiate to meet students’ varying academic and social/emotional/maturity levels. Some students will need extra challenge and some may struggle. For example, will you give extended time and/or additional challenge activities to individual children? Will you pose more challenging questions to an individual and less so to another? Will you use different materials with some students and why?

Resources/Materials/Technology Tools Needed

List what you will use with students and the resources that helped you plan.

Part Two: Lesson Chronology/Sequence

- Lesson Introduction/Anticipatory Set/Motivator (Time Allotment ____)

How will you capture your students’ interest and pique their curiosity. How will you help them understand what they are about to learn (the lesson objective)? How will you explain the “big picture” reason for this lesson? What’s “in it” for them? Why do they need to learn this? Your introduction sets the tone for all that follows.

- Step by Step Sequence of Instructional Strategies/ Presentation of Content/Modeling/Guided Practice (Time Allotment ____)

Describe what you will do to teach the concept. What will you do to model the learning? Describe the clear directions and guidance you will provide. What will the students be doing while you are explaining, modeling and doing?

- Small group/Independent Practice (Time Allotment ____)

Describe the steps students will complete to do the activities, whatever they may be.

The bulk of the allotted lesson time may be used for students working in small groups, with partners or as individuals—with your facilitation, but mostly independent of your direct guidance. This practice session is often the heart of the lesson. Describe what students will be expected to do/complete so that they learn what you deemed important at the outset of your planning.

- Lesson Closure/Review/Summary/Sharing (Time Allotment ____)

Indicate how you plan to summarize, or better yet, how you will ask the students to summarize the learning that occurred during the lesson. The closure brings another opportunity to restate the learning and why it is important. It is also an opportunity to highlight what is coming next so that students do not see this lesson in isolation; instead they will see how this lesson fits into the broader goals of this discipline.

EDUC 315/415
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)**

___ **All previously taught lesson plans in professionally organized binder**

___ **Complete reflections on previous lesson plans and observation days in professionally organized binder**

___ **Materials and resources ready for teaching**

___ **Sustained demonstration of *Identifying Dispositions of a Lake Forest College Educated Teacher***

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

Observation Evidence:

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

PACING GUIDE: EDUC 315/415 FIELDWORK WEEKLY EXPECTATIONS

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

Week 1 (Observation, Orientation to the Classroom)

- _____ Moodle posting #1: Focus on your feelings about the school you are in, the middle school kids you are meeting, your cooperating teacher, and your role in the classroom. Specifically describe your introductory activity and what you learned from doing it.
- _____ Introductory Activity
- _____ Time sheet: be sure to fill in classes you observed and any classroom assistance you provided.
- _____ Review class lists with students’ names and demographic information including gender, race, and primary languages. Ask your cooperating teacher any questions about the students and classes.
- _____ Preview class texts and other instructional materials.
- _____ Discuss with your cooperating teacher possibilities for observing in a couple of other classrooms.
- _____ Complete Planning to Teach Activity (in this handbook) with cooperating teacher.
- _____ Discuss candidates for your student study project with your cooperating teacher.

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

- _____ Moodle posting #2: Share a teaching story of an instructional interaction with a student.
- _____ Begin planning “shadow” lessons with your cooperating teacher (lessons/partial lessons which you implement after observing your cooperating teacher implementing the same lesson *and/or* lessons/partial lessons which your cooperating teacher has designed but which you implement).
- _____ Select student study subject and begin recording observations.
- _____ Time sheet with list of instructional activities for the week. Choose from the following. Feel free to add your own.
 - Made class announcements.
 - Gave directions on a worksheet or other activity.
 - Took attendance.
 - Recorded grades; graded assignments.
 - Worked with individual students (you should be doing this as much as possible) on seatwork or collaborative activities.**
 - Collected or distributed assignments.
 - Observed a team meeting.
 - Wrote assignment or directions on the board.
 - Reviewed textbook or other instructional materials.
 - Designed worksheet, visual display, activity center, etc.
 - Consulted with my cooperating teacher about _____.

Week 3 (Teaching “shadow” lessons/partial lessons):

- _____ Moodle posting #3: TBD by interns
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Make one suggestion to your cooperating teacher regarding an activity/lesson that will inspire active learning or application (use *Inspiring Active Learning* or websites for ideas)
- _____ Work with your student study student (follow assignment guidelines).

Week 4 (Teaching “Shadow” Lessons):

- _____ Moodle posting #4: TBD by interns
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Have a discussion with your cooperating teacher (and other teachers if possible) regarding reporting students who have significant social or emotional needs for special services (e.g. counseling services). What are the teacher’s guidelines? Experiences? Advice? Take some notes.
- _____ Make plans with your cooperating teacher for lessons that you will design and implement in the next two/three weeks. Be sure that you discuss the types of lessons you will be required to include in your portfolio.
- _____ Write a lesson plan and reflection for a shadow lesson. What part did you play? Did you do more of the lesson than you did in Week 3? What was different or challenging for you in this whole-class experience?
- _____ Work with your student study student (follow assignment guidelines).
- _____ Begin to plan your total teach time and its general content with your cooperating teacher and college supervisor. What class(es) will you teach for two weeks during your fieldwork? What content will you cover? What should you be planning now?

Week 5 (Designing and Implementing Lessons)

- _____ Moodle posting #5: TBD by interns
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Lesson plan and reflection on a lesson you designed with the help of your cooperating teacher.
- _____ Plan your total teach time and its general content with your cooperating teacher and college supervisor. Confirm what class (es) you will teach for two weeks during the last four weeks of your fieldwork. What content will you cover? What should you be planning now?
- _____ Using Fieldwork Lesson Observation Benchmarks as a guide (in this handbook), write down two instructional improvement goals.
- _____ Complete midterm evaluation form (self-evaluation) in this handbook. Prepare for midterm conference next week.

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

- _____ Moodle posting #6: TBD by interns
- _____ 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 10 - 18 Lake Forest College Spring Break

Week 7 (Continue Implementing Other Lessons):

- _____ Moodle posting #7: TBD by interns
- _____ 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?*

March 26 -30 Waukegan District 60 Spring Break

Week 8 (Total Teach Week One)

- _____ Moodle posting #8: TBD by interns
- _____ Time sheet to include list of instructional activities for the week.
- _____ Lesson plans and reflections for lessons you designed.
- _____ Revision to total teach plans for week two based on reflection

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

Week 9 (Total Teach Week Two):

- _____ Moodle posting #9 TBD by interns
- _____ Lesson plans and reflections.
- _____ Prepare for your departure at the end of next week.
- _____ Time sheet to include list of instructional activities for the week.
- _____ Complete the final evaluation form in this handbook (self-evaluation) for final evaluation conference next week.

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

Week 10 (Wrapping Up Fieldwork):

- _____ Moodle posting #10: Share a teaching story that shows signs of progress, new things you tried, successes you have had.
- _____ Time sheet to include list of instructional activities for the week.
- _____ Distribute feedback form to students and reflect on student feedback.

End of Fieldwork!

- _____ Moodle posting #11: Think back over the last ten weeks and share a teaching story of important/ memorable moments from the culmination of your fieldwork, your “farewells”, your most important learning experiences. Extend thank you’s to your peers for their support during fieldwork.